

Article

YouTube for Academics: Exploring Learning Habits of Post Graduate Students

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A B S T R A C T

The digital revolution has transformed the entire ecosystem of higher education across the globe during the last one decade. The changes emerged out more visibly during the pandemic times. But how far the social media platforms like YouTube have been effectively adopted by the students and teachers is yet to be studied systematically. This is interesting to know how the stakeholders of the traditional education system have been negotiating with the new technological innovations. By doing an opinion survey of 107 post graduate students of a central university and experience survey of 10 teachers, this study has attempted to answer few research questions related to the usages of YouTube for higher education. The study argues that students do watch YouTube videos frequently and abundantly for learning various concepts and processes related to the syllabus. Whereas, teachers watch YouTube videos to get new inputs during the preparation for lectures and for quick revision of the topic. However, teachers believe that YouTube is responsible for lack of attentiveness and attendance of students in the classrooms. Moreover, teachers also warn that excessive dependency of students upon YouTube videos for examination preparations result in shallow and limited understanding of the subject.

Keywords: YouTube, Higher Studies, New Media, Educational Video, Academic Learning

Introduction

With the emergence of new communication technologies, traditional forms of learning have increasingly undergone a sea change. In the new media scenario, teachers are not the only source of information but various social media platforms also deliver academic content to students. Nowadays students have lots of resources available online which can be used as and when they require according to their needs and convenience. New media ecosystem also provides freedom to choose out of the wide variety of available content.

YouTube has become a useful platform for academic learning

for higher studies. With the help of audio-visual elements, complex concepts can be explained in simpler manners resulting in better understanding of the topic. Apart from that, learners can also clarify their doubts from the teacher by asking questions in the comment box of the YouTube video. Its audio-visual and interactive features have made learning interesting for the youths pursuing higher studies. But how has this new platform influenced the dynamics and mode of learning and how far it has compelled the teachers and students to adapt themselves to the new ecosystem of higher education is yet to be studied.

Before the existence of YouTube, watching videos over the internet was uncommon. This was mostly because the

viewer had to search the specific website upon which the particular video was uploaded. The decentralized structure created impediments which restricted the traffic over the internet. But after 15 years of this video-sharing website, it has emerged as a medium that not only entertained people but also helped to aid the process of educating users. The genesis of the idea is credited to Jawed Karim, who was unable to find a video that he wanted to watch. So, he along with Chad Hurley and Steve Chen, created YouTube in February 2005 (Wikipedia, 2019). Though in its nascent stage, it allowed short videos to be uploaded but it is credited to create a new trend where people would upload their short videos. This gave them the freedom they wanted to share their videos. Over time the medium has evolved and affected our daily life. Soon in November 2006, Google bought YouTube in 1.65 billion dollars (The Economic Times, 2008).

YouTube in India

This video-centric platform made headlines when it bought two domains, YouTube.in and YouTube.co.in worth of approximately Rs. 2.44 lakhs. Formally it started its operation in India, on May 7, 2008 (The Economic Times, 2008). Though it was a localized service but apart from the domestic content, it also provided the content from different countries. But accessing these contents was hindered by the limited technology of that time. This was mostly because the smartphones were still in the development phase to incorporate YouTube into it. Other than that people had the only option of using computers or laptops to access the platform.

Things changed for the better for a handful of countries after October 2008 as the Google Android mobile operating system was launched with the help of the HTC Dream handset. But the Indian market received this merit after a while. In July 2009, India saw its first launch of the smartphones which was HTC Magic. There was a further sprout in the country when leading smartphone manufacturers started to give better-equipped smartphones to the people. With constant research on smartphones, internet connectivity in mobiles also improved. 3G was introduced in India on December 11, 2008. Mahanagar Telephone Nigam Limited (MTNL) as well as Bharat Sanchar Nigam Limited (BSNL) became the first and second 3G Mobile service provider in the country. Other networks also participated in the auction to gain 3G wireless spectrum. This resulted in the integration of the faster network in the society and hence opening the path for YouTube.

In addition to connectivity, smartphones were also becoming equipped with better cameras. This allowed the user to shoot videos. But these did not get landed on the platform because of one particular reason, the high price of the data. Thus, operating the platform was still a luxury. With limited high-priced data, average people in India did not want to

afford extra expenses. This meant that the medium had a long way to go. Till the end of 2015, data packs provided by these networks were very expensive. For 1GB of data per month, the consumer had to pay up to Rs 249. But the scenario changed after September 5, 2016, when Jio started to offer its service for free and later at a far reduced rate to its competitors (Anwar, 2016). With the proliferation of smartphones as well as a reduced rate of data, YouTube started to become more integrated into our lives.

In addition to these factors, the monetization policy of the website invited people to use it to earn money. This feature was added so that more traffic could be generated on the website. And it succeeded. This policy named YouTube's Partner Program (YPP) allowed anyone who generates a sufficient amount of views and has a valid number of subscribers (1000 or more) to share the revenue which is produced by showing advertisements on the video. The uploader of the video would get 55% of the revenue generated from the advertisement while the platform will take the rest of the money.

In the beginning, amateur or in other words non-professionals used this platform. They garnered views and in return earned money after fulfilling the criteria prescribed by this Google's subsidiary. Later these content creators became a household name with their skill to keep the viewers attracted to them. Examples of such creators are Nisha Madhulika, Gaurav Chaudhary (Technical Guruji), Bhuvan Bam (BB ki Vines), Sandeep Mahisharwi.

With more people coming to use the platform, other media outlets saw potential in it. Music companies recognized it as well as for its business opportunity. News Channels soon came to this new terrain. The private news channels were faster than the government to realize the importance of the medium in the upcoming times. But they were still dormant before the data revolution. Soon, new prospects were opened for them as well. If people wanted to access the news channels on the go, they could do it with the help of their smartphone. Now they could go to the respective channel and could get the news items uploaded by it. Therefore, the news channels that were earlier dependent upon the television also saw new avenues in the digital platform and made their presence widely known. So, these channels were also the ones who got profit from the sudden decline in the price of data.

Most of the major national news channels have shown their presence on the platform. NDTV, Aaj Tak, CNN-News18, Republic TV are using the platform to disseminate news to the public. Most of these channels upload the news telecast from their News channels. Therefore, the content was identical to the one shown on the television. But NDTV has changed this pattern. It polls on what top news do the people watching their channel should be informed

about. After the poll ends, the news is picked up and discussed in greater detail. This discussion is exclusive to their respective YouTube channels. So, this initiative is interactive as it gives the viewer's freedom on what they should be informed about which was earlier lacking in the television. Unlike News Channels, the Government and its agencies received extra attention from the platform. It has targeted and encouraged governments to use the platform to reach as many people as possible for the government's benefit. 'YouTube for Government - As a government official, communicating effectively is key. Use YouTube to strengthen your online presence, control your story, and engage your audience wherever they are.'

The Government of India has made its presence on the platform. It operates multiple channels that are dedicated to different ministries. For example, the Ministry of External Affairs joined it on September 29, 2011. The channels inform the citizens about the stand of the spokesperson who represents India in the international summits. It also informs about the daily media briefings by the official spokesperson. But most of the prominent ministries are still not there in it. The Ministry of Information and Broadcasting joined on Sep 4, 2012. This Ministry uploads videos to announce the day-to-day activities of the Ministers. Apart from them it also informs about different festivals which are dedicated to films and documentaries of the country so that people could be encouraged for this cause. It also gives an update about the international summits in which the country participates. The government has mostly used the platform to inform and educate rather than to govern the citizens. It has created many channels in it so that the educated mass of the county could access it. Most of the initiative of the government in the platform is for the students of higher education.

Due to the Corona virus spread, India was forced to go through stringent lockdowns resulting into huge market depression. But YouTube was among the few, which saw the surge in its user base mostly because people were forced to stay at their homes. "YouTube sees a 20.5% surge in subscribers-base during the 45 days of lockdown. Apart from that, the average consumption time also increased to over 4 hours per day" (businessinsider.in) When we talk about the active groups, then it was revealed that millennial remained the most active group on YouTube in India, with 70 percent of viewership coming from the age group 18-34. It was also revealed that 90 percent of the views on the platform were through mobile devices (Business Standard). From this we can infer that there has been a rise in the number of the students who would use this medium.

Academics through YouTube

Once the data rates decreased, students could also afford

to watch and learn through YouTube videos. This resulted in a huge surge in the number of YouTube educational channels dedicated to various competition tests, subjects and disciplines targeted at the students in the country. A huge variety of channels mushroomed providing content on specific topics in different forms. A few of them were wonderful resources with brilliant teachers, whereas many of them were a waste of time. Broadly, educational YouTube channels can be divided into four categories:

- **Channels run by private coaching companies:** Various nationwide coaching companies made their presence on YouTube with a prime aim to advertise and connect with the prospective students. YouTube provided them a free platform to attract their consumers with no expenditure. These channels also helped the students in their studies through helping to solve problems in mathematics and many science subjects
- **Channels run by individuals:** The second category of the channels is the one which is run by individuals or small groups of people. Many learned trainers uploaded videos on academic subjects which is quite useful to the students. In fact, these teachers break-down the complex problems into simple sentences making it easier to learn. The basic difference between this category and the channels run by the big coaching companies is that they upload the videos more frequently as their main source of income is dependent upon the views on the videos of their channels. These channels are also more interactive as they go live on a specific timing while teaching. Due to this, students can interact with the YouTuber and find the solutions to their queries. After the live streaming of the lesson ends, the video is uploaded to their respective channels so that other students can access it later
- **Channels run by small groups:** Apart from the channels which are run by the individuals, there are channels which are run by groups of people. Examples of these channels are 'Study IQ', 'Unacademey', 'Wifistudy' and the list goes on. In these channels there is more than one teacher who specializes in their respective subjects. This has helped students as they are now able to access the videos of different subjects in greater detail under one channel. In addition to the uploaded videos these channels offer special membership to the people who would pay their fees. After one has joined the channel by giving membership fee, the channel provides him or her with more contents to prepare for the competitive examinations. So, these channels get the money from the monetization policy of YouTube as well as by asking students to join their channels in order to get exclusive videos
- **Channels run by the Government:** In terms of authenticity, government channels are the most reliable

channels for students. The government introduced Consortium for Educational Community (CEC), which is an inter University Centre for UGC. It is dedicated to fulfill the need of Higher Education through the digital platform. Professors from the prominent institutes feature in the educational videos produced at the studio of CEC. These resource persons are specialized in their respective fields and they teach about a variety of topics. Most of the videos are first telecast on the educational television channels before uploading on YouTube. This preserves the useful lectures as well as helps to reach further to a large number of students (Consortium of Educational Communication, 2020). On a similar pattern, e-PG Pathshala is an initiative of the MHRD under its National Mission on Education through ICT (NME-ICT) being executed by the UGC. The content and its quality being the key component of the education system, high quality, curriculum based, interactive e-content in 70 subjects across all disciplines. University Grant Commission (UGC), a government body introduced MOOCs (Massive Open Online courses) providing online courses

Significance of the Study

Since YouTube is the largest audio-video platform being used for educational purposes, this study will be useful to identify how the students are using this largest video sharing platform. In the emerging learning ecosystem what is the role of various YouTube channels in assisting the learning process would be helpful in enriching the overall pedagogy of higher education. The study will identify the usage patterns of this YouTube. Besides, the research will also help identify the difference between the usage of this platform for students of Arts as well as Sciences.

After the research will help understand what type of YouTube content the students prefer most for their learning. It will also help to determine how many of the students use technology to aid their learning and how many prefer the traditional way of learning. These will help to identify how many students actually use digital platforms for learning. As the research will also focus on the Professors, we will get to know to what extent they use it for teaching. If they do not use it then what are the reasons because of which they prefer the traditional teaching pattern. Central universities are considered as epitome of higher education in India, this research is about the Central University of Jharkhand situated in Ranchi, Jharkhand, one of the eastern states of India. Hence, the findings may be an indication about the level of adoption of YouTube as an online resource among the teachers and students.

Research Objectives

To identify usage patterns of YouTube for academic purposes

by the university teachers and post graduate students. To compare between the existing patterns of YouTube usage by the students of different streams and genders.

Research Questions

- How often do the students of the university use YouTube for academic learning?
- Do they find the YouTube videos authentic, helpful and useful in their studies?
- What kind of video content do they prefer to watch and share on YouTube?
- What is the difference in the usage patterns between arts and science students?
- What is the difference in usage pattern between genders?
- How many books have they bought in the past two semesters?
- How do teachers perceive about the integration of YouTube in higher studies?
- How often do teachers use YouTube for preparing their lectures?
- Do the teachers encourage their students to use it?
- What type of content do the teachers feel is authentic?

Review of Literature

There have been numerous researches on how social media influences the learning processes in educational institutions and how students use it for learning, but among them a few studies are focused specifically on YouTube. But it does not mean that YouTube is a lesser medium for information and education than many other social media platforms.

Many studies provide evidence that YouTube has been integrated into the life of the Post-Graduate students. The current college population is more digitally active than any previous generation (Jacobsen et al., 2011). Also, there is no doubt that students are using YouTube for their academic purpose. In a study it was found that around 75% of the respondents revealed that they have used this medium purposely for their academic learning and 73% respondents said that they cannot study without the aid of technology (Cherif et al., 2014). This reveals a substantial level of dependency upon this social medium platform.

Apart from a greater number of students using these platforms, which is growing every day, it is found that time spent on these is also increasing. The average time for which a student used the internet for academic purposes was 23 hours per week. In the research it was found that females spent more time over the internet than their counterpart (Taylor et al., 2012).

The platform became very popular as now the students decide what they want to study according to their convenience. Many students believe that education is any active process and learning cannot be passive. In another

study about social media, it was found that around 60% of the respondents believed that the use of social media had no effect at all in their learning. They also agreed that the use of these media did not decrease their time devoted to learning, while 32.4% said that the usage decreased their time. (Wickramanayake et al., 2017).

From this, we can get that it is upon the student on how he wants to use the medium for his learning. In a research conducted by Rowan University it was found that around 38% of the students believed that the use of social media has decreased their academic performance. While 38% believed that their performance increased, thus they had increased GPA (Grade Point Average). A fourth of the respondents declined to share the information. (Heffner, 2013) This clearly shows that these platforms have a diverse impact on its audience.

Integrating YouTube and other mediums has resulted in many changes in traditional education. This has shown that over the time the changes are necessary. In a study it was found that 63% of the respondents believed that the traditional way of teaching is not efficient as it is a poor way of covering the course material. 60% of the respondents believed that not enough information is provided when they follow the traditional way of learning (Elham et al., 2014). It also revealed that around two third of the students claimed that their performance in their academics has increased as they have started using social networks. Apart from this another study found that 42.1% agreed while 19.8% disagreed on the positive effect of these media on their grades (Kolan et al., 2018).

Research Methodology

The survey method is used in this study collecting quantitative data through questionnaire and qualitative data through interviews. A survey is a research method which is used to collect data from a sample selected out of the pre-defined group of respondents to gain information and insights relevant to the research objectives. An online questionnaire containing 19 questions using the Google form is used for collecting data from total 107 post graduate students. The questionnaire is circulated among respondents via already-active various departmental WhatsApp groups of students.

Secondly, professors of different disciplines were interviewed telephonically in order to get their perspectives. In-depth interviews of 10 respondents, five teachers of arts and sciences each, helped collect opinions and experiences of teachers about the adoption and usefulness of YouTube in academics. The approach in this research is quantitative as well as qualitative, hence a mixed method is used. The Central University of Jharkhand has a total 25 departments offering different post graduate courses. A convenience sample of 107 respondents (58 male and 49 female)

from 10 departments, five arts and sciences each, are selected for the survey. Out of the total 107 respondents, 51 students were from Science stream, 53 were of Arts while 3 respondents did not mention their stream.

Data Analysis

Initially, the respondents were asked about how much time they spend per day on their academics, studying the topics mentioned in their prescribed syllabus. The aim was to find out the total amount of time spent on studies by using all types of resources i.e., books, class notes, internet etc. Classroom studies were not counted in this category. It was found that 29 percent of students study 2-3 hours daily and 18.7 percent of students spend 3-4 hours daily for studies. This way it can be said that around half the students prefer 2 to 4 hours daily.

The respondents were asked for their preferred medium of study. They were given six options. Out of these they had to select three options best suited them. The most opted option was 'Watching videos on the internet' with 74.8 percent respondents opted for this. The next popular source for self-study was 'Book reading'. The contrast is clearly visible. This clarifies that new media has become the most popular source for learning.

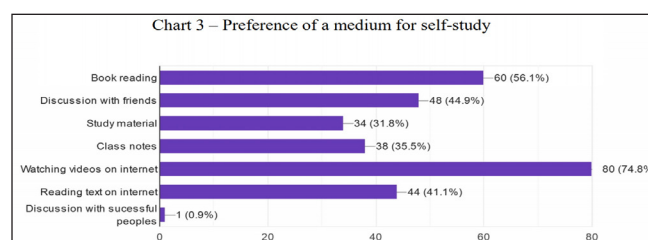


Figure 1

The trend of buying syllabus related textbooks among students was also checked. It was found that the highest number of the respondents (31.1 percent) had not bought any book related to the syllabus during the previous two semesters. However, 13.2 respondents bought one book, 16 percent bought two books, 14.2 percent students bought three books and 25.5 percent of them bought more than three books. Interestingly, the numbers of male respondents were significantly higher than female. Also, it was found that the trend of buying books is more in Arts streams in comparison to Science streams.

YouTube usage Pattern

Furthermore, there was an inquiry about the time spent on academic learning via the use of YouTube. Here it was found that most respondents used YouTube for the purposes of studies at some point of time. Total 73 respondents out of 107 were active users, which comprises around 70% of the sample. It was also found in the study that the frequency of YouTube usage among Arts students was at the highest

level. Total 55.1 percent of the respondents said that they use YouTube for academic purposes mostly.

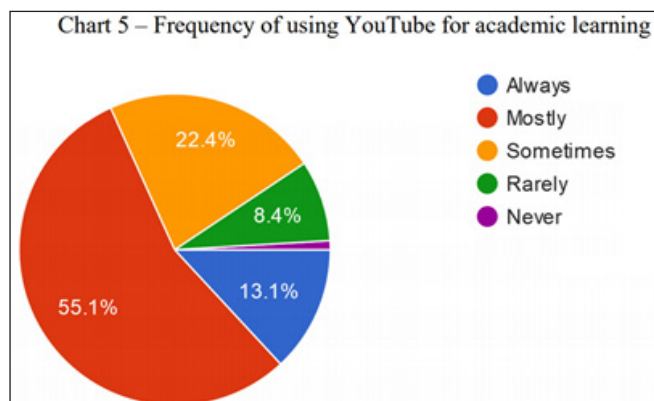


Figure 2

It was also found that 71% of the students spend half an hour to two hours of their study time on watching educational videos (Chart No. 6). On the basis of stream, number of students from sciences are higher than Arts in this category. While taking gender into consideration, the greatest number of male (26) spends 30-60 min while in females it is 1-2 hrs. (20). Thus, it was found that females spend more time on YouTube for their learning.

Chart 6 – Duration of watching educational videos on YouTube

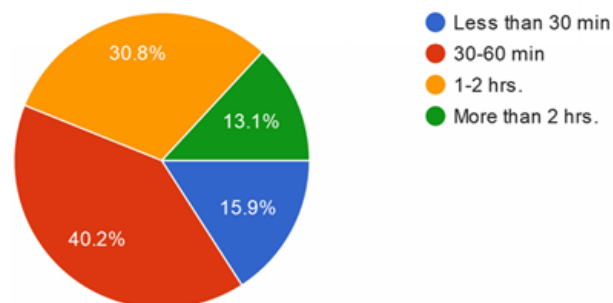


Figure 3

One of the objectives of the research was to find out how much content available on YouTube is relevant and useful to the syllabus of higher studies. More than three quarter of the respondents found the videos relevant to their courses. While less than 5% of the students found it difficult to search their course-related videos. In terms of gender, it was found that the data are almost identical. While in stream, the Arts students had a little trouble in finding relevant videos to their syllabus.

About the authenticity of YouTube videos on a specific topic, 70% of the respondents expressed that the content they watch is genuine and correct. Whereas, only 6.5% of the respondents feel that the video content is not authentic. Female respondents' frequency of getting authentic videos, related to their subject was more than their counterpart.

Respondents were also asked to rate the quality of videos they found on YouTube. Around one third of the students rated the YouTube videos related to studies as 8 out of 10. However, three fourth of the students rated the platform 7 and above. In contrast, only 15% of the sample rated it 5 and below. This shows that the majority of the respondents are satisfied with the quality of the content available on YouTube and they consider it quite helpful for their academic learning.

Choices in YouTube

YouTube has a wide variety of content in different forms; video lectures, documentaries, animated content as well as powerpoint videos. The respondents revealed that 69.2 percent of them watch live/recorded video lectures (Chart No. 10). While both animated content and powerpoint slides videos shares are equally popular among the respondents. Documentaries are the least watched content among the students.

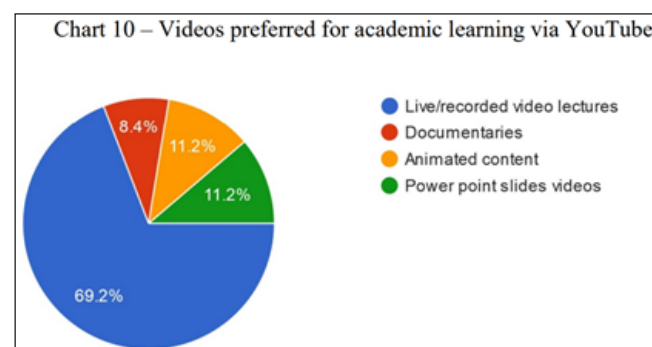


Figure 4

In the study it was found that one third of the students feel that they could rely on independent content creators in terms of authenticity (Chart No. 11). Also, this category is the most opted option among the respondents. The second most supported category was the videos uploaded by coaching centers. Documentaries received very less support. This may be due to the factor that most documentaries are not found on a specific topic of the syllabus.

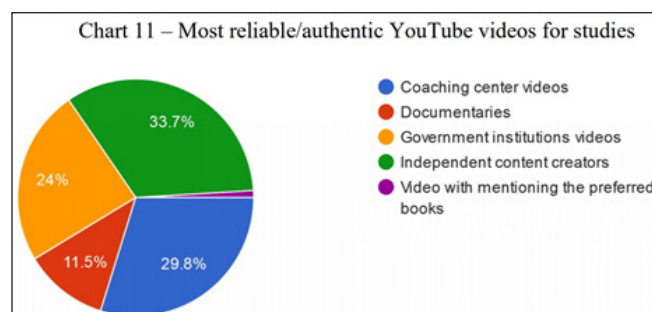


Figure 5

Compared with science students, a greater number of arts students opted for independent content creators.

Contrary to this, students from science students opted for videos produced by coaching centers. So, it is clear that arts students like independent content creators while their counterparts rely more on coaching center videos.

Each respondent was asked to reveal about his/her most liked YouTube channel providing educational videos. In response to this, 81 respondents shared their most preferred channel but 17 respondents do not have any particular channel. It was noted that the respondents preferred more non-governmental channels. Total 47 of the students opted for these channels. While 14 of the respondents preferred the government channels like NPTEL, e-PGPathshala, CEC as well as Rajya Sabha TV channel on YouTube.

Impact on Students

More number of male respondents found YouTube to be helpful in comparison to their counterpart. Apart from that no such difference was seen on the basis of gender and stream. In terms of helpfulness, the respondents believed 50 percent of them got all the help they needed from the platform. However, a total 14 percent of the respondents did not find the medium helpful.

One of the best features of YouTube is that one can share a video to anyone you prefer. This leads to further dissemination of the video. According to this study, three fourth of the students do share the educational videos with their friends and classmates. The number of students who do not share videos in science was 15.6 percent. While in arts it was 33.9 percent which is more than double than that of science.

This video sharing platform is used for the examinations. Total 73.6 percent of the respondents believed that it had a positive impact on their examination marks. By referring to YouTube they believed that they have successfully increased their marks. In contrast only 2.8 percent believed that it had no positive impact on their examination marks.

There are various reasons for a student for using the medium for their academic purpose. They use it to understand the concepts they missed in the class, to clarify their doubts and to revise a topic. To find out the basic purpose of the students to use YouTube, respondents were asked about, in what ways YouTube videos have helped you in your academics (Chart No. 15)? The most opted category was 'To reinforce understanding', with around 44% going with it. The second most opted category was 'To clarify misconception' with 33.6% students opting for this. The responses suggest that students use this medium to satisfy their specific needs. While only 3.7% of the students opted for something bigger and that is to develop critical thinking. Students from arts used the medium to develop critical thinking. No such approach was seen in their counterpart.

Also, those who opted for critical thinking were all male respondents. Whereas a greater number of students were indulged in clarifying the relationship between various concepts.

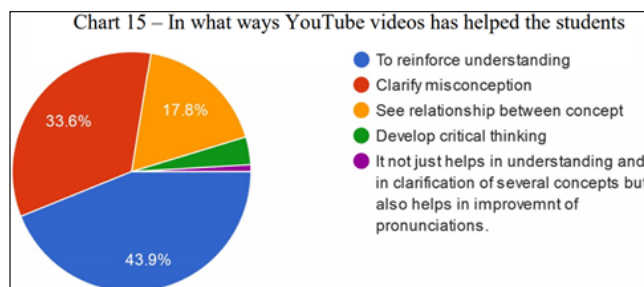


Figure 8

In order to go in more depth, respondents were asked whether their teachers also supported them to use YouTube. To this more than half of the respondents were affirmative that their teachers encourage them to use the medium for studies. This shows that teachers also see it as an aid to the educational system.

Perspectives from the Teachers

Apart from quantitative data collected from the students, qualitative perspectives from professors were also collected through phone interviews. Five interviewees were selected from arts and the same was done with sciences. The interviews were short and focused on the issue with only six questions. The very first question was focused on, whether they use YouTube for academic teaching? If they did use it, the interviewer would probe about how they use it for the same purpose. If not, then what are the reasons for not using the largest video sharing platform? The study found that nine out of ten teachers take help of the medium in their teaching assignments but their method of use differs from each other. This showed that the use of YouTube is also prevalent among the professors of the university.

Two of the interviewees told me that they use it only for reference purposes. The medium has also allowed getting videos of prominent institutes, being it India or other country. Regarding this, Dr. Raj Bahadur from Department of Chemistry said "In Chemistry subjects lots of course materials are available from the top universities of the world like Ruhr University, Germany, University of Regensburg, University of California Irvine. And these lectures are very rich. So, I integrate the material in my classroom teaching with students."

There are quite diverse motives behind using YouTube. This may be to take the extra points from the top educators of the world or to save time in the class to teach more in less time. Regarding this Dr. Pragya Shukla from Department of English Studies said, "Whenever I have to pick up a text (course material), I go through the text. After I am

prepared, I want to see someone to speak about that topic to pick up some extra points, something that I could not have perceived on my own. So, I go and see some YouTube lectures by renowned professors whom we have subscribed to." She further said that by doing this it adds to her own lectures in the class.

It is true that one can get extra inputs from these videos. But from the interviews this was clear that one needs to be very careful while choosing one topic. These concerns were mostly raised by the professors who are in the arts department. This happens because of the ambiguous content which is uploaded on the platform. We find that one topic may be presented from one point of view and again the same topic with a different one. This suggests that it has many dimensions as Assistant Professor Rajesh Kumar from Department of Mass Communication said "There are many videos in YouTube which are not reliable as there are many aspects which affect the video; such as ideology, opinion etc." So, for effective teaching, he suggests that one needs to follow a balanced approach and one should put the content before the students that have a diverse approach.

It was also found that YouTube has become an alternative way to educate the students in their respective fields. Mr. Sudanshu Shekhar, an Assistant Professor at the Department of Tribal Studies said that suppose there is a concept which needs to be talked about in greater details or somebody who is renowned particularly in that areas, then he uses it otherwise, he uses it for an alternate way of putting his points to the students. He also said, "I don't go with the hits on YouTube; I go with the person who is there in the YouTube video. So, for me this being viral is just creating noise. So, I will go with the content." He further added "It (YouTube) is merely integration to a very colossal idea of knowledge; YouTube is not knowledge."

If we talk about using the platform for learning a foreign language, then YouTube is seen as an ally. Regarding this Dr. Shashi Kumar Mishra, an Assistant Professor at the Department of Far East Languages said that finding a native Korean speaker in Ranchi is very difficult. Also, it is very crucial for the non-native speakers to communicate with the native one for the purpose of picking up the pronunciation as well as listening skills. In order to solve this issue, he uses the platform to teach his students and to give them the environment they needed to learn the language properly with the help of the Korean videos.

The interviewees were asked about how much time they spend on YouTube for the teaching purpose. It was noted that nine of the ten professors used the medium at one point of time or another but one faculty member denied using the YouTube platform. According to him YouTube platform is helpful up to matriculation but for higher studies.

Whether teachers encourage their students to use YouTube, it was found that all of them encourage their students except one teacher.

According to Prof. Arun Kumar Padhy at Department of Chemistry, these videos are not just for basics. "Video recordings of lectures at many renowned institutions are quite good and full of information. Since from there we can get many things to learn; we encourage our students to watch those videos" Out of all the interviewees, Sashi Kumar Mishra was the one to who does highly encourage his students to devote their three to four hours of time to YouTube in order to create an environment to learn Korean. He even said "If you are using YouTube materials properly then most of the time you do not need your teacher even."

According to Dr. Pragya Shukla mostly she recommends those video lectures to the students which she likes. Through WhatsApp groups she shares the links of videos so that students could understand the text in a better way. Recommendations from the professors help students to get authentic videos easily. This entire phenomenon can be credited to information technology fueled by the smartphone revolution. "Now we live in an information society where everyone has smartphones with access to the internet and abundant amounts of information." Mr. Rajesh Kumar, Assistant Professor at the Department of Mass Communication added.

Impact on Traditional Mode of Learning

Teachers were asked about what kinds of changes YouTube has caused to the traditional mode of learning? Five out of ten interviewees responded in the favor of the change. While four gave mixed reactions as they highlighted the benefit as well as demerits of the use of the platform for academic purposes. And just one of the interviewees saw this change as negative.

"The change is highly positive. It is good, open and accessible. Earlier we used to create imaginary thoughts in the minds of students but now we are able to show it through videos. It increases the grasping power or understanding of the subject," said Dr. Devdas B. Lata at the Department of Energy Engineering. Recalling his past, Dr. Raj Bahadur said "In my college times, there were only books to read from. Also, they were limited from limited authors. But now due to social media has provided varied materials on the same subject."

Dr. Hrishikesh throws light on a demerit of YouTube. He said that easy access to the video lectures on YouTube has caused lack of attentiveness and focus in the classrooms. Now students think that they could access the information later on at their home. So gradually the use of the brain decreases and students become technology dependent.

Dr. Arun Padhy says YouTube is responsible for demotivating

students from reading books as now students download some of the videos and since the videos are not elaborative in nature which ultimately limits their knowledge. He also adds that earlier they used to refer to ten books to get different examples. Ultimately this results in decreased analytical ability and problem-solving approach among students.

Mr. Sudhanshu said that students are looking for an answer on the internet or YouTube so they will just try to look at it in the peripheral manner. They will read two three lines and then if it does not match their thoughts, they will switch to the other and then to another. So, what happens is that somehow your logical thought process, your cognitive ability is at stake. You gradually become who believes in optionality rather than integration."

Teachers were asked about the time they spend on YouTube for the purpose of teaching. The study found that none of the interviewees spends more than half an hour of time on watching YouTube, except Mr. Shashi Kumar Mishra. He said he uses the medium for academics for two to three hours a day. Four interviewees said that they spend at most 30 minutes for their teaching purpose. Few teachers use YouTube occasionally while another two said that their average time to use YouTube is 15 minutes in a day and one does not use it at all. Data indicates that the dependency of the interviewees upon YouTube is very less as compared to the students.

Authenticity Matters

Teachers were also asked about what they feel about the authenticity of YouTube videos. Three of the interviewees from arts said that it is highly questionable. Apart from that it is interesting to find out that none of them used any reference to the independent content creators or any coaching center channels. All the referred channels were either run by the government or by the prominent institutes.

Dr. Pragya said that content of some channels is highly questionable as some YouTubers posts just for fun because they want to be seen by others. So, they have posted things which are not really authentic." Mr. Rajesh Kumar said that to ensure the quality of content, identification of sources is very important. Besides the issues of authenticity, there are many bigger issues involved in it. Dr. Hrishikesh said that whenever we integrate technology in the education system the use of the brain decreases. This may help the teachers but for the students it is not that helpful as it deteriorates the concentration among them to learn new things. The same issue was also highlighted by Dr. Pragya but from a different perspective. She thinks that the students during the pre-YouTube era had to work very hard. They would read four to five books to understand one particular concept resulting in a better level of understanding in comparison

to the present-day students.

Conclusion

This study was conducted during the times of Covid 19 pandemic amidst lockdown and data was collected via Google forms and telephonic interviews. Though the lockdown has disrupted the regular classes but the process of educating the students continued through various online platforms. It was also interesting to know that a few teachers among the respondents are not only sharing videos related to the course among students but also, they themselves are creating content as well and uploading those lectures on the YouTube channels. This ensures that the subject matter is authentic as well as it matches the syllabus. Moreover, these videos would also be available to the present students who have not been able to attend classes. In the traditional style of teaching, chalk and boards were used but now other things are adopted as well. This study has produced empirical data about how the traditional style of the education system is changing with the intervention of new communication technology. Data indicates that YouTube has emerged as an integral part of the system of receiving as well as disseminating knowledge. It was also noted that in the present era, professors no more enjoy the monopoly as the source of education information and students now gain knowledge through several other sources. But it should be kept in mind that professors are still the major source of knowledge in terms of academic learning. This study also showed that YouTube is now seen as a medium that provides relevant videos to the prescribed syllabus in higher studies. This has resulted in frequent use of YouTube by the students for their academic learning. According to the students, this platform has proved to be quite helpful and the majority of the students think that the medium has helped in increasing their performance in the examinations. In terms of the usage by the professors, it was noticed that they follow the channels which are run either by the government organizations or prominent institutes.

Apart from that, the pandemic of Covid-19 has challenged the traditional education system by disrupting the entire ecosystem of education. It has also resulted in academic institutions encouraging their students as well as teachers to go for the digital platforms to continue their classes. Thus, the completion of the syllabus now depends upon the digital platforms like Zoom, Google Meet, YouTube, and other sources. This has made it certain that the dependency upon these platforms has increased manifolds. Does this mean, the traditional style will lose its foothold? It would be wrong claiming this. Whenever there comes a new technology, it looks like it is replacing the older one but this logic does not follow. The older as well as the newer one finds a balance and starts to co-exist. Similarly, in the case of the traditional method of teaching, many aspects could

not be fulfilled by YouTube. Therefore, they have started to co-exist. One of them is face-to-face real-time interaction without the aid of technology. The role of YouTube will be supplementary and it will be there to assist the students.

Despite several benefits such as easy accessibility, specificity, efficiency etc. professors have pointed out the deteriorating analytical and cognitive abilities among students. They have also complained about declining concentration levels among the students while attending classes. Thus, it seems that too much dependency upon the medium will do more harm than good. YouTube may fulfil the immediate needs but it might create troubles in the long run. Moreover, a lot of students are vulnerable to choosing the wrong videos for learning which is imperative to check to ensure unadulterated reception of knowledge. Generally, students who rely too much on the online audio-visual medium and do not give much importance to books are not in an advantageous position. It was also found that YouTube is sometimes considered as the medium which gives the information in shortcut. Thus, videos makers eliminate most of the information vital to a specific topic just to make the video content engaging, catchy and crispy. As highlighted by the teachers, the students get partial information in YouTube videos which ultimately affects the quality of students. However, it will also be quite interesting to enquire into the changes those have occurred in the education system in the post-pandemic era.

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