DESKTOP IMPROVEMENTS STUDY

FOR NEW AND CASUAL REGIONAL LANGUAGE READERS

April 30th, 2020

HUREO USER RESEARCH COMPANY

ABOUT THE STUDY

The Wikimedia Foundation was interested in understanding the experience of new and casual readers for desktop Wikipedia in regional languages. The study focused on various aspects of desktop reading including welcomeness, readability and credibility and readers trust.

We conducted combination of in-person study in Pune and remote sessions with participants from Pune and Hyderabad in multiple languages. Out of the 24 participants, 9 were new readers and 15 were casual readers, as defined by Wikipedia.

COMPARISON BETWEEN

ENGLISH READERS
AND
REGIONAL READERS

—

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What Were The Differences/ Takeaways Between Phase I And II Findings?

Overall, there were many similarities between phase I and phase II. The main differences were in welcomeness and readability of Wikipedia which can be attributed to the regional Wikis explored in phase 2 rather than any differences in the reader groups themselves.

For welcomeness of the site, both the new and casual readers in phase I and II found the site to be welcoming for similar reasons such the content, visual elements, etc. However their reasons for finding the site to be not welcoming were different. In phase II regional content also played a role why the readers found the site not welcoming.

For readability of the site, which includes understanding and usability of features, the findings were similar for both new and casual readers from phase I and II.

Readers for both phases also had similar perceptions of trust and credibility of Wikipedia.

How Did Welcomeness Differ Between Phase I And Phase II?

Both new and casual readers found the site to be welcoming, and also not welcoming, for similar reasons in phase I and phase II. However, in phase II, the spacing and fonts in regional languages affected the welcomeness as well.

Why it was welcoming: Readers found the site welcoming because of the availability of in-depth information at one place, availability of images, and categorization of information. Phase I readers also liked that there were no ads on Wikipedia.

Why it was not welcoming: Readers also had similar reasons for not finding the site very welcoming mainly the vast amount of information on the page. However, Phase II readers also struggled with a lack of regional content and difficulty in understanding the existing regional content, affecting the welcomness of regional Wiki.

I am comfortable with the layout, can read it pretty well, fonts are fine. I like everything to be minimalistic - so I like this black and white page.’

- User 11, Casual Reader (Phase I)

The font is problematic here. I read a lot of news and never habituated with this type of font.

- User 19, Casual Reader (Phase II)

How Did Readability Differ Between Phase I And Phase II?

Both phase I and II readers found the site to be readable for similar reasons. Readers also struggled with readability for similar reasons.

However, in phase I, readers struggled with the features due to their lack of awareness and limited conceptual understanding. Whereas in phase II, inability to understand the language also played a role in the difficulties of the readers in understanding and usability of features such as Tools etc

- **Which features did readers understand:** Both new and casual readers in both Phases understood the concept of Table of contents, Search and liked the features.
- **Which features did readers not understand:** Both new and casual readers in both Phases struggled to understand the concept of Tools, Contributions , View history and Talk.

> *I don't understand what tools are meant to be. I will not use it. It is not useful for me.*
>
> - User 2, Casual Reader (Phase I)

> *I am unable to understand what tools indicates. It is difficult to understand. I have to go to the English article to know what it is.*
>
> - User 4, Casual Reader (Phase II)

How Did Credibility And Trust Differ Between Phase I And Phase II?

For both new and casual readers in Phase I and Phase II, the trust varied based on the information they searched for. Both Phase I and II readers had similar perceptions about creation of Wikipedia content and were not aware of who is creating it.

Readers trusted Wikipedia for general information on places, personalities but for information that was important for them they would confirm that information in other sites.

Both the readers **trusted Wikipedia for similar reasons** such as reliable source of information, consistent with other sources etc. However, there were some additional points such as references provided in Wikipedia Phase II.

Both the readers **did not trust Wikipedia for similar reasons** such as Wikipedia content is editable by anyone, unsure if the content was verified or not.

I can trust it 80% I think. Aspects like personal life I will least trust from Wikipedia. But the things that are like TV award and all is fine. In terms of an article on place, I might trust.

- User 9, Casual Reader (Phase I)

It depends on the content, it if it serious then I cross check, if it is critical for business I will cross check, will go to the official website and cross check on Wikipedia.

- User 18, Casual Reader (Phase II)

What Is The Comparison Between Phase I And Phase II Readers ?

	PHASE TWO NEW REGIONAL LANGUAGE READERS	PHASE ONE NEW ENGLISH LANGUAGE READERS	PHASE TWO CASUAL REGIONAL LANGUAGE READERS	PHASE ONE CASUAL ENGLISH LANGUAGE READERS
TECHNOLOGY ACCESS AND OWNERSHIP	 • Own a smartphone • Access to laptop/desktop in hostels etc	 • Own a smartphone • Access to laptop/desktop in office or homes.	 • Own a smartphone, laptop or desktop and other electronic devices	 • Own a smartphone, laptop or desktop and other electronic devices
READING LANGUAGES	अ A • Mostly reading in regional languages as they are proficient in their regional language • Know Basic English	अ A • Mostly reading in English language and sometimes in their regional language	अ A • Reading in both English and their regional language. .	अ A • Mostly reading in English language and rarely in their regional language
READING SITES	 • Use local sites to read information online • Read information related to entertainment and education.	 • Use local sites to read information online. • Read information related to entertainment , project work etc.	 • Use both local and global websites to read online	 • Use global websites and local sites to read information online.
WIKIPEDIA AWARENESS	 • Aware of Wikipedia that is limited to seeing Wikipedia links in google search.	 • Aware of Wikipedia and use it for completing their children's school assignment.	 • Aware of Wikipedia and browse it reading about personalities, places etc.	 • Aware of Wikipedia and browse it to learn something new based on what they are reading.

What Is the Comparison Between Phase I and Phase II Readers ?

New Readers – Phase I and II

- Both new readers for Phase I and Phase II, owned a smartphone and had access to either a laptop or desktop. They both were reading content in their regional language as well as English. They both referred to local websites for reading content online.

- However, the new English language readers from Phase I were reading more in English and less in their regional language. They were sometimes reading content in regional language to help in their children’s school assignment or to get information on topics like history, etc.

- The new regional language readers from Phase II, were more proficient in their regional language and knew basic English. They read content in regional language so that they could understand the concepts better or get more in-depth information on topics. They read information on topics related to their course, content related to entrance exams, local news or general information about places, personalities, movies etc.

- The new regional language readers from phase II were aware about Wikipedia as they had seen it in Google search results. The new English language readers from phase I were aware about Wikipedia as they had used it for school projects or their course work.

What Is the Comparison Between Phase I and Phase II Readers ?

Casual Readers – Phase I and II

- Both casual readers from Phase I and Phase II, owned a smartphone and laptop or desktop. They both were reading content in English and sometimes in their regional languages. They referred to both local and global websites for reading content online.

- However, the casual English language Readers were reading content mostly in English and rarely read information in their regional language. They only read information in regional language if they saw some post on Facebook or message on WhatsApp.

- The casual regional language readers from Phase II were reading content both in English and their regional language. They were reading articles, poetry, news, personalities etc. in regional language.

- Both the casual readers from Phase I and Phase II, were aware about Wikipedia and browsed Wikipedia to learn something new based on what they were reading or watching at that time.

EXECUTIVE SUMMARY

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Who Are New And Casual Wikipedia Desktop Regional Readers?

New Readers

Casual Readers

Who Are New And Casual Wikipedia Desktop Regional Readers?

	NEW	CASUAL
TECHNOLOGY ACCESS AND OWNERSHIP	Own a smartphone, have access to a laptop	Own a smartphone, laptop, other devices
READING LANGUAGES	अ A Mostly reading in regional language, sometimes in English	A अ Mostly reading in English and also in regional language
READING SITES	Mostly use local websites for reading online	Mostly use both local and global websites to read online
WIKIPEDIA ACCESS	Access Wikipedia on mobile, rarely on laptop	Access Wikipedia both on mobile and laptop

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What Was The Readers Understanding Of The Regional Wikipedia?

Both new and casual readers initially believed that regional Wikipedia is a **translation** of the English Wikipedia.

After exploring language switching feature and multiple articles, there was mixed response. Some understood that regional Wikipedia is a separate Wiki while some were still unsure.

> *The Telugu article is a translation of the English article. There is no other person to do it manually.*
>
> - User 22, New Reader

Did The Readers Trust Wikipedia?

For both new and casual readers, their trust was varied and also dependent on the content they were searching for. Their trust in English Wikipedia also informed their trust in regional Wikipedia.

Trusted: They would trust Wikipedia for general information on places, personalities, etc.

Will check other sources: They would check multiple sources for sensitive information. For example, on the COVID 19 pandemic they would check government websites, etc.

> *It depends on the content, it if it serious then I cross check, if it is critical for business I will cross check, will go to the official website and cross check on Wikipedia.*
>
> - User 18, Casual Reader

Did The Readers Find The Current Site & Prototype to be Welcoming?

For both new and casual readers, welcomeness varied depending upon multiple factors such as amount of information, presentation of content, use of images, as well as the articles they explored.

CURRENT SITE

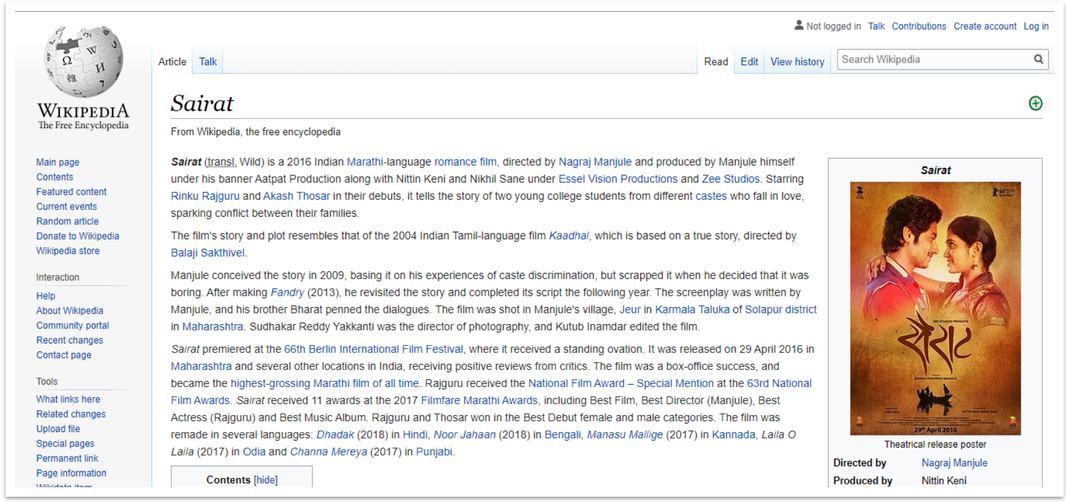
Readers liked that there was in-depth information supported by images, but also thought that there was too much information sometimes making it overwhelming.

PROTOTYPE

For the prototype as well, readers liked the clean layout but compactness of the content made reading a challenge.

Did The Readers Find The Current Site & Prototype to be Welcoming?

While comparing the two, both new and casual readers found the prototype more welcoming and easy to use.



Current Site

Prototype

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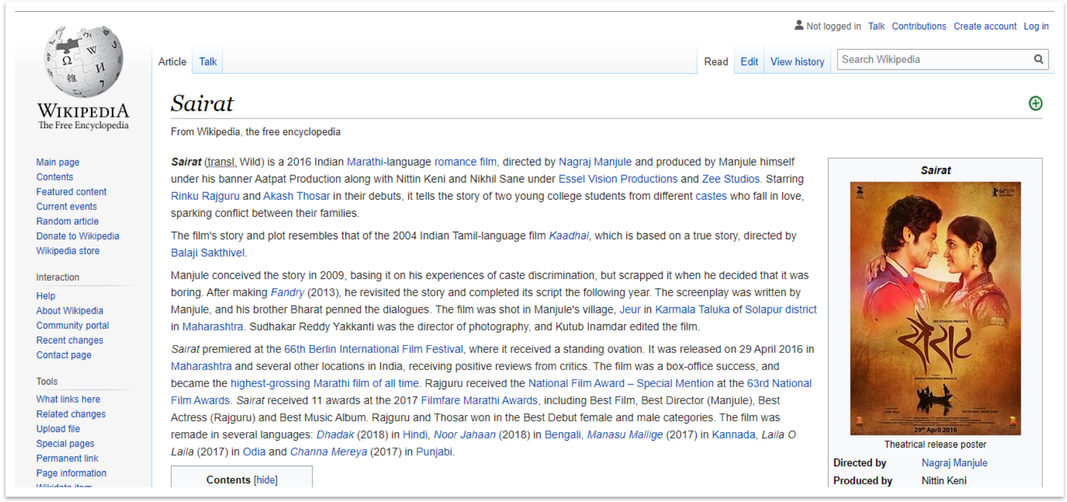
What Was The Readability Of The Current Site And Prototype?

For both current site and prototype, readability varied for each feature tested as well as reader group.

Readability depended upon the readers understanding each feature and their ability to use it. New and Casual Readers had varied understand of the features in both the current site and prototype.

What Was The Readability Of The Current Site And Prototype?

Both user groups found the features in the prototype easier to discover. However some readers found the current site more readable as the information was more spaced out as compared to the prototype.



Current Site

Prototype

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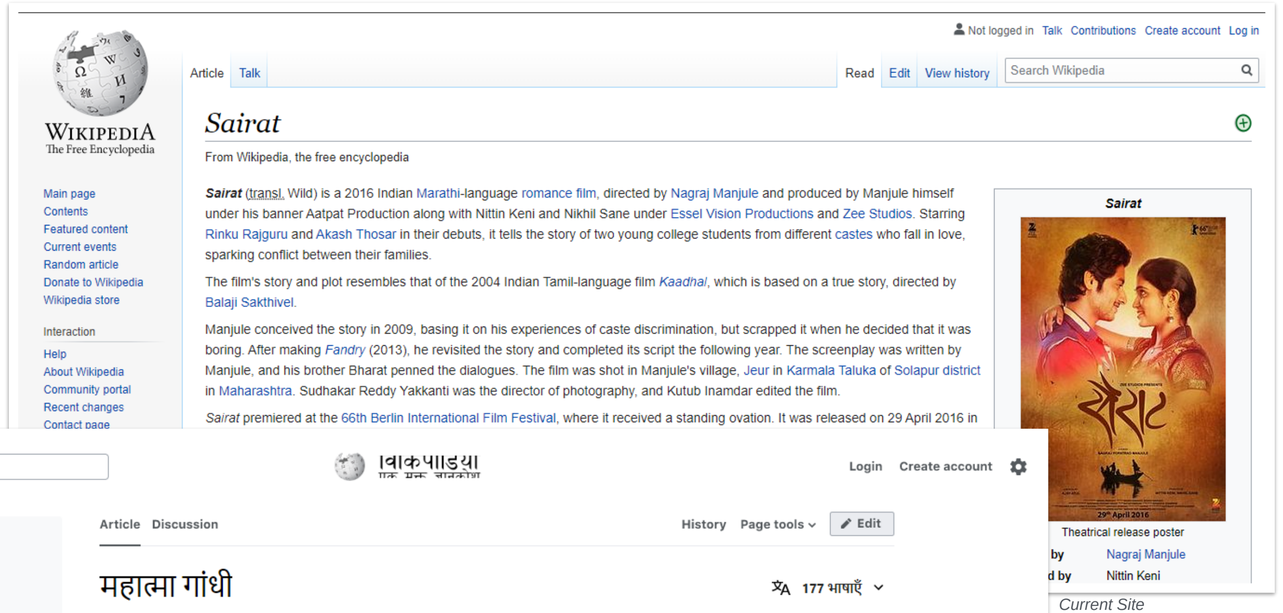
Which Version Did The Readers Prefer: Current Site Or Prototype?

Both new and casual readers **preferred the prototype** due to it's clean layout and discoverability and design of features such as language switching and main menu.

However while they appreciated the white space and clean design, some readers found the content to be congested.



Current Site

Prototype

CONTENTS

1 METHODOLOGY & PARTICIPANTS

2 FINDINGS

3 RECCOMENDATIONS

4 APPENDIX

METHODOLOGY & PARTICIPANTS

Study Goals | Methodology | Participant Profiles

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STUDY GOALS

Understanding and establishing a baseline of how new and casual Wikipedia readers feel towards Wikipedia with regards to:

1

WELCOMENESS AND READABILITY

To understand the initial feelings of readers towards the site and their reading experience.

2

CREDIBILITY AND TRUST

To understand the impressions of trust towards the site, and how the readers compare it with other sites.

3

COMPARISON BETWEEN CURRENT VERSION AND PROTOTYPE

To test how the welcomeness and readability, and credibility and trust differ between the new prototype and current version of the site.

PROCESS

1. Stakeholders' meeting

2. Creating a screener

3. Creating a script

4. Recruiting

5. Conducting the study

6. Pivoting the methodology from in-person to remote

7. Weekly updates with stakeholders

8. Analyzing the data

9. Reporting

METHODOLOGY: USABILITY STUDY

IN-PERSON & REMOTE SESSIONS

Number of Participants: We interviewed 24 participants

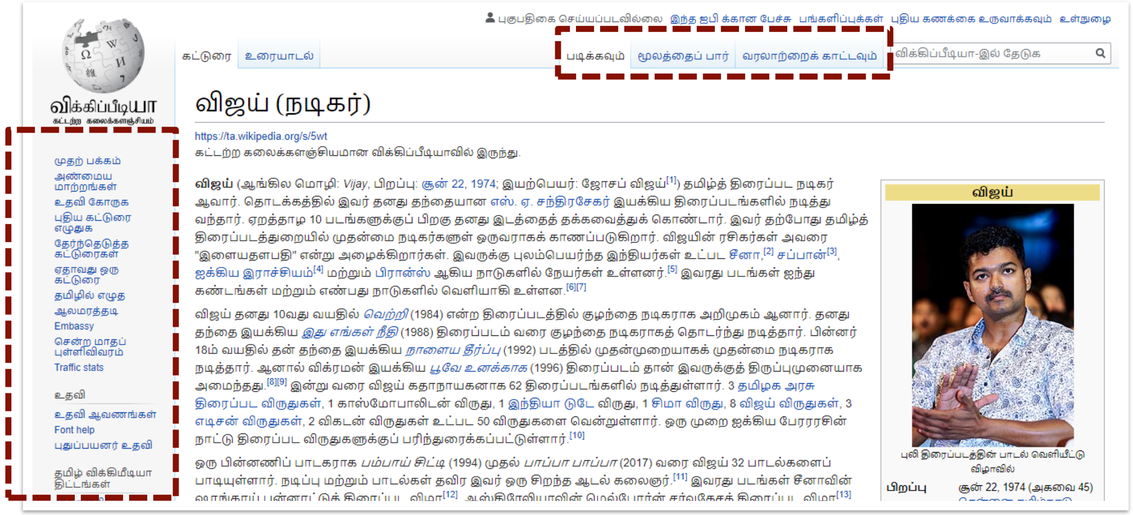
Method:

- Hureo team conducted a combination of in-depth and remote usability sessions with the participants in two locations - Pune and Hyderabad.
- During each session participants were interviewed to understand their reader profile and Wikipedia usage followed by tasks as per the goals of the study. During the sessions, researchers carefully observed, listened and collected participants feedback.

Location: Pune & Hyderabad, India

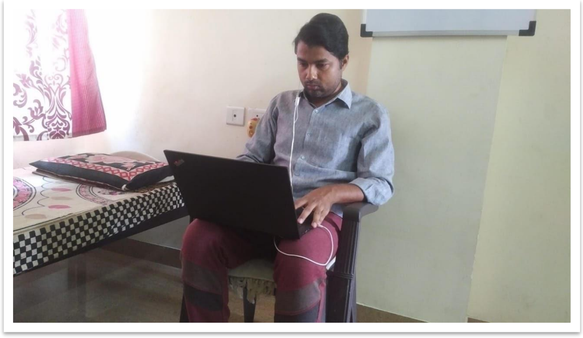
Language: English, Hindi, Telugu, Tamil and Marathi

Medium: Desktop



Various features of the site and prototype were tested during the session through observations and tasks.

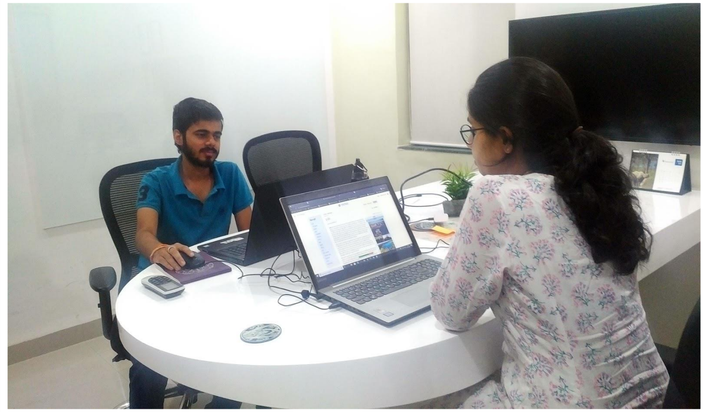
Researcher conducting a session with a participant.

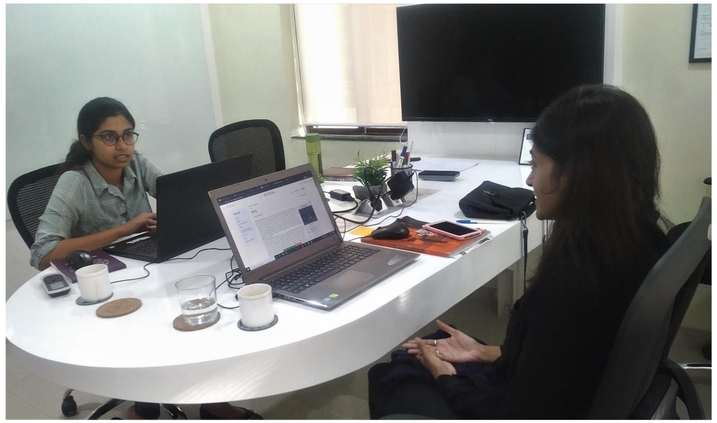


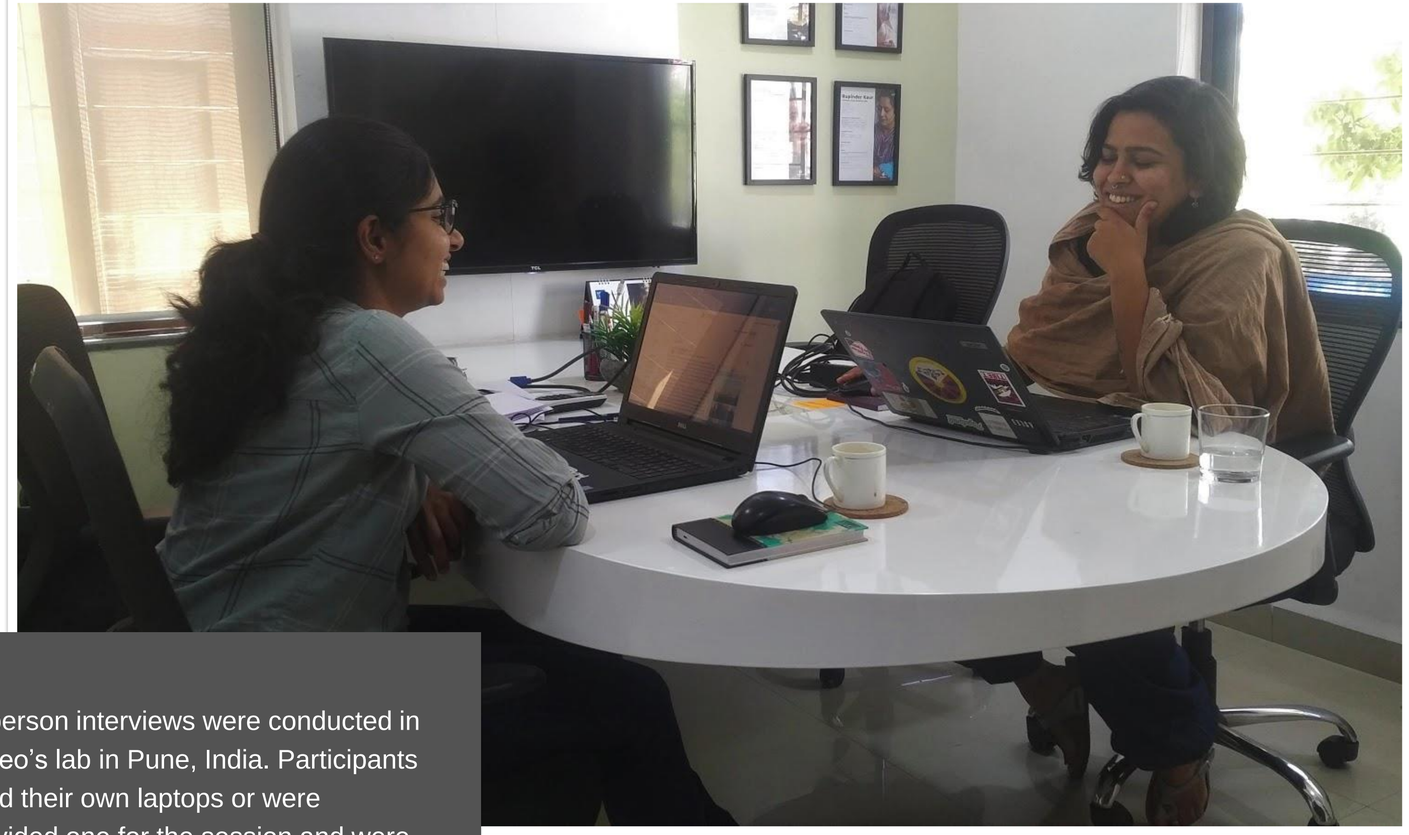
Participant in a remote session.

METHODOLOGY

IN-PERSON INTERVIEWS



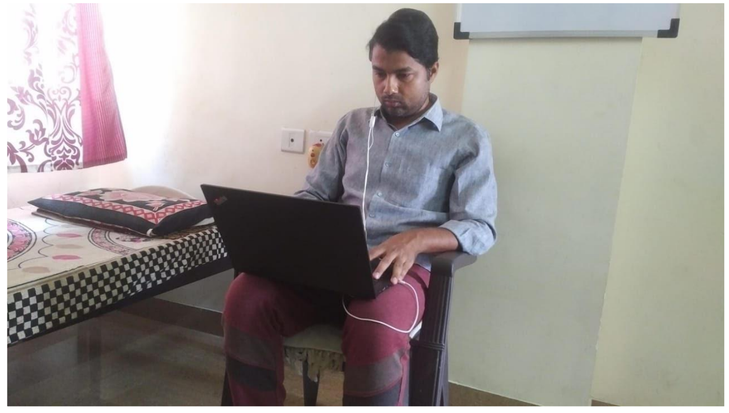


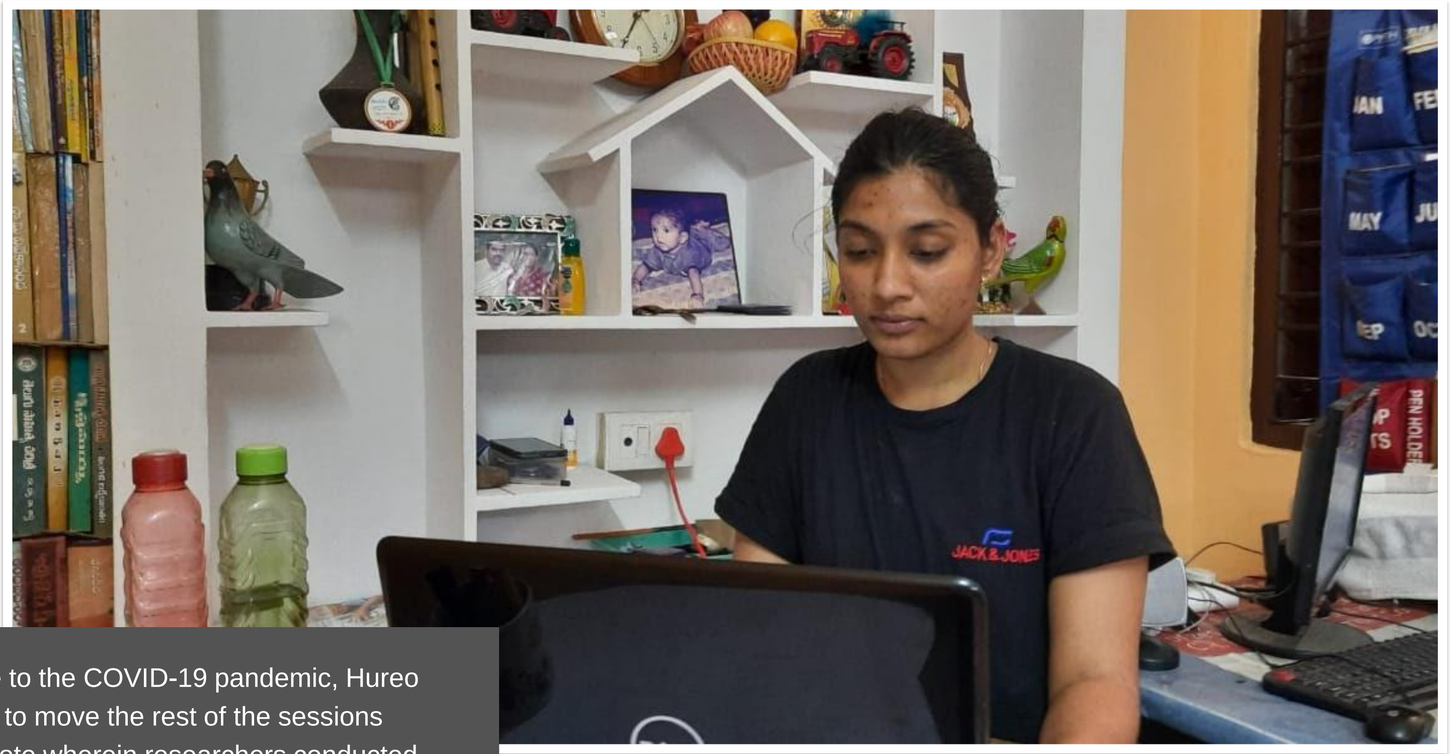


In-person interviews were conducted in Hureo's lab in Pune, India. Participants used their own laptops or were provided one for the session and were taken through task-based session.

METHODOLOGY

REMOTE INTERVIEWS





Due to the COVID-19 pandemic, Hureo had to move the rest of the sessions remote wherein researchers conducted sessions online. Participants to use their own devices which also allowed the team to get a glimpse of the participants context.

PARTICIPANT PROFILE

The study was conducted with 24 participants which included 15 casual readers and 9 new readers of Wikipedia.

- **Age & Gender**

  All participants were within the age group of 18 to 40 and included male & female genders.

- **Profession**

  Participants were from diverse backgrounds such as students, government employees, software developers, supervisors, accountants, etc.

- **Device Usage**

  Participants were using smart phones. Other devices they used were - laptops, Kindle and some used desktops at work/hostels.

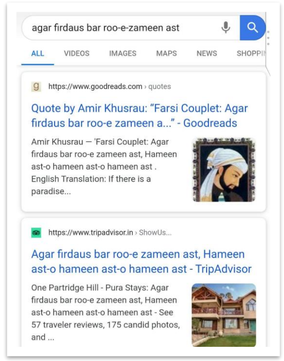
- **Language**

  Participants were reading in different languages such as Marathi, Hindi, Telugu and Tamil.

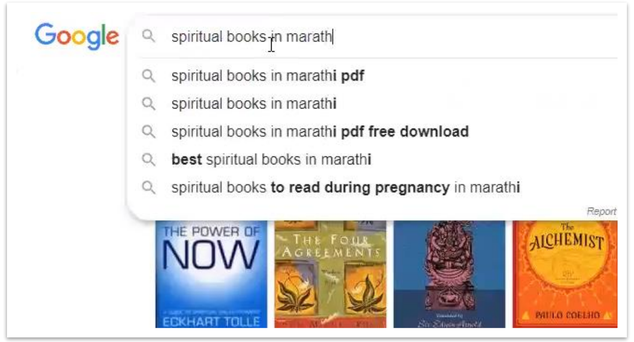
HOW WERE THE PARTICIPANTS SEARCHING FOR REGIONAL LANGUAGE INFORMATION?

Readers searched for regional information by either typing in regional language or by adding the regional langue in their search query.

> *I might be looking for Hindi information but, I will search for it by typing in English only.*
>
> - User 14, New Reader



A reader searches for regional quote in English.



A reader searches for regional books on Google.

Typing regional language in English

Readers typed their regional language search query in Roman script. Example: "*Fadnavis artha sankalp book*"

Adding "in (regional language)" as a suffix to the query

Readers also typed their search query in English but would add "in _" as a suffix. Example: "*spiritual books in Marathi*"

FINDINGS

PART I: WHO ARE THE NEW AND CASUAL WIKIPEDIA REGIONAL READERS?

PART II: WHAT WAS THE READERS' FEEDBACK ON THE CURRENT SITE AND PROTOTYPE?

PART III: WHAT WAS THE READERS' PERCEPTION OF WIKIPEDIA?

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PART I: WHO ARE THE NEW AND CASUAL WIKIPEDIA REGIONAL READERS?

1. Wikipedia Desktop Regional Readers
2. Differences Between New and Casual Readers

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SECTION 1:
WIKIPEDIA DESKTOP REGIONAL READERS

1. Who Are Wikipedia Desktop Regional readers?
2. New Readers: Getting to Know them
3. Casual Readers: Getting to Know Them

Who Are The Wikipedia Desktop Regional Readers?

The Wikipedia Desktop regional readers read online in their regional language and in English.

They are technologically savvy.

They read regional content in the form of news, literature, books, poetry, information on government websites, articles & blogs related to fitness, movies, coding etc.
They are aware of Wikipedia and use the site.

They are from diverse backgrounds such as student, professionals, government employees, supervisors, etc.

These readers are divided into two groups based on their Wikipedia usage –

1. **New Readers**
2. **Casual Readers**

NEW READERS

New Readers: Getting To Know Them

New readers own a smartphone and have access to a laptop. They are students, freelancers, government employees. They read regional news and books for various purposes like education and entertainment.

What are their professions?

Students

Professionals
e.g.: Government employees, freelancers, etc.

What devices do they use?

Own a smartphone

Access to a laptop in college libraries, hostels, or offices

What is their device usage?

- WhatsApp, Telegram
- Facebook, YouTube
- Education apps (Vision IAS, Telegram)
- News apps (way2sms, Inshorts, etc.)

- Office work or study work
- Web search, YouTube
- Microsoft Office, etc.

CASUAL READERS

Casual Readers: Getting To Know Them

Casual readers are students and professionals like architects etc. They own multiple devices like a smartphone and laptop. They use these devices for their work and for recreational purposes. They look for regional content as well as more global content - articles, blogs, information (e.g. Quora), news, etc.

What are their professions?

Students

Professionals
e.g.: Architects, software developers, government employees, book store owners, etc.

What devices do they use?

Own a smartphone and laptop

Few own tablets and Amazon Kindle

What is their device usage?

- WhatsApp, Telegram
- News apps (Loksatta, Daily hunt)
- Quora, Rektha (Poetry apps)
- Facebook, YouTube, etc.

- Office work, e-mails
- Web search
- Movies, YouTube, Netflix
- Blogs, Wikipedia, etc.

NEW READERS

What Sites Do New Readers Read?

New reader are reading more regional information in the form of news, books, articles & blogs from various sites & apps like Jansatta, Eenadu, telegram app to download books. They are reading mostly on **local websites**.

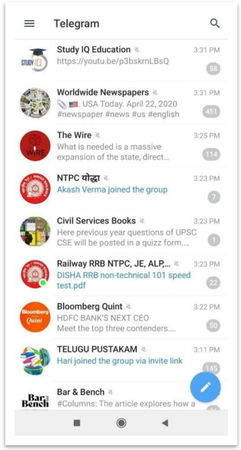
News

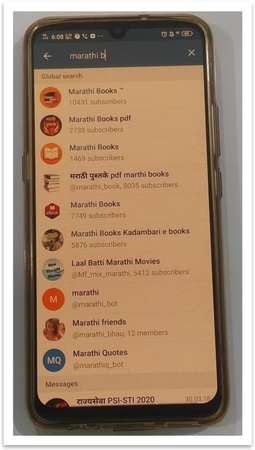
A Hindi e-news site

A regional language news app

A reader shows regional news on app

Education





Readers using the Telegram app for education.

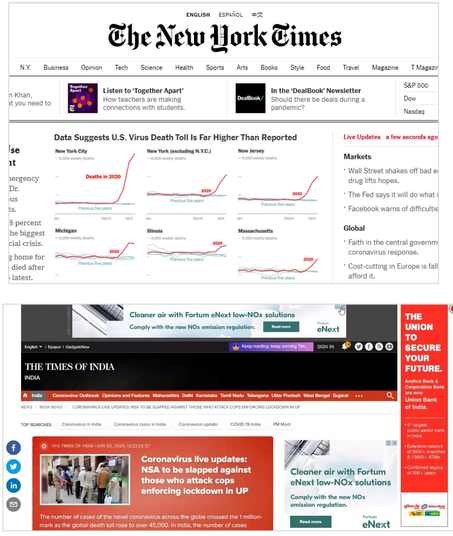
CASUAL READERS

What Sites Do Casual Readers Read?

Casual readers are reading regional information and also global content in the form of news, books, articles & blogs, poetry, etc. from various sites & apps such as Times of India, New York Times, etc. They are reading on both **local and global** websites.

News

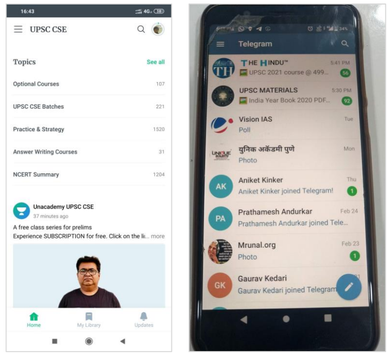
Regional e-news in app and site on smartphone



Local & global e-news websites

Education

Readers reading regional literature on Facebook groups & Quora app



Readers using unacademy app & Telegram for exam preparation

Stories and Poetry

Examples of regional websites to read stories & poetry

SECTION 2:
DIFFERENCES BETWEEN
NEW AND CASUAL READERS

What Are The Differences Between New And Casual Readers?

	NEW	CASUAL
TECHNOLOGY ACCESS AND OWNERSHIP	Own a smartphone, have access to a laptop	Own a smartphone, laptop, other devices
READING LANGUAGES	अ A Mostly reading in regional language, sometimes in English	Aअ Mostly reading in English and also in regional language
READING SITES	Mostly use local websites for reading online	Mostly use both local and global websites to read online
WIKIPEDIA ACCESS	Access Wikipedia on mobile, rarely on laptop	Access Wikipedia both on mobile and laptop

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PART III: WHAT WAS THE READERS' PERCEPTION OF WIKIPEDIA?

PART II: WHAT WAS THE READERS' FEEDBACK ON THE CURRENT SITE AND PROTOTYPE?

1. Language switching feature
2. Language switching concept
3. Welcomeness
4. Readability
5. Comparison between current site and prototype

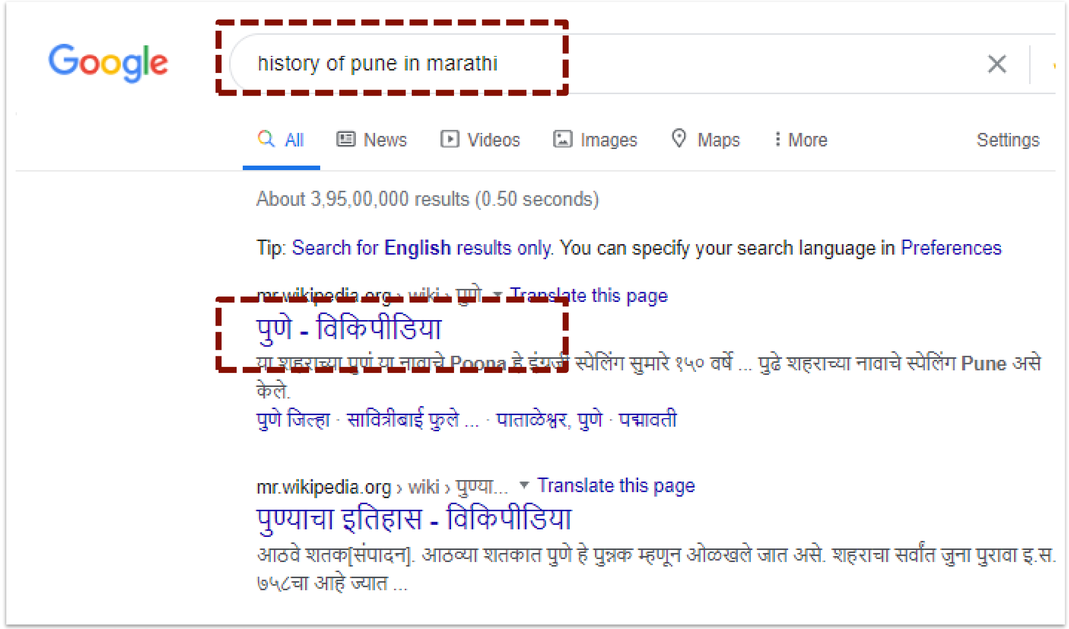
SECTION 1:
LANGUAGE SWITCHING FEATURE

1. Were readers aware of the language switching feature?
2. Were readers able to discover the language switching feature?

1. Were Readers Aware Of The Language Switching Feature?

Both new and casual readers (22/24) were **not aware** of the language switching feature in Wikipedia.

- Readers (8/24) had either read or seen Wiki in regional languages since it was one of the top search results when they searched in regional languages by typing in English e.g.: ‘’history of Pune in Marathi”.
- But they were unaware that Wikipedia is available in multiple languages or that they can switch languages within Wikipedia.



Reader searches for regional information.

I don't know that there is a language switching feature in Wikipedia.

- User 1, Casual Reader

If I need the Hyderabad Wikipedia Telugu version, then I will search it on Google by typing "Hyderabad Wiki in Telugu.

- User 22, New Reader

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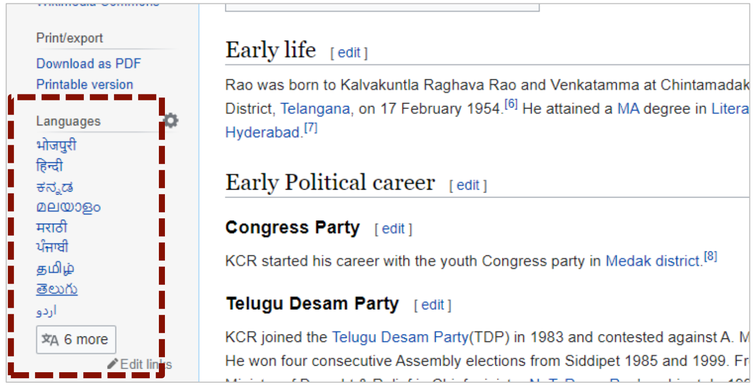
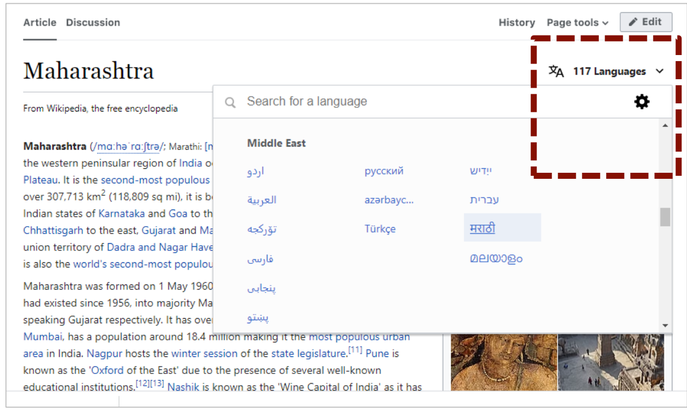
2. Were Readers Able To Discover The Language Switching Feature?

Both new and casual readers **were able to discover** the language switching feature in the prototype and the current site.



CURRENT SITE

The readers (20/24) struggled to locate the language switching feature on the site and discovered it after being asked to explore. They were searching for the feature at the top of the page and didn't expect it to have to scroll to find it.

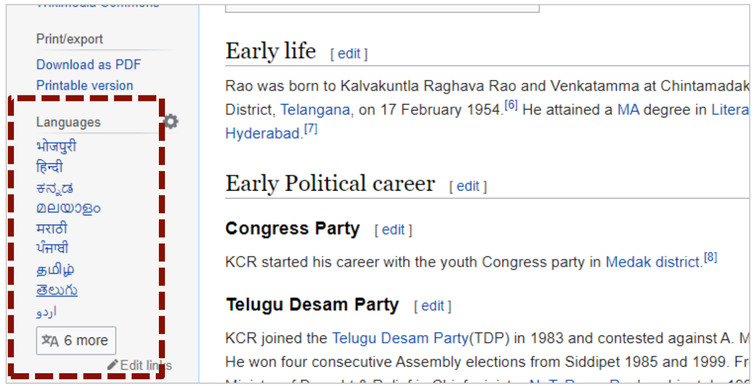


PROTOTYPE

The readers (23/23) were able to discover the language switching feature easily as it was located on the top of the page and was visible to the user.

2. Were Readers Able To Discover The Language Switching Feature?

Both new and casual readers **were able to discover** the language switching feature in the prototype and the current site.



CURRENT SITE

Difficult To Locate

- The readers (20/24) were **frustrated with scrolling to the bottom** of the page to find the list of languages **and wanted the feature to be visible.**

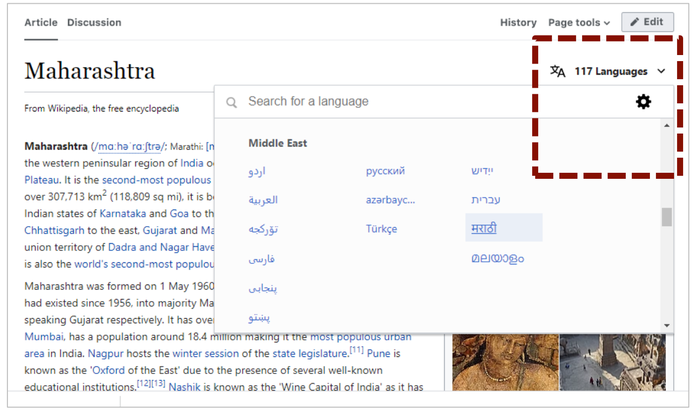
- The readers (6/24) had also seen/used the option of reading the **content in other languages on other websites** such as Quora, Rekhta, government websites etc. located on the top of the website and **expected the same as it is easily accessible/ discoverable** on those websites.

In the current site, it is difficult to find the language switching feature because it is placed at the bottom of the page.

- User 17, Casual Reader

2. Were Readers Able To Discover The Language Switching Feature?

Both new and casual readers **were able to discover** the language switching feature in the prototype and the current site.



PROTOTYPE

Easy To Locate

The readers (23/23) could easily find the language switching option as it was located on the top of the page and was easily visible.

> *I like the language switching feature in the prototype because it is in front of me and is easily accessible.*
>
> - User 11, Casual Reader

PART II: WHAT WAS THE READERS' FEEDBACK ON THE CURRENT SITE AND PROTOTYPE?

1. Language switching feature
2. Language switching concept
3. Welcomeness
4. Readability
5. Comparison between current site and prototype

SECTION 2:
LANGUAGE SWITCHING CONCEPT:

1. Did Readers Understand that Regional Wikipedia is a Separate Wikipedia?
2. Why Did Readers Think Regional Wikipedia Was Translated from English?
3. Why Did Readers Think Regional Wikipedia is a Separate Wikipedia?
4. Did Readers Trust The Regional Wiki After Switching From English Wikipedia?

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1. Did Readers Understand That Regional Wikipedia Is A Separate Wikipedia?

Both new and casual readers had **varied understanding**.

After switching the language, readers (18/18) initially thought it was translated by various means.

But after exploring, some (5/18) understood that regional Wiki was a different article. Others were unsure of whether the content is translated or it is a separate Wikipedia article.

2. Why Did Readers Think Regional Wikipedia Was Translated From English?

Readers relate regional Wiki to their **previous experience with other sites** where they were given the option of translating the content into a regional language.

After switching the content to a regional language, readers felt that the article was either translated in different languages through various means - either machine or manually or a combination.

MACHINE TRANSLATION

Previous Experience with Google Translate

The readers (9/18) felt that the content has been translated using the Google Translate feature as they had used the feature for reading content in regional languages.

Translated from English Wiki

The readers (9/18) felt that the articles were translations of English articles as Wikipedia does not have a team who can translate each article in different languages.

Main Summary was translated

The readers (4/18) felt that an exact translation of the entire article is not possible so the main summary of the article was translated using coding so that people have access to basic information.

Translated Content on Other Websites

The readers (2/18) had seen the option of reading content on other websites such as Marathi.com, Rekhta, Quora and related the same on Wikipedia.

MANUAL AND MACHINE TRANSLATION

Mix of machine and manual translation

Readers (2/18) felt that some parts of the article had been translated using software and the rest of the article was written by someone.

> *This article feels like it was translated by both manually and through software because whatever I can see in Hindi it is there in English also.*
>
> -
>
> User 14, New Reader

The Telugu article is a translation of the English article. There is no other person to do it manually.

- User 22, New Reader

The Tamil article must be translated through Google translation because the words used here are different from our regular Tamil words.

- User 12, Casual Reader

3. Why Did Readers Think Regional Wikipedia Is A Separate Wikipedia?

After exploring the English and regional articles, some readers (8/18) felt that regional Wiki is a separate Wiki since they found **various inconsistencies within the English and regional articles**:

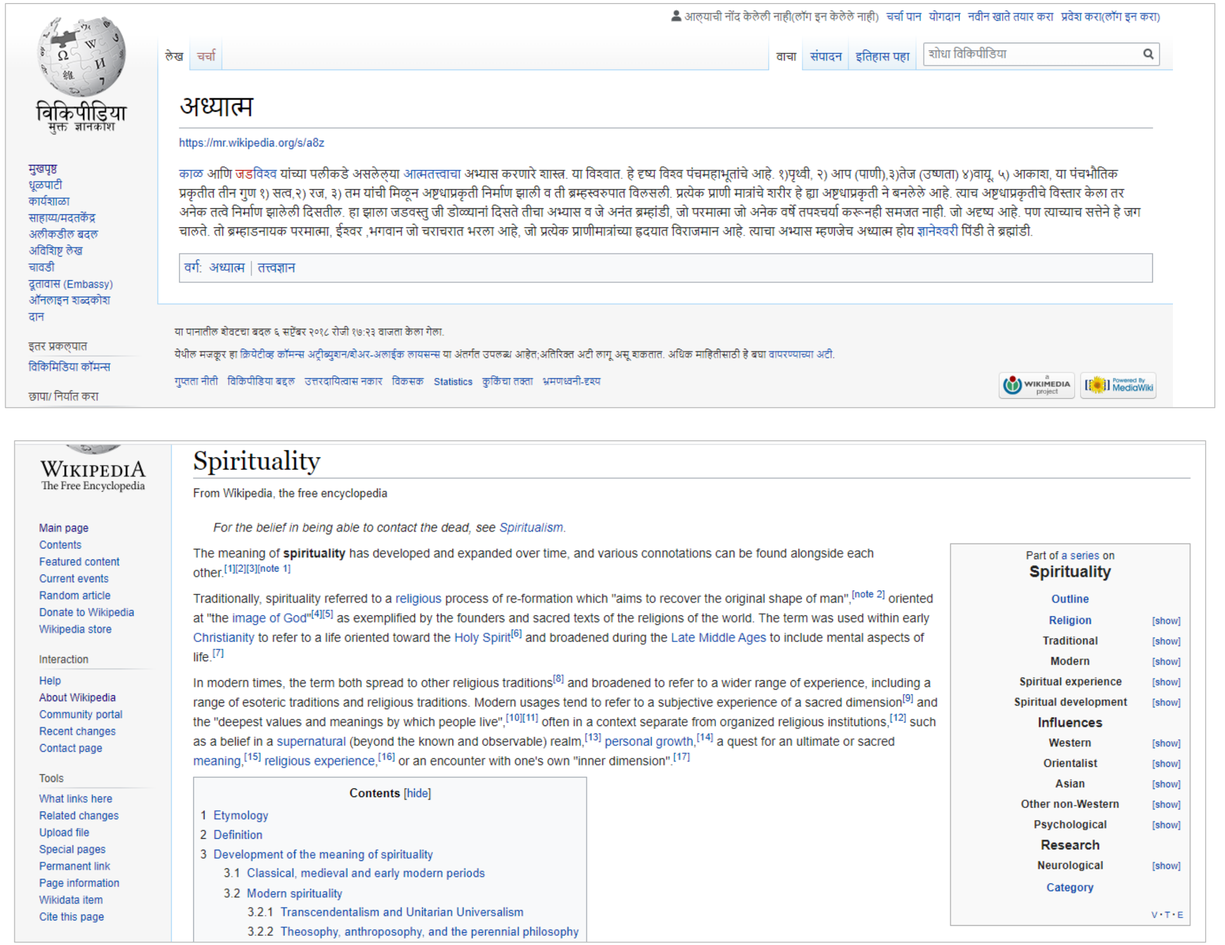
1. Length of the Article

2. Different Photos

3. Features Were Missing

1 Length of the article

The content was length was not the same as English article - it was either longer or shorter in regional Wiki.

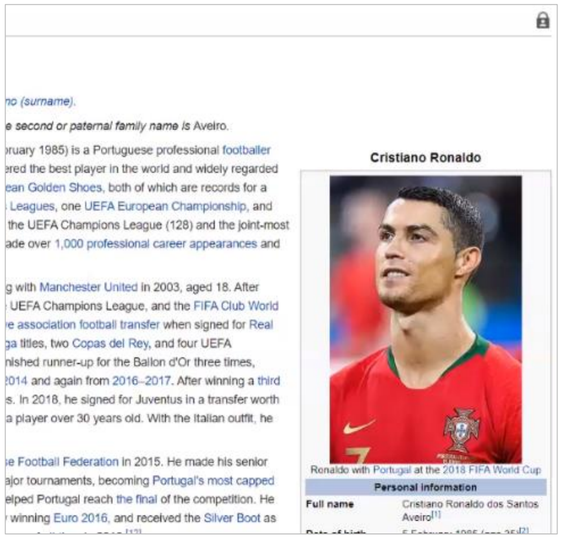


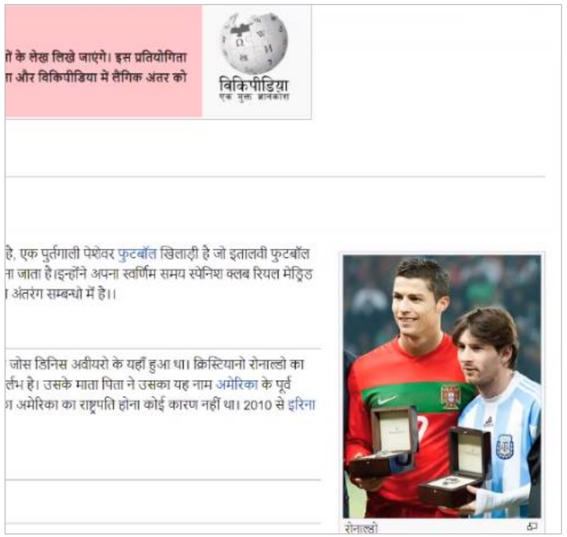
Regional article has differing content length.

> *Most of the Wikipedia Marathi articles have less information.*
>
> - User 5, Casual Reader

2 Different photos

The regional article contained different photos as compared to the English Wiki.



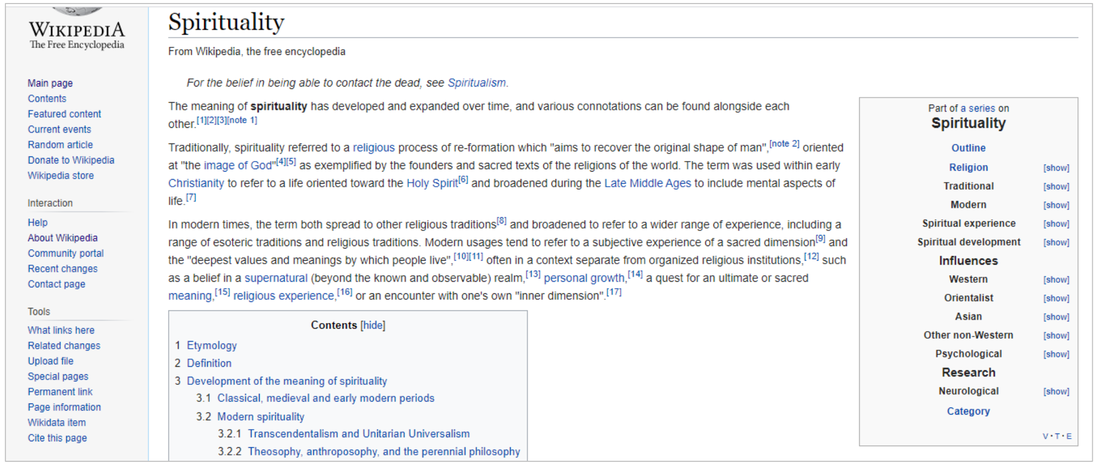


Regional article has differing photos..

> *In the Hindi article, the content has changed, pics changed, the format has changed when compared to English article.*
>
> - User 11, Casual Reader

3 Features were missing

Some features such as table of contents/infobox were missing in the regional Wiki.



Info box missing in regional article but present in English

> *Information in English article is explained more in detailed when compared to the Marathi article.*
>
> - User 5, Casual Reader

4. Did Readers Trust The Regional Wiki After Switching From English Wikipedia?

For the readers that explored trust* (4/24), the answer depended on their trust in Wikipedia in general. **If they trusted Wiki, they trusted the content in regional languages**.

The readers trust in regional Wikipedia varied depending on the length for the articles, understanding of the content and the amount of information available in regional languages.

Trusted The English Wiki Due To More Content

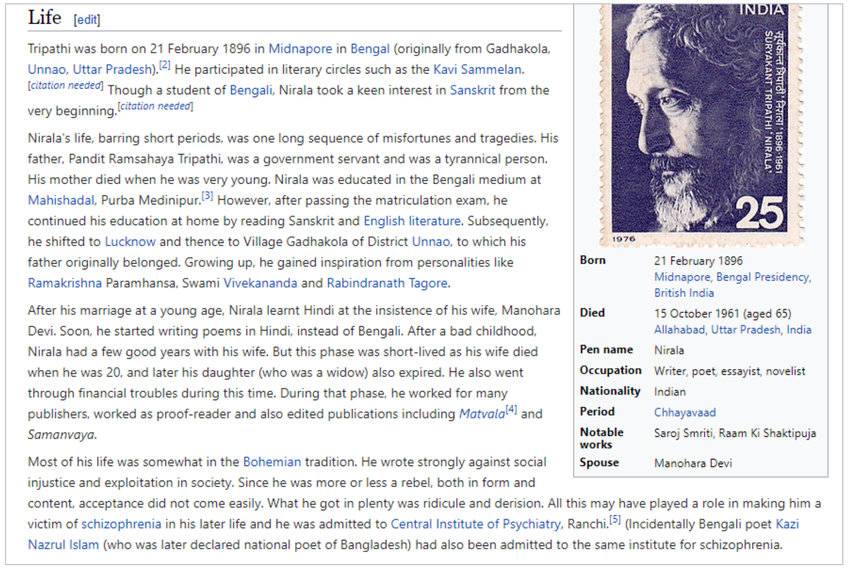
Trust Depended On Language Used

Trust Depended On Article Length

Trust was introduced later in the study and tested with only a few readers.

Trusted The English Wiki Due To More Content

Readers (1/4) trusted the English Wikipedia more as compared to the regional Wikipedia as the articles they explored had more content available in English Wikipedia.



Life [edit]

Tripathi was born on 21 February 1896 in Midnapore in Bengal (originally from Gadhakola, Unnao, Uttar Pradesh).[2] He participated in literary circles such as the Kavi Sammelan. [citation needed] Though a student of Bengali, Nirala took a keen interest in Sanskrit from the very beginning.[citation needed]

Nirala's life, barring short periods, was one long sequence of misfortunes and tragedies. His father, Pandit Ramsahaya Tripathi, was a government servant and was a tyrannical person. His mother died when he was very young. Nirala was educated in the Bengali medium at Mahishadal, Purba Medinipur.[3] However, after passing the matriculation exam, he continued his education at home by reading Sanskrit and English literature. Subsequently, he shifted to Lucknow and thence to Village Gadhakola of District Unnao, to which his father originally belonged. Growing up, he gained inspiration from personalities like Ramakrishna Paramhansa, Swami Vivekananda and Rabindranath Tagore.

After his marriage at a young age, Nirala learnt Hindi at the insistence of his wife, Manohara Devi. Soon, he started writing poems in Hindi, instead of Bengali. After a bad childhood, Nirala had a few good years with his wife. But this phase was short-lived as his wife died when he was 20, and later his daughter (who was a widow) also expired. He also went through financial troubles during this time. During that phase, he worked for many publishers, worked as proof-reader and also edited publications including *Matvala*[4] and *Samanvaya*.

Most of his life was somewhat in the Bohemian tradition. He wrote strongly against social injustice and exploitation in society. Since he was more or less a rebel, both in form and content, acceptance did not come easily. What he got in plenty was ridicule and derision. All this may have played a role in making him a victim of schizophrenia in his later life and he was admitted to Central Institute of Psychiatry, Ranchi.[5] (Incidentally Bengali poet Kazi Nazrul Islam (who was later declared national poet of Bangladesh) had also been admitted to the same institute for schizophrenia.

Born	21 February 1896 Midnapore, Bengal Presidency, British India
Died	15 October 1961 (aged 65) Allahabad, Uttar Pradesh, India
Pen name	Nirala
Occupation	Writer, poet, essayist, novelist
Nationality	Indian
Period	Chhayavaad
Notable works	Saroj Smriti, Raam Ki Shaktipuja
Spouse	Manohara Devi

सूर्यकान्त त्रिपाठी 'निराला' (२१ फरवरी, १८९६[1] - १५ अक्टूबर, १९६१) हिन्दी कविता के छायावादी युग के चार प्रमुख स्तंभों[3] में से एक माने जाते हैं। वे जयशंकर प्रसाद, सुमित्रानंदन पंत और महादेवी वर्मा के साथ हिन्दी साहित्य में **छायावाद** के प्रमुख स्तंभ माने जाते हैं। उन्होंने कई कहानियाँ, उपन्यास और निबंध भी लिखे हैं किन्तु उनकी ख्याति विशेषरुप से कविता के कारण ही है।

सूर्यकान्त त्रिपाठी 'निराला'

जीवन परिचय [संपादित करें]

सूर्यकान्त त्रिपाठी 'निराला' का जन्म बंगाल की महिषादल रियासत (जिला मेदिनीपुर) में माघ शुक्ल ११, संवत् १९५५, तदनुसार २१ फ़रवरी, सन् १८९९ में हुआ था।[1] वसंत पंचमी पर उनका जन्मदिन मनाने की परंपरा १९३० में प्रारंभ हुई।[2] उनका जन्म मंगलवार को हुआ था। जन्म-कुण्डली बनाने वाले पंडित के कहने से उनका नाम सुर्जकुमार रखा गया। उनके पिता पंडित रामसहाय तिवारी उन्नाव (बैसवाड़ा) के रहने वाले थे और महिषादल में सिपाही की नौकरी करते थे। वे मूल रूप से उत्तर प्रदेश के उन्नाव जिले के गढ़ाकोला नामक गाँव के निवासी थे।

निराला की शिक्षा हाई स्कूल तक हुई। बाद में हिन्दी संस्कृत और बाङ्ला का स्वतंत्र अध्ययन किया। पिता की छोटी-सी नौकरी की असुविधाओं और मान-अपमान का परिचय निराला को आरम्भ में ही प्राप्त हुआ। उन्होंने दलित-शोषित किसान के साथ हमदर्दी का संस्कार अपने अबोध मन से ही अर्जित किया। तीन वर्ष की अवस्था में माता का और बीस वर्ष का होते-होते पिता का देहांत हो गया। अपने बच्चों के अलावा संयुक्त परिवार का भी बोझ निराला पर पड़ा। पहले महायुद्ध के बाद जो महामारी फैली उसमें न सिर्फ पत्नी मनोहरा देवी का, बल्कि चाचा, भाई और भाभी का भी देहांत हो गया। शेष कुनबे का बोझ उठाने में महिषादल की नौकरी अपर्याप्त थी। इसके बाद का उनका सारा जीवन आर्थिक-संघर्ष में बीता। निराला के जीवन की सबसे विशेष बात यह है कि कठिन से कठिन परिस्थितियों में भी उन्होंने सिद्धांत त्यागकर समझौते का रास्ता नहीं अपनाया, संघर्ष का साहस नहीं गंवाया। जीवन का उत्तरार्द्ध इलाहाबाद में बीता। वहीं दारागंज मुहल्ले में स्थित रायसाहब की विशाल कोठी के ठीक पीछे बने एक कमरे में १५ अक्टूबर १९६१ को उन्होंने अपनी इहलीला समाप्त की।

Suryakant Tripathi 1976 stamp of India

कार्यक्षेत्र [संपादित करें]

सूर्यकांत त्रिपाठी 'निराला' की पहली नियुक्ति महिषादल राज्य में ही हुई। उन्होंने १९१८ से १९२२ तक यह नौकरी की। उसके बाद संपादन, स्वतंत्र लेखन और अनुवाद कार्य की ओर प्रवृत्त हुए। १९२२ से १९२३ के दौरान कोलकाता से प्रकाशित 'समन्वय' का संपादन किया, १९२३ के अगस्त से *मतवाला* के संपादक मंडल में कार्य

The comparison of information in the English and Hindi article.

I will trust the English article because it carries more information compared to Hindi.

- User 23, Casual Reader

Trust Depended On Language used

Readers (2/4) found it difficult to understand content in regional languages due to the complex words/heavy words used.

They struggled to relate to the content in regional language.

The reader stated that language is very difficult to read.

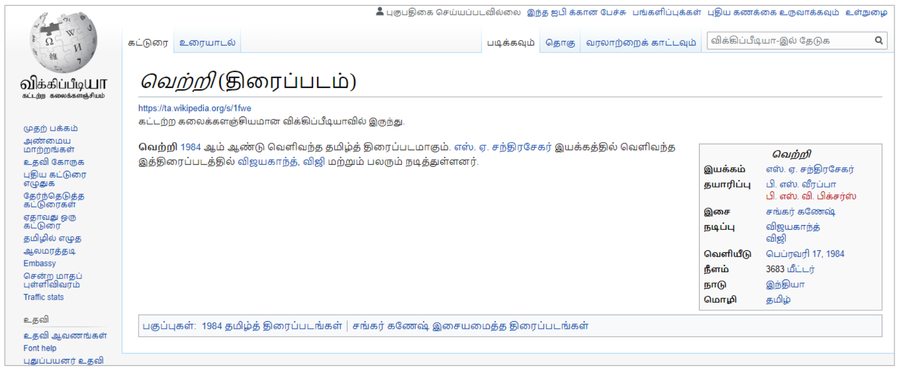
> *This is very complex Hindi whereas, my Hindi is different and I am unable to understand this article in Hindi. So, that's why I prefer reading Wikipedia in English.*
>
> - User 8, Casual Reader

Trust Depended On Article Length

Trust also varied for different articles depending on their length.

✓ **Longer articles** – Readers (1/4) trusted the article more if the regional article was long and contained detailed information.

✗ **Shorter articles** - If the article was short, readers had lesser trust and would verify the information from other sources as well.



Lack of information on regional article

> *I would trust the information on regional article if it has more information or else I will go to other sources.*
>
> *- User 23, Casual Reader*

PART II: WHAT WAS THE READERS' FEEDBACK ON THE CURRENT SITE AND PROTOTYPE?

1. Language switching feature
2. Language switching concept
3. **Welcomeness**
4. Readability
5. Comparison between current site and prototype

SECTION 3: WELCOMENESS

1. Did the readers find the site to be welcoming?
2. Why did readers think the site Was welcoming?
3. Current site & Prototype: which did the readers find more welcoming and why?

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SECTION 3: WELCOMENESS

1. Did the readers find the site to be welcoming?
2. Why did readers think the site Was welcoming?
3. Current site & Prototype: which did the readers find more welcoming and why?

1. Did The Readers Find The Site To Be Welcoming?

What is Welcomeness: Readers were asked to explore multiple articles and were asked about their initial feelings for each article.

For both the current site and the prototype, welcomeness **depended on the articles seen/explored** by the readers. Other factors that influenced welcomeness were the **amount of information, presentation of content, use of images,** etc.

1. Did the Readers Find The Site To Be Welcoming?

Current Site

CURRENT SITE

The welcomeness for the current site received a **mixed response** based on the articles seen/explored by the readers and different factors such as the amount of information, images etc.

> *I feel like reading this information. I am seeing this for the first time. I think of when he would have been born. I feel like reading because you can see childhood details here. As in all information is here.*
>
> - User 2, New Reader

Content With Images

✓ Readers liked that the site contained images which helped them to relate to the topic of the article.

In-Depth Information

✓ Readers liked that the articles gave in-depth information and included links to get more information about other topics.

Too Much Text

✗ Readers did not feel like reading the article when there was too much information on the page without any images or fewer images.

Article on the actor Rajnikanth in Tamil.

Pictures are placed with an explanation. It is eye-catching and distance between the words is also good and space is also good.

- User 10, New Reader

When you see ”Poshak tatva” information gets bombarded, there is so much to read.

- User 9, New Reader

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1. Did The Readers Find The Site To Be Welcoming?

Current Site

CURRENT SITE

Various factors affected Welcomeness such as:

WHY IT WAS WELCOMING

1. In-depth information
2. Content with images
3. Availability of content in regional languages
4. Quick access to information
5. Information in systematic format
6. Provided references for content
7. Design elements

WHY IT WASN'T WELCOMING

1. Difficulty in understanding content in regional languages
2. Lack of information in regional languages
3. Vast amount of information
4. Design elements

1. Did The Readers Find The Site To Be Welcoming?

Why it was welcoming

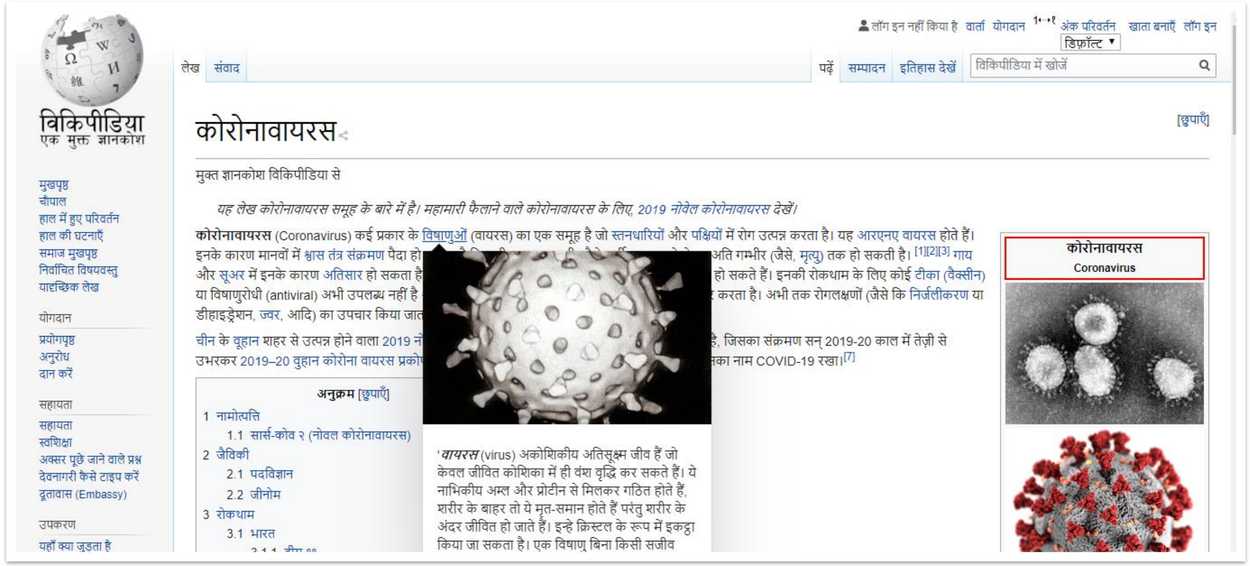
CURRENT SITE

1. In-Depth Information

Readers (17/24) liked that Wikipedia contains a lot of information on various topics.

They liked that Wikipedia gave in-depth information and contained links through which they could get even more details.

> *The whole information is given herein in an in-depth way. I can explore more through the links provided on the page.*
>
> - User 2, New Reader

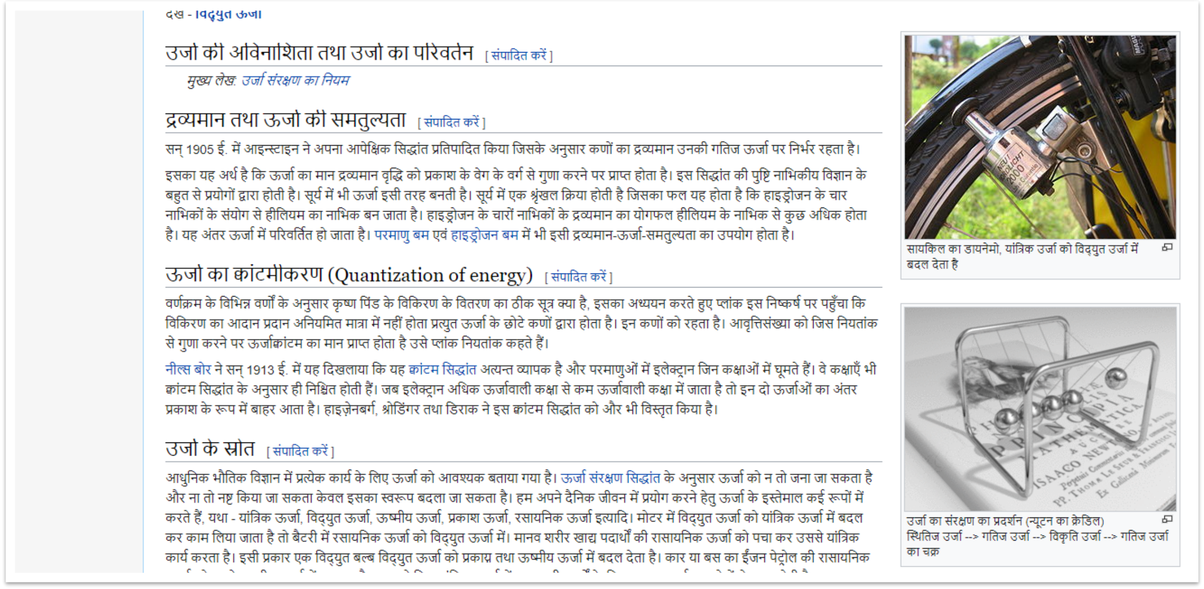


Article on Coronavirus in Marathi.

1. Did The Readers Find The Site To Be Welcoming?

Why it was welcoming

CURRENT SITE



देख - विद्युत ऊर्जा

ऊर्जा की अविनाशिता तथा ऊर्जा का परिवर्तन [संपादित करें]

मुख्य लेख: ऊर्जा संरक्षण का नियम

द्रव्यमान तथा ऊर्जा की समतुल्यता [संपादित करें]

सन् 1905 ई. में आइन्स्टाइन ने अपना आपेक्षिक सिद्धांत प्रतिपादित किया जिसके अनुसार कणों का द्रव्यमान उनकी गतिज ऊर्जा पर निर्भर रहता है।

इसका यह अर्थ है कि ऊर्जा का मान द्रव्यमान वृद्धि को प्रकाश के वेग के वर्ग से गुणा करने पर प्राप्त होता है। इस सिद्धांत की पुष्टि नाभिकीय विज्ञान के बहुत से प्रयोगों द्वारा होती है। सूर्य में भी ऊर्जा इसी तरह बनती है। सूर्य में एक श्रृंखल क्रिया होती है जिसका फल यह होता है कि हाइड्रोजन के चार नाभिकों के संयोग से हीलियम का नाभिक बन जाता है। हाइड्रोजन के चारों नाभिकों के द्रव्यमान का योगफल हीलियम के नाभिक से कुछ अधिक होता है। यह अंतर ऊर्जा में परिवर्तित हो जाता है। परमाणु बम एवं हाइड्रोजन बम में भी इसी द्रव्यमान-ऊर्जा-समतुल्यता का उपयोग होता है।

ऊर्जा का क्वांटमीकरण (Quantization of energy) [संपादित करें]

वर्णक्रम के विभिन्न वर्णों के अनुसार कृष्ण पिंड के विकिरण के वितरण का ठीक सूत्र क्या है, इसका अध्ययन करते हुए प्लांक इस निष्कर्ष पर पहुँचा कि विकिरण का आदान प्रदान अनियमित मात्रा में नहीं होता प्रत्युत ऊर्जा के छोटे कणों द्वारा होता है। इन कणों को रहता है। आवृत्तिसंख्या को जिस नियतांक से गुणा करने पर ऊर्जाक्वांटम का मान प्राप्त होता है उसे प्लांक नियतांक कहते हैं।

नील्स बोर ने सन् 1913 ई. में यह दिखलाया कि यह क्वांटम सिद्धांत अत्यन्त व्यापक है और परमाणुओं में इलेक्ट्रान जिन कक्षाओं में घूमते हैं। वे कक्षाएँ भी क्वांटम सिद्धांत के अनुसार ही निश्चित होती हैं। जब इलेक्ट्रान अधिक ऊर्जावाली कक्षा से कम ऊर्जावाली कक्षा में जाता है तो इन दो ऊर्जाओं का अंतर प्रकाश के रूप में बाहर आता है। हाइज़ेनबर्ग, श्रोडिंगर तथा डिराक ने इस क्वांटम सिद्धांत को और भी विस्तृत किया है।

ऊर्जा के स्रोत [संपादित करें]

आधुनिक भौतिक विज्ञान में प्रत्येक कार्य के लिए ऊर्जा को आवश्यक बताया गया है। ऊर्जा संरक्षण सिद्धांत के अनुसार ऊर्जा को न तो जना जा सकता है और ना तो नष्ट किया जा सकता केवल इसका स्वरूप बदला जा सकता है। हम अपने दैनिक जीवन में प्रयोग करने हेतु ऊर्जा के इस्तेमाल कई रूपों में करते हैं, यथा - यांत्रिक ऊर्जा, विद्युत ऊर्जा, ऊष्मीय ऊर्जा, प्रकाश ऊर्जा, रसायनिक ऊर्जा इत्यादि। मोटर में विद्युत ऊर्जा को यांत्रिक ऊर्जा में बदल कर काम लिया जाता है तो बैटरी में रसायनिक ऊर्जा को विद्युत ऊर्जा में। मानव शरीर खाद्य पदार्थों की रासायनिक ऊर्जा को पचा कर उससे यांत्रिक कार्य करता है। इसी प्रकार एक विद्युत बल्ब विद्युत ऊर्जा को प्रकाश तथा ऊष्मीय ऊर्जा में बदल देता है। कार या बस का ईंजन पेट्रोल की रासायनिक

सायकिल का डायनेमो, यांत्रिक उर्जा को विद्युत उर्जा में बदल देता है

उर्जा का संरक्षण का प्रदर्शन (न्यूटन का क्रेडिल)
स्थितिज उर्जा --> गतिज उर्जा --> विकृति उर्जा --> गतिज उर्जा का चक्र

Images in an article with corresponding text.

2. Content With Images

Readers (14/24) liked that the page included images that helped them in relate to the topic of the article.

> *Wikipedia is providing the pictures in the infobox and also pictures within the paragraphs which is helpful, where I can quickly relate to geography, culture, etc.*
>
> - User 22, New Reader

1. Did The Readers Find The Site To Be Welcoming?

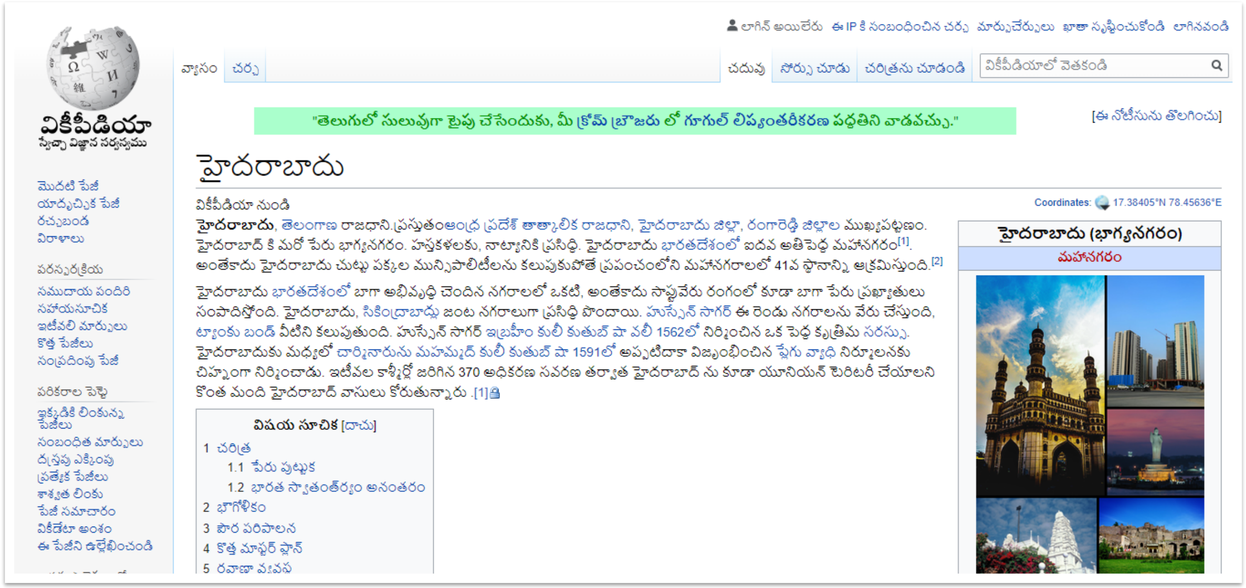
CURRENT SITE

Why it was welcoming

3. Availability of Content In Regional Languages

Readers (10/24) liked that Wikipedia contained information in different regional languages.

They liked that they could read the information in their own language which helped them in understanding the topic.



Content in regional language.

> *Yeah, I can spend more time reading here, because the information is in my language. It is easier for me to read in the regional language than English.*
>
> - User 23, New Reader

1. Did The Readers Find The Site To Be Welcoming?

Why it was welcoming

CURRENT SITE

తెలంగాణ రాష్ట్ర సమితి

వికీపీడియా నుండి

తెలంగాణ రాష్ట్ర సమితి (తెరాస) ప్రత్యేక తెలంగాణ రాష్ట్ర స్థాపనే ఏకైక లక్ష్యంగా ఏర్పడింది. 2001 ఏప్రిల్ 27 న అప్పటి ఆంధ్ర ప్రదేశ్ శాసనసభ ఉపసభాపతి, కల్వకుంట్ల చంద్రశేఖరరావు తన పదవికి, శాసనసభా సభ్యత్వానికి, తెలుగుదేశం పార్టీ ప్రాథమిక సభ్యత్వానికి రాజీనామా చేసి వి. ప్రకాశ్ వంటి కొందరు నాయకులతో కలిసి తెరాసను ఏర్పాటు చేశాడు.ఆలె నరేంద్ర, సత్యనారాయణరెడ్డి, లాంటి కొందరు నాయకులు తెరాసను విడిచి వెళ్ళారు. నిజాం మనుమరాలు సలీమా బాషా (అస్మత్ బాషా కుమార్తె), ఆమె కుమార్తె రహత్‌బా ఆజంపురాలు తెలంగాణకు మద్ధతు ప్రకటించారు. పాతబస్తీలోని ముస్లిం వర్గాలు తెలంగాణకు వ్యతిరేకం కాదని అన్నారు.

ఎన్నికలు [మార్చు]

2014 ఎన్నికలు [మార్చు]

తెలంగాణ ఏర్పాటు బిల్లు ఆమోదం పొందిన తరువాత జరిగిన 2014 శాసనసభ ఎన్నికలో అత్యధిక స్థానాలు గెలుపొంది కే.సి.ఆర్ ముఖ్యమంత్రిగా తెలంగాణాలో తొలి ప్రభుత్వం ఏర్పాటు చేసింది.

శాసనసభ ఎన్నికల ఫలితాలు

సంవత్సరం	ఎన్నికలు	గెలిచిన స్థానాలు	పోటీ చేసిన స్థానాలు	ధరావతు కోల్పోయిన స్థానాలు
2004	శాసనసభ	26 / 294	54	17[1]
2008	శాసనసభ (ఉపఎన్నిక)	7	16	2[2]
2009	శాసనసభ	10 / 294	45	13[3]
2010	శాసనసభ (ఉపఎన్నిక)	11	11	0

తెలంగాణ రాష్ట్ర సమితి

నాయకుడు	కె.చంద్రశేఖరరావు
ప్రధాన కార్యదర్శి	కే.కేశవరావు
స్థాపన	2001 ఏప్రిల్ 27
ప్రధాన కార్యాలయం	బంజారాహిల్స్, హైదరాబాదు
పత్రిక	నమస్తే తెలంగాణా
సిద్ధాంతం	తెలంగాణా వాదం
తెలంగాణా అసెంబ్లీ	88 / 119
లోక్ సభ	9 / 545
రాజ్య సభ	6 / 245

ఓటు గుర్తు

కారు

వెబ్ సైటు

http://www.trspartyonline.org/తె

Infobox in Telugu language article.

4. Quick Access To Information

Readers (8/24) liked that they could get quick details about the topic they searched for.

They liked that they could see a reference image and the details were given in bullet points.

> *Instead of viewing the entire article, the info box provides you with beneficial information in the summarized version, which is good.*
>
> - User 19, Casual Reader

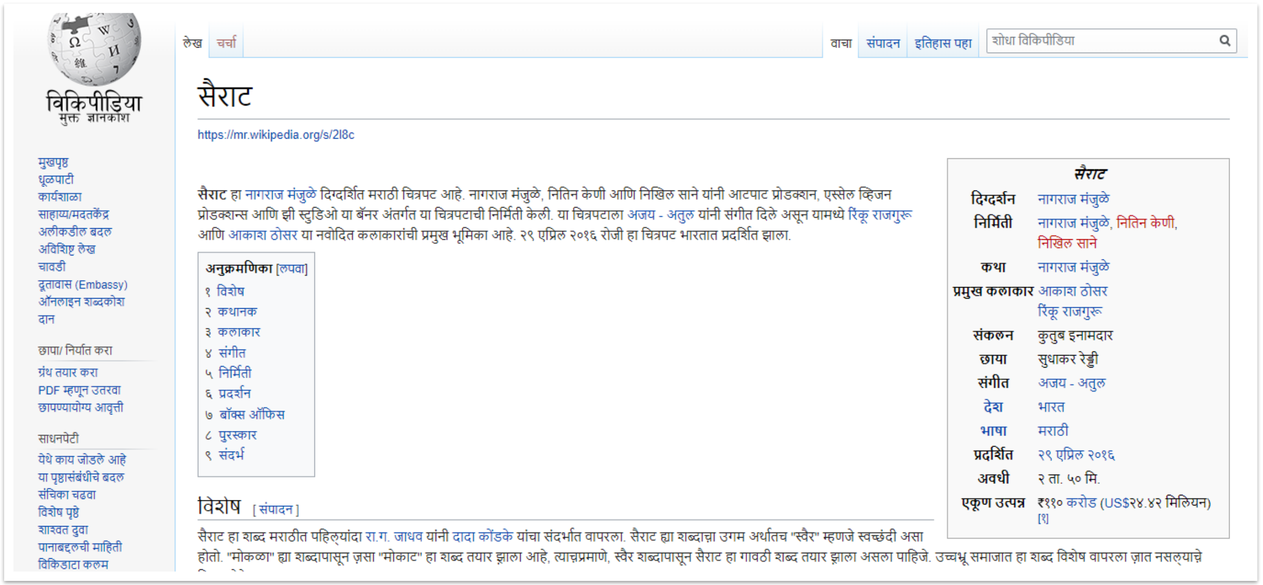
1. Did The Readers Find The Site To Be Welcoming?

Why it was welcoming

CURRENT SITE

5. Information In Systematic Format

Readers (8/24) liked that information included a brief summary, followed by the table of contents and detailed tabs.



Structured information on a page.

> *I like tables with colors like green and red. It makes me curious to read what they are and also feel like spending time.*
>
> - User 1, Casual Reader

1. Did The Readers Find The Site To Be Welcoming?

CURRENT SITE

Why it was welcoming

संदर्भ [संपादन]

१. ↑ [a] [b] "The Tribune, Chandigarh, India - Sport". *www.tribuneindia.com*. 2018-03-18 रोजी पाहिले.
२. ^ "Sachin Tendulkar: Bio, Facts". 2017-05-30 रोजी पाहिले.
३. ^ "सचिनला 'भारतरत्न', दै. सकाळ मधील बातमी". १७ नोव्हेंबर २०१३ रोजी पाहिले.
४. ^ "Injury-hit India take on Zimbabwe in crucial encounter". *Cricinfo* (इंग्रजी भाषेत). 2018-03-18 रोजी
५. ^ "bangladeshobserveronline.com". 2012-08-10 रोजी पाहिले.
६. ^ [१] [मृत दुवा]
७. ^ "1st ODI, Pakistan tour of India at Kochi, Apr 2 2005 | Match Summary | ESPNCricinfo". *ESPN*
८. ^ "1st Match, Pepsi Triangular Series at Kochi, Apr 1 1998 | Match Summary | ESPNCricinfo". *E*
९. ^ http://usa.cricinfo.com/db/ARCHIVE/1993-94/OD_TOURNEYS/CAB/IND_RSA_CAB_ODI-SEMI
१०. ^ "5th Match, Wills Trophy at Sharjah, Oct 22 1991 | Match Summary | ESPNCricinfo". *ESPNcric*
११. ^ Cricinfo match report. World Cup, 1995/96, India v Australia 27 Feb 1996 http://www.cricinfo.com

References for article on cricketer Sachin Tendulkar in Marathi.

6. Provided References For Content

Readers (7/24) liked that Wikipedia contains references that helped them to understand the articles better or helped them to verify the information given on the page.

> *Wikipedia provides you with information including references which is really nice.*
>
> *- User 16, Casual Reader*

1. Did The Readers Find The Site To Be Welcoming?

CURRENT SITE

Why it was welcoming

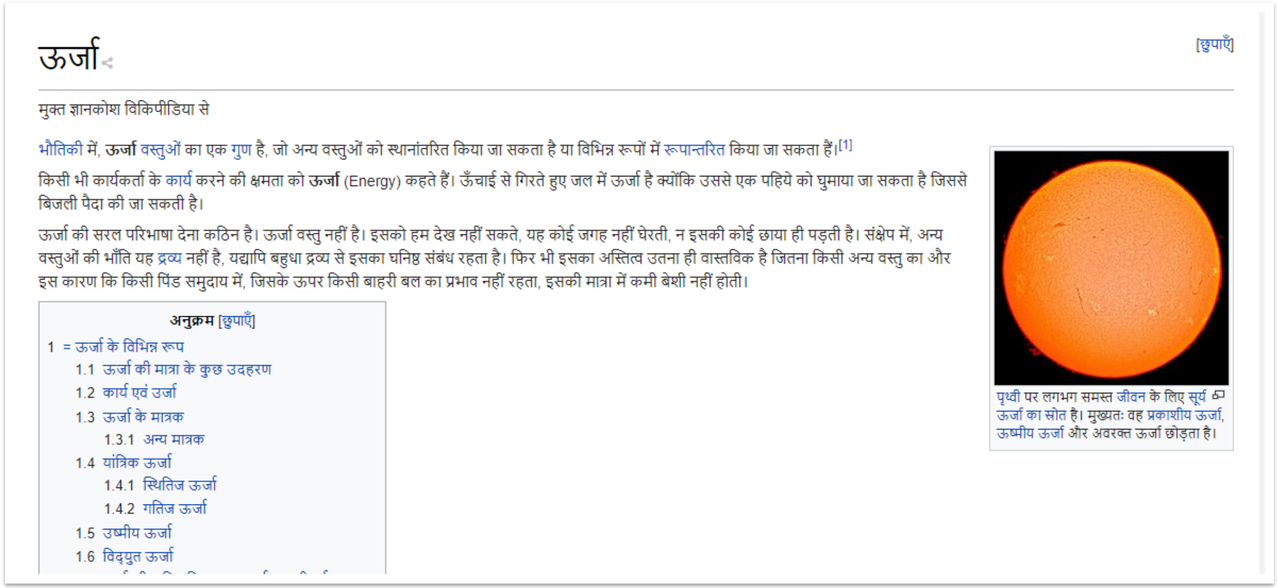
7. Design Elements

There were various elements that influenced the welcomeness of the article such as fonts, colors, etc.

Fonts: Readers (5/24) felt that the fonts were comfortable to read.

Colors: Readers (1/24) liked that the page looked simple with minimalistic colors.

> *The font is visible to eyes, and they have maintained a proper distance between the words.*
>
> - User 9, New Reader



The reader liked the font style.

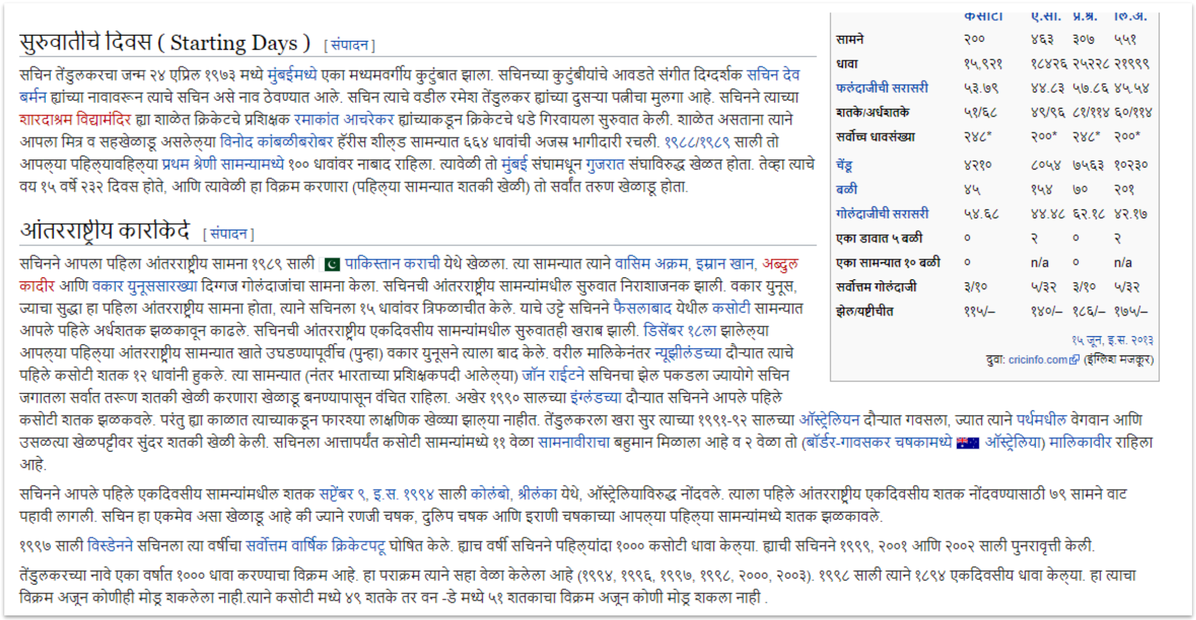
1. Did The Readers Find The Site To Be Welcoming?

Why it wasn't welcoming

CURRENT SITE

1. Difficulty In Understanding Content In Regional Languages

Readers (15/24) struggled to understand the regional content as it included heavy or complex words that were difficult to comprehend.



सुरुवातीचे दिवस (Starting Days) [संपादन]

सचिन तेंडुलकरचा जन्म २४ एप्रिल १९७३ मध्ये मुंबईमध्ये एका मध्यमवर्गीय कुटुंबात झाला. सचिनच्या कुटुंबीयांचे आवडते संगीत दिग्दर्शक सचिन देव बर्मन ह्यांच्या नावावरून त्याचे सचिन असे नाव ठेवण्यात आले. सचिन त्याचे वडील रमेश तेंडुलकर ह्यांच्या दुसऱ्या पत्नीचा मुलगा आहे. सचिनने त्याच्या शारदाश्रम विद्यामंदिर ह्या शाळेत क्रिकेटचे प्रशिक्षक रमाकांत आचरेकर ह्यांच्याकडून क्रिकेटचे धडे गिरवायला सुरुवात केली. शाळेत असताना त्याने आपला मित्र व सहखेळाडू असलेल्या विनोद कांबळीबरोबर हॅरीस शील्ड सामन्यात ६६४ धावांची अजस्र भागीदारी रचली. १९८८/१९८९ साली तो आपल्या पहिल्यावहिल्या प्रथम श्रेणी सामन्यामध्ये १०० धावांवर नाबाद राहिला. त्यावेळी तो मुंबई संघामधून गुजरात संघाविरुद्ध खेळत होता. तेव्हा त्याचे वय १५ वर्षे २३२ दिवस होते, आणि त्यावेळी हा विक्रम करणारा (पहिल्या सामन्यात शतकी खेळी) तो सर्वांत तरुण खेळाडू होता.

आंतरराष्ट्रीय कारकिर्द [संपादन]

सचिनने आपला पहिला आंतरराष्ट्रीय सामना १९८९ साली पाकिस्तान कराची येथे खेळला. त्या सामन्यात त्याने वासिम अक्रम, इम्रान खान, अब्दुल कादीर आणि वकार युनूससारख्या दिग्गज गोलंदाजांचा सामना केला. सचिनची आंतरराष्ट्रीय सामन्यांमधील सुरुवात निराशाजनक झाली. वकार युनूस, ज्याचा सुद्धा हा पहिला आंतरराष्ट्रीय सामना होता, त्याने सचिनला १५ धावांवर त्रिफळाचीत केले. याचे उट्टे सचिनने फैसलाबाद येथील कसोटी सामन्यात आपले पहिले अर्धशतक झळकावून काढले. सचिनची आंतरराष्ट्रीय एकदिवसीय सामन्यांमधील सुरुवातही खराब झाली. डिसेंबर १८ला झालेल्या आपल्या पहिल्या आंतरराष्ट्रीय सामन्यात खाते उघडण्यापूर्वीच (पुन्हा) वकार युनूसने त्याला बाद केले. वरील मालिकेनंतर न्यूझीलंडच्या दौऱ्यात त्याचे पहिले कसोटी शतक १२ धावांनी हुकले. त्या सामन्यात (नंतर भारताच्या प्रशिक्षकपदी आलेल्या) जॉन राईटने सचिनचा झेल पकडला ज्यायोगे सचिन जगातला सर्वात तरूण शतकी खेळी करणारा खेळाडू बनण्यापासून वंचित राहिला. अखेर १९९० सालच्या इंग्लंडच्या दौऱ्यात सचिनने आपले पहिले कसोटी शतक झळकवले. परंतु ह्या काळात त्याच्याकडून फारश्या लाक्षणिक खेळ्या झाल्या नाहीत. तेंडुलकरला खरा सुर त्याच्या १९९१-९२ सालच्या ऑस्ट्रेलियन दौऱ्यात गवसला, ज्यात त्याने पर्थमधील वेगवान आणि उसळत्या खेळपट्टीवर सुंदर शतकी खेळी केली. सचिनला आत्तापर्यंत कसोटी सामन्यांमध्ये ११ वेळा सामनावीराचा बहुमान मिळाला आहे व २ वेळा तो (बॉर्डर-गावसकर चषकामध्ये ऑस्ट्रेलिया) मालिकावीर राहिला आहे.

सचिनने आपले पहिले एकदिवसीय सामन्यांमधील शतक सप्टेंबर ९, इ.स. १९९४ साली कोलंबो, श्रीलंका येथे, ऑस्ट्रेलियाविरुद्ध नोंदवले. त्याला पहिले आंतरराष्ट्रीय एकदिवसीय शतक नोंदवण्यासाठी ७९ सामने वाट पहावी लागली. सचिन हा एकमेव असा खेळाडू आहे की ज्याने रणजी चषक, दुलिप चषक आणि इराणी चषकाच्या आपल्या पहिल्या सामन्यांमध्ये शतक झळकावले.

१९९७ साली विस्डेनने सचिनला त्या वर्षीचा सर्वोत्तम वार्षिक क्रिकेटपटू घोषित केले. ह्याच वर्षी सचिनने पहिल्यांदा १००० कसोटी धावा केल्या. ह्याची सचिनने १९९९, २००१ आणि २००२ साली पुनरावृत्ती केली.

तेंडुलकरच्या नावे एका वर्षात १००० धावा करण्याचा विक्रम आहे. हा पराक्रम त्याने सहा वेळा केलेला आहे (१९९४, १९९६, १९९७, १९९८, २०००, २००३). १९९८ साली त्याने १८९४ एकदिवसीय धावा केल्या. हा त्याचा विक्रम अजून कोणीही मोडू शकलेला नाही.त्याने कसोटी मध्ये ४९ शतके तर वन -डे मध्ये ५१ शतकाचा विक्रम अजून कोणी मोडू शकला नाही .

	कसोटी	ए.सा.	प्र.श्र.	लि.अ.
सामने	२००	४६३	३०७	५५१
धावा	१५,९२१	१८४२६	२५२२८	२१९९९
फलंदाजीची सरासरी	५३.७९	४४.८३	५७.८६	४५.५४
शतके/अर्धशतके	५१/६८	४९/९६	८१/११४	६०/११४
सर्वोच्च धावसंख्या	२४८*	२००*	२४८*	२००*
चेंडू	४२१०	८०५४	७५६३	१०२३०
बळी	४५	१५४	७०	२०१
गोलंदाजीची सरासरी	५४.६८	४४.४८	६२.१८	४२.१७
एका डावात ५ बळी	०	२	०	२
एका सामन्यात १० बळी	०	n/a	०	n/a
सर्वोत्तम गोलंदाजी	३/१०	५/३२	३/१०	५/३२
झेल/यष्टीचीत	११५/–	१४०/–	१८६/–	१७५/–

१५ जून, इ.स. २०१३

दुवा: cricinfo.com (इंग्लिश मजकूर)

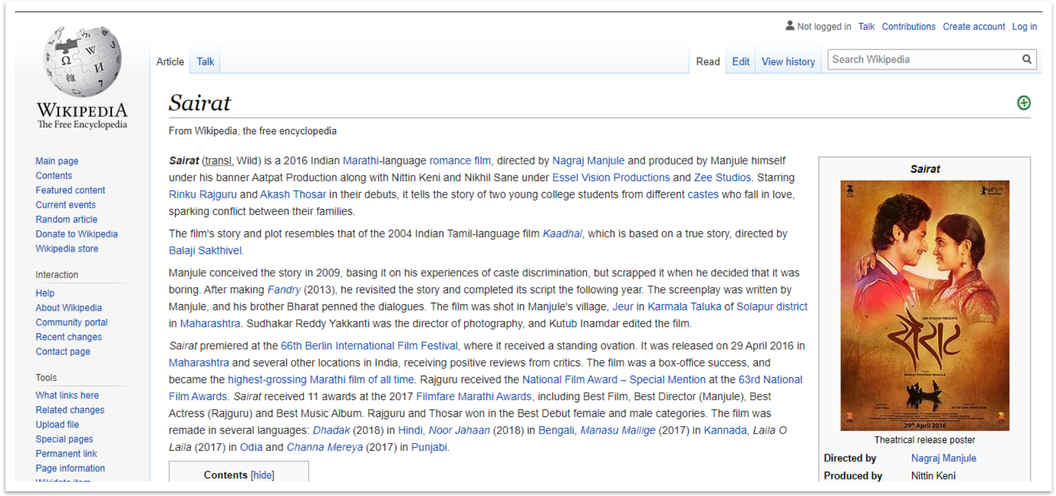
Marathi Wikipedia article on cricketer Sachin Tendulkar containing complex language.

> *"I don't find this article interesting because they have used very complex Hindi, I see the difficulty in reading it.*
>
> - User 11, Casual Reader

1. Did The Readers Find The Site To Be Welcoming?

Why it wasn't welcoming

CURRENT SITE



English and Hindi language articles on the same movie with differing amounts of content.

2. Lack Of Information In Regional Languages

Readers (8/24) found that the information was less in regional Wiki as compared to the English Wiki. They struggled to find regional content for different topics ex personalities.

> *"Wikipedia is biased at providing the content there is a lot of information is missed out in regional languages compared to English.*
>
> - User 8, Casual Reader

1. Did The Readers Find The Site To Be Welcoming?

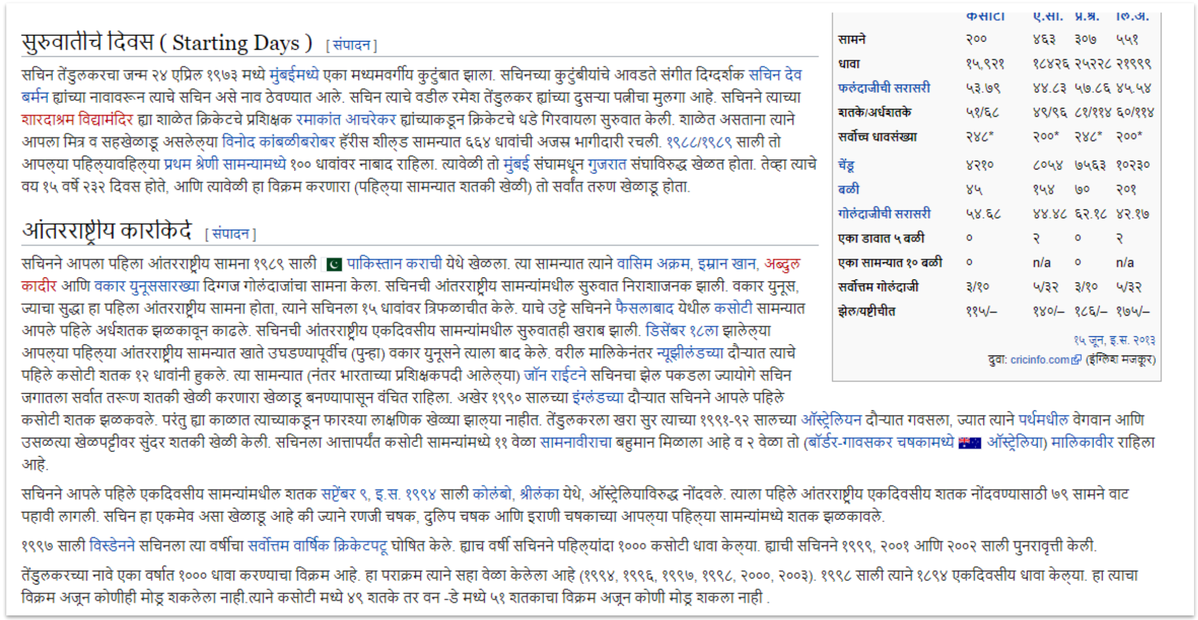
CURRENT SITE

Why it wasn't welcoming

3. Vast Amount Of Information

Readers (6/24) found it difficult to read the content as there was too much information on the page and found it overwhelming. They did not feel like reading the article.

> *The content here is disorganized and highly congested.*
>
> - User 5, Casual Reader



सुरुवातीचे दिवस (Starting Days) [संपादन]

सचिन तेंडुलकरचा जन्म २४ एप्रिल १९७३ मध्ये मुंबईमध्ये एका मध्यमवर्गीय कुटुंबात झाला. सचिनच्या कुटुंबीयांचे आवडते संगीत दिग्दर्शक सचिन देव बर्मन ह्यांच्या नावावरून त्याचे सचिन असे नाव ठेवण्यात आले. सचिन त्याचे वडील रमेश तेंडुलकर ह्यांच्या दुसऱ्या पत्नीचा मुलगा आहे. सचिनने त्याच्या शारदाश्रम विद्यामंदिर ह्या शाळेत क्रिकेटचे प्रशिक्षक रमाकांत आचरेकर ह्यांच्याकडून क्रिकेटचे धडे गिरवायला सुरुवात केली. शाळेत असताना त्याने आपला मित्र व सहखेळाडू असलेल्या विनोद कांबळीबरोबर हॅरीस शील्ड सामन्यात ६६४ धावांची अजस्र भागीदारी रचली. १९८८/१९८९ साली तो आपल्या पहिल्यावहिल्या प्रथम श्रेणी सामन्यामध्ये १०० धावांवर नाबाद राहिला. त्यावेळी तो मुंबई संघामधून गुजरात संघाविरुद्ध खेळत होता. तेव्हा त्याचे वय १५ वर्षे २३२ दिवस होते, आणि त्यावेळी हा विक्रम करणारा (पहिल्या सामन्यात शतकी खेळी) तो सर्वांत तरुण खेळाडू होता.

	कसोटी	ए.सा.	प्र.श्र.	लि.अ.
सामने	२००	४६३	३०७	५५१
धावा	१५,९२१	१८४२६	२५२२८	२१९९९
फलंदाजीची सरासरी	५३.७९	४४.८३	५७.८६	४५.५४
शतके/अर्धशतके	५१/६८	४९/९६	८१/११४	६०/११४
सर्वोच्च धावसंख्या	२४८*	२००*	२४८*	२००*
चेंडू	४२१०	८०५४	७५६३	१०२३०
बळी	४५	१५४	७०	२०१
गोलंदाजीची सरासरी	५४.६८	४४.४८	६२.१८	४२.१७
एका डावात ५ बळी	०	२	०	२
एका सामन्यात १० बळी	०	n/a	०	n/a
सर्वोत्तम गोलंदाजी	३/१०	५/३२	३/१०	५/३२
झेल/यष्टीचीत	११५/–	१४०/–	१८६/–	१७५/–

१५ जून, इ.स. २०१३
दुवा: cricinfo.com (इंग्लिश मजकूर)

आंतरराष्ट्रीय कारकीर्द [संपादन]

सचिनने आपला पहिला आंतरराष्ट्रीय सामना १९८९ साली पाकिस्तान कराची येथे खेळला. त्या सामन्यात त्याने वासिम अक्रम, इम्रान खान, अब्दुल कादीर आणि वकार युनूससारख्या दिग्गज गोलंदाजांचा सामना केला. सचिनची आंतरराष्ट्रीय सामन्यांमधील सुरुवात निराशाजनक झाली. वकार युनूस, ज्याचा सुद्धा हा पहिला आंतरराष्ट्रीय सामना होता, त्याने सचिनला १५ धावांवर त्रिफळाचीत केले. याचे उट्टे सचिनने फैसलाबाद येथील कसोटी सामन्यात आपले पहिले अर्धशतक झळकावून काढले. सचिनची आंतरराष्ट्रीय एकदिवसीय सामन्यांमधील सुरुवातही खराब झाली. डिसेंबर १८ला झालेल्या आपल्या पहिल्या आंतरराष्ट्रीय सामन्यात खाते उघडण्यापूर्वीच (पुन्हा) वकार युनूसने त्याला बाद केले. वरील मालिकेनंतर न्यूझीलंडच्या दौऱ्यात त्याचे पहिले कसोटी शतक १२ धावांनी हुकले. त्या सामन्यात (नंतर भारताच्या प्रशिक्षकपदी आलेल्या) जॉन राईटने सचिनचा झेल पकडला ज्यायोगे सचिन जगातला सर्वात तरूण शतकी खेळी करणारा खेळाडू बनण्यापासून वंचित राहिला. अखेर १९९० सालच्या इंग्लंडच्या दौऱ्यात सचिनने आपले पहिले कसोटी शतक झळकवले. परंतु ह्या काळात त्याच्याकडून फारश्या लाक्षणिक खेळ्या झाल्या नाहीत. तेंडुलकरला खरा सुर त्याच्या १९९१-९२ सालच्या ऑस्ट्रेलियन दौऱ्यात गवसला, ज्यात त्याने पर्थमधील वेगवान आणि उसळत्या खेळपट्टीवर सुंदर शतकी खेळी केली. सचिनला आत्तापर्यंत कसोटी सामन्यांमध्ये ११ वेळा सामनावीराचा बहुमान मिळाला आहे व २ वेळा तो (बॉर्डर-गावसकर चषकामध्ये ऑस्ट्रेलिया) मालिकावीर राहिला आहे.

सचिनने आपले पहिले एकदिवसीय सामन्यांमधील शतक सप्टेंबर ९, इ.स. १९९४ साली कोलंबो, श्रीलंका येथे, ऑस्ट्रेलियाविरुद्ध नोंदवले. त्याला पहिले आंतरराष्ट्रीय एकदिवसीय शतक नोंदवण्यासाठी ७९ सामने वाट पहावी लागली. सचिन हा एकमेव असा खेळाडू आहे की ज्याने रणजी चषक, दुलिप चषक आणि इराणी चषकाच्या आपल्या पहिल्या सामन्यांमध्ये शतक झळकावले.

१९९७ साली विस्डेनने सचिनला त्या वर्षीचा सर्वोत्तम वार्षिक क्रिकेटपटू घोषित केले. ह्याच वर्षी सचिनने पहिल्यांदा १००० कसोटी धावा केल्या. ह्याची सचिनने १९९९, २००१ आणि २००२ साली पुनरावृत्ती केली.

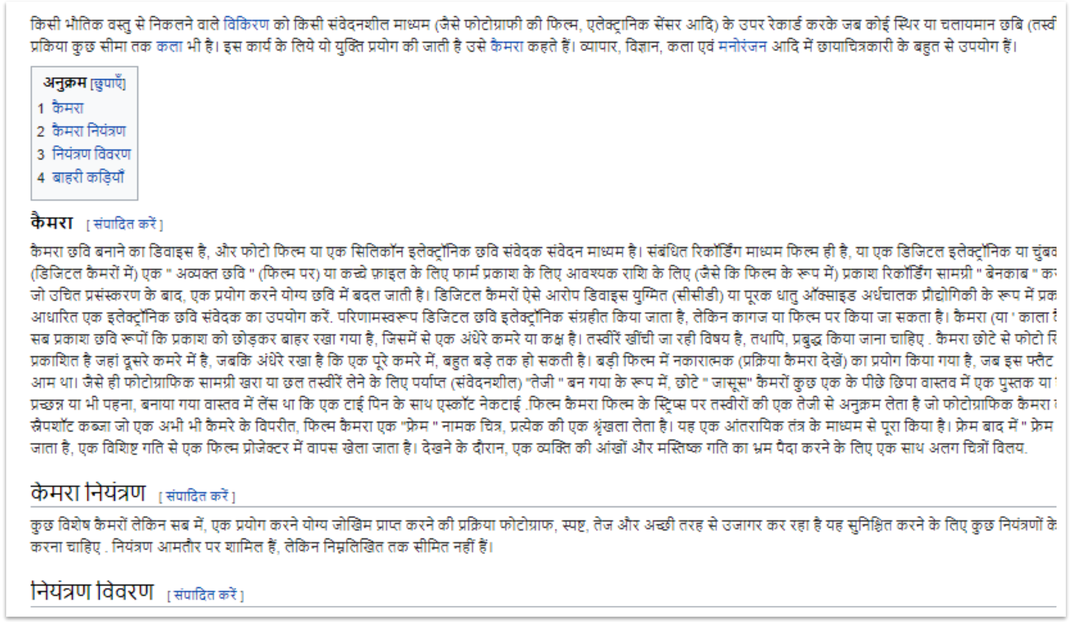
तेंडुलकरच्या नावे एका वर्षात १००० धावा करण्याचा विक्रम आहे. हा पराक्रम त्याने सहा वेळा केलेला आहे (१९९४, १९९६, १९९७, १९९८, २०००, २००३). १९९८ साली त्याने १८९४ एकदिवसीय धावा केल्या. हा त्याचा विक्रम अजून कोणीही मोडू शकलेला नाही.त्याने कसोटी मध्ये ४९ शतके तर वन -डे मध्ये ५१ शतकाचा विक्रम अजून कोणी मोडू शकला नाही .

Large amount of text in a regional language article.

1. Did The Readers Find The Site To Be Welcoming?

Why it wasn't welcoming

CURRENT SITE



किसी भौतिक वस्तु से निकलने वाले विकिरण को किसी संवेदनशील माध्यम (जैसे फोटोग्राफी की फिल्म, एलेक्ट्रानिक सेंसर आदि) के उपर रेकार्ड करके जब कोई स्थिर या चलायमान छबि (तस्वं
प्रकिया कुछ सीमा तक कला भी है। इस कार्य के लिये यो युक्ति प्रयोग की जाती है उसे कैमरा कहते हैं। व्यापार, विज्ञान, कला एवं मनोरंजन आदि में छायाचित्रकारी के बहुत से उपयोग हैं।

अनुक्रम [छुपाएँ]
1 कैमरा
2 कैमरा नियंत्रण
3 नियंत्रण विवरण
4 बाहरी कड़ियाँ

कैमरा [संपादित करें]

कैमरा छवि बनाने का डिवाइस है, और फोटो फिल्म या एक सिलिकॉन इलेक्ट्रॉनिक छवि संवेदक संवेदन माध्यम है। संबंधित रिकॉर्डिंग माध्यम फिल्म ही है, या एक डिजिटल इलेक्ट्रॉनिक या चुंबक
(डिजिटल कैमरों में) एक " अव्यक्त छवि " (फिल्म पर) या कच्चे फ़ाइल के लिए फार्म प्रकाश के लिए आवश्यक राशि के लिए (जैसे कि फिल्म के रूप में) प्रकाश रिकॉर्डिंग सामग्री " बेनकाब " कर
जो उचित प्रसंस्करण के बाद, एक प्रयोग करने योग्य छवि में बदल जाती है। डिजिटल कैमरों ऐसे आरोप डिवाइस युग्मित (सीसीडी) या पूरक धातु ऑक्साइड अर्धचालक प्रौद्योगिकी के रूप में प्रक
आधारित एक इलेक्ट्रॉनिक छवि संवेदक का उपयोग करें. परिणामस्वरूप डिजिटल छवि इलेक्ट्रॉनिक संग्रहीत किया जाता है, लेकिन कागज या फिल्म पर किया जा सकता है। कैमरा (या ' काला
सब प्रकाश छवि रूपों कि प्रकाश को छोड़कर बाहर रखा गया है, जिसमें से एक अंधेरे कमरे या कक्ष है। तस्वीरें खींची जा रही विषय है, तथापि, प्रबुद्ध किया जाना चाहिए . कैमरा छोटे से फोटो रि
प्रकाशित है जहां दूसरे कमरे में है, जबकि अंधेरे रखा है कि एक पूरे कमरे में, बहुत बड़े तक हो सकती है। बड़ी फिल्म में नकारात्मक (प्रक्रिया कैमरा देखें) का प्रयोग किया गया है, जब इस फ्लैट
आम था। जैसे ही फोटोग्राफिक सामग्री खरा या छल तस्वीरें लेने के लिए पर्याप्त (संवेदनशील) "तेजी " बन गया के रूप में, छोटे " जासूस" कैमरों कुछ एक के पीछे छिपा वास्तव में एक पुस्तक या
प्रच्छन्न या भी पहना, बनाया गया वास्तव में लेंस था कि एक टाई पिन के साथ एस्कॉट नेकटाई .फिल्म कैमरा फिल्म के स्ट्रिप्स पर तस्वीरों की एक तेजी से अनुक्रम लेता है जो फोटोग्राफिक कैमरा
स्लैपशॉट कब्जा जो एक अभी भी कैमरे के विपरीत, फिल्म कैमरा एक "फ्रेम " नामक चित्र, प्रत्येक की एक श्रृंखला लेता है। यह एक आंतरायिक तंत्र के माध्यम से पूरा किया है। फ्रेम बाद में " फ्रेम
जाता है, एक विशिष्ट गति से एक फिल्म प्रोजेक्टर में वापस खेला जाता है। देखने के दौरान, एक व्यक्ति की आंखों और मस्तिष्क गति का भ्रम पैदा करने के लिए एक साथ अलग चित्रों विलय.

केमरा नियंत्रण [संपादित करें]

कुछ विशेष कैमरों लेकिन सब में, एक प्रयोग करने योग्य जोखिम प्राप्त करने की प्रक्रिया फोटोग्राफ, स्पष्ट, तेज और अच्छी तरह से उजागर कर रहा है यह सुनिश्चित करने के लिए कुछ नियंत्रणों के
करना चाहिए . नियंत्रण आमतौर पर शामिल हैं, लेकिन निम्नलिखित तक सीमित नहीं हैं।

नियंत्रण विवरण [संपादित करें]

Difficult to read article in Hindi Wikipedia.

4. Design Elements

There were various elements that influenced the welcomeness of the article such as font size and spacing.

- Font Size: Readers (6/24) struggled with the font size and wanted the size to be bigger for better readability.
- Spacing: Readers (3/24) did not like the empty space beside the table of contents and wanted the space to be utilized.

> *The font is problematic here. I read a lot of news and never habituated with this type of font.*
>
> - User 19, New Reader

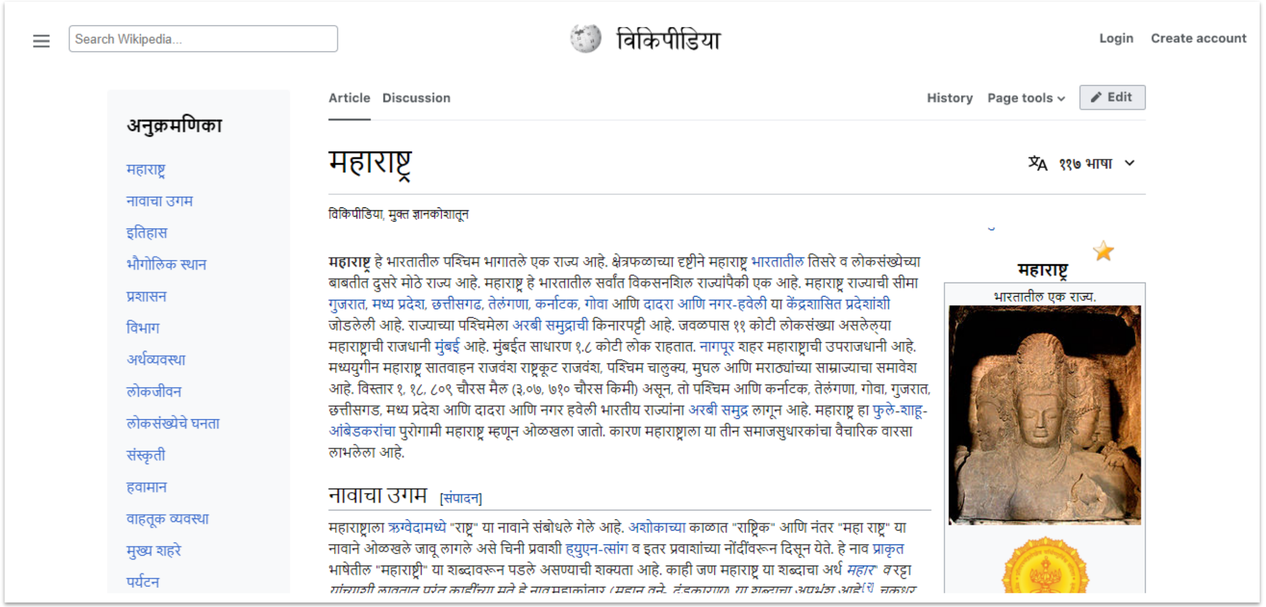
1. Did The Readers Find The Site To Be Welcoming?

Prototype

PROTOTYPE

The welcomeness for the prototype received a **mixed response** based on the articles seen/explored by the readers.

The readers saw multiple articles and the response varied based on different factors such as the layout of the page, visibility of various features such as table of contents, alignment of images with the content etc.



Article on Maharashtra in Marathi Wikipedia

2. Why Did The Readers Find The Site Welcoming?

PROTOTYPE

Various factors affected Welcomeness such as:

WHY IT WAS WELCOMING

1. Table of contents along with the content
2. Main menu not visible
3. Simple and clean layout
4. Alignment of images with the content

WHY IT WASN'T WELCOMING

1. Compressed information
2. Difficulty in understanding content in regional languages
3. Design elements

1. Did The Readers Find The Site To Be Welcoming?

Why it was welcoming

PROTOTYPE

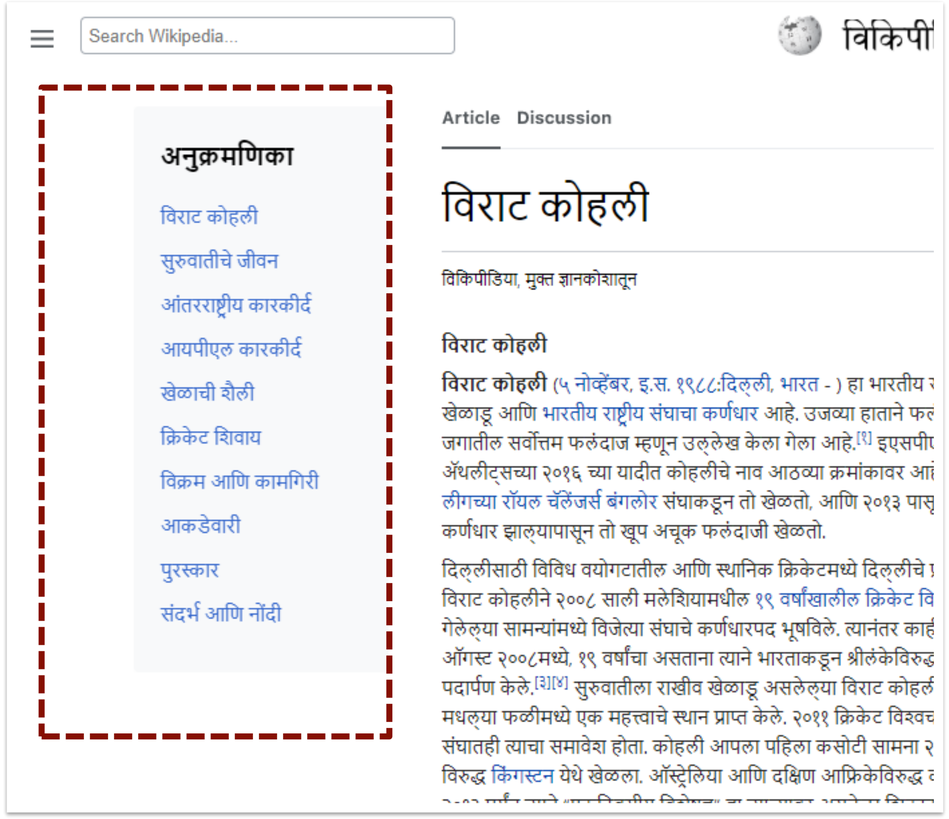


Table of contents in the prototype version.

1. Visibility Of Table Of Contents

Readers (21/24) liked that the table of contents was visible on the page along with the content.

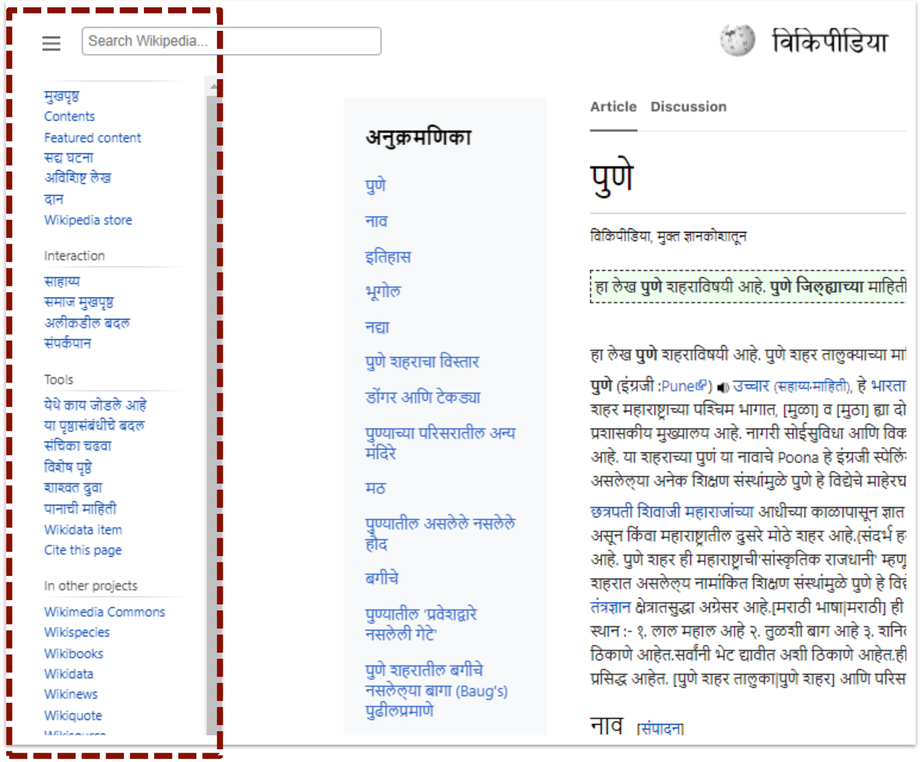
They liked that they could refer to the table of contents while reading the content as it moved along with the article.

> *The table of content is nice. It is on the left side and scrolls subsequently to the paragraph and also saves time by not scrolling up every time to choose the topic.*
>
> - User 12, Casual Reader

1. Did The Readers Find The Site To Be Welcoming?

Why it was welcoming

PROTOTYPE



Main Menu not visible in the prototype

2. Main Menu Not Visible

Readers (18/22) liked that the main menu is not visible on the left-hand side as they felt that it was not relevant for them.

> *Generally, I don't like this main menu section as it is irrelevant to me. I am happy that it is hidden.*
>
> - User 21, Casual Reader

1. Did The Readers Find The Site To Be Welcoming?

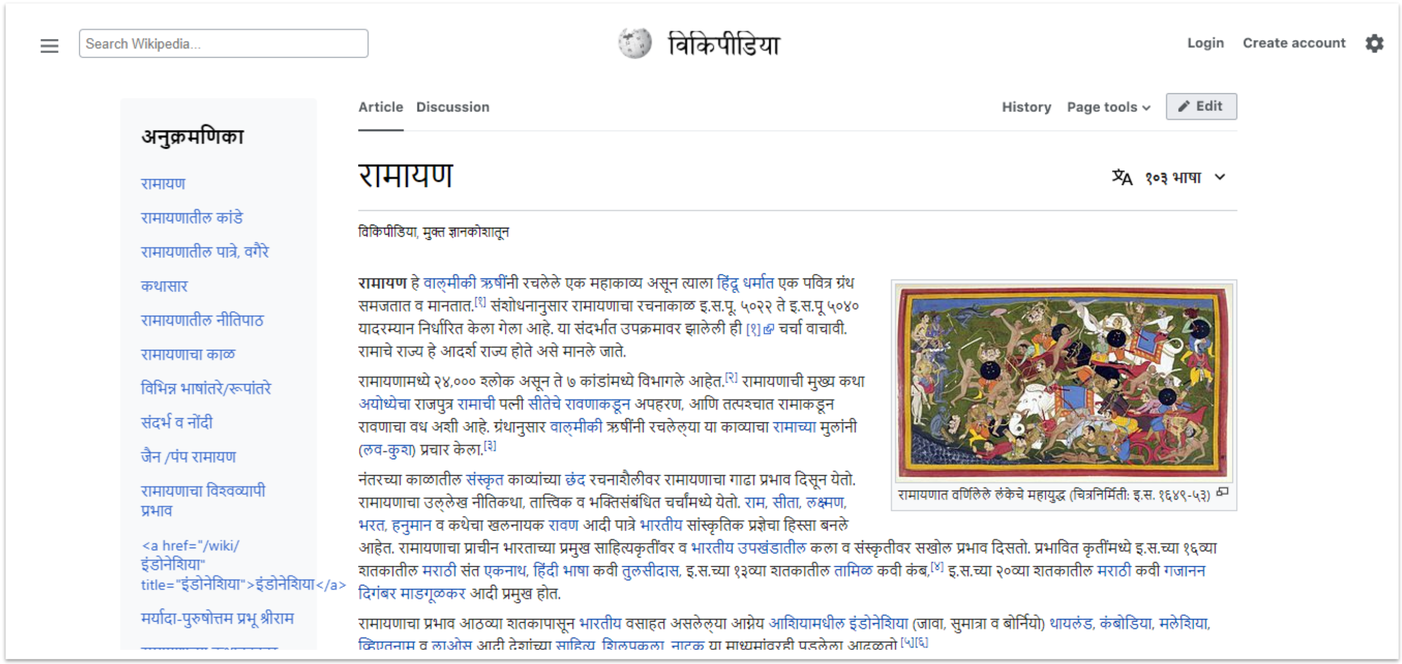
PROTOTYPE

Why it was welcoming

3. Simple And Clean Layout

Readers (16/24) liked that the layout of the page was clean and had a simple layout. They liked that everything was clearly visible and aligned on the page.

> *The page looks lean, and it feels like a book, the information here appears to be compact and is structured well. I feel like reading more here.*
>
> - User 7, Casual Reader



Clean layout of article in Marathi Wikipedia

1. Did The Readers Find The Site To Be Welcoming?

PROTOTYPE

Why it was welcoming

4. Alignment Of Images With Content

The readers (10/24) liked that the images were placed along with the content that helped them to relate to the content also.

> *One of the reasons I liked the article was because of the pictures present in the article. I could easily read, relate to and refer for more information from the pictures which were placed beside the content, within the article. This will make my reading experience more interesting.*
>
> - User 15, Casual Reader

लिये उपवास तथा विभिन्न जातियों के लोगों के बीच सहिष्णुता।

कम आयु में विवाह [संपादित करें]

मई १८८३ में साढे १३ साल की आयु पूर्ण करते ही उनका विवाह १४ साल की कस्तूर बाई मकनजी से कर दिया गया। पत्नी का पहला नाम छोटा करके *कस्तूरबा* कर दिया गया और उसे लोग प्यार से *बा* कहते थे। यह विवाह उनके माता पिता द्वारा तय किया गया व्यवस्थित बाल विवाह था जो उस समय उस क्षेत्र में प्रचलित था। लेकिन उस क्षेत्र में यही रीति थी कि किशोर दुल्हन को अपने माता पिता के घर और अपने पति से अलग अधिक समय तक रहना पड़ता था। १८८५ में जब गान्धी जी १५ वर्ष के थे तब इनकी पहली सन्तान ने जन्म लिया। लेकिन वह केवल कुछ दिन ही जीवित रही। और इसी साल उनके पिता करमचन्द गांधी भी चल बसे। मोहनदास और कस्तूरबा के चार सन्तान हुईं जो सभी पुत्र थे। हरीलाल गान्धी १८८८ में, मणिलाल गान्धी १८९२ में, रामदास गान्धी १८९७ में और देवदास गांधी १९०० में जन्मे। पोरबंदर से उन्होंने मिडिल और राजकोट से हाई स्कूल किया। दोनों परीक्षाओं में शैक्षणिक स्तर वह एक औसत छात्र रहे। मैट्रिक के बाद की परीक्षा उन्होंने भावनगर के शामलदास कॉलेज से कुछ परेशानी के साथ उत्तीर्ण की। जब तक वे वहाँ रहे अप्रसन्न ही रहे क्योंकि उनका परिवार उन्हें बैरिस्टर बनाना चाहता था।

सन् १८७६ में खींचा गया गान्धी के बचपन का चित्र जब उनकी आयु ७ वर्ष की रही होगी

विदेश में शिक्षा व विदेश में ही वकालत [संपादित करें]

अपने १९वें जन्मदिन से लगभग एक महीने पहले ही ४ सितम्बर १८८८ को गांधी यूनिवर्सिटी कॉलेज लन्दन में कानून की पढाई करने और बैरिस्टर बनने के लिये इंग्लैंड चले गये। भारत छोड़ते समय जैन भिक्षु बेचारजी के समक्ष हिन्दुओं को मांस, शराब तथा संकीर्ण विचारधारा को त्यागने के लिए अपनी अपनी माता जी को दिए गये एक वचन ने उनके शाही राजधानी लंदन में बिताये गये समय को काफी प्रभावित किया। हालांकि गांधी जी ने *अंग्रेजी* रीति रिवाजों का अनुभव भी किया जैसे उदाहरण के तौर पर नृत्य कक्षाओं में जाने आदि का। फिर भी वह अपनी मकान मालकिन द्वारा मांस एवं पत्ता गोभी को हजम.नहीं कर सके। उन्होंने कुछ शाकाहारी भोजनालयों की ओर इशारा किया। अपनी माता की इच्छाओं के बारे में जो कुछ उन्होंने पढा था उसे सीधे अपनाने की बजाय उन्होंने बौद्धिकता से शाकाहारी भोजन का अपना भोजन स्वीकार किया। उन्होंने शाकाहारी समाज की सदस्यता ग्रहण की और इसकी कार्यकारी समिति के लिये उनका चयन भी हो गया जहाँ उन्होंने एक स्थानीय अध्याय की नींव रखी। बाद में उन्होने संस्थाएँ गठित करने में महत्वपूर्ण अनुभव का परिचय देते हुए इसे श्रेय दिया। वे जिन शाकाहारी लोगों से मिले उनमें से कुछ

Alignment of Images with the content

1. Did The Readers Find The Site To Be Welcoming?

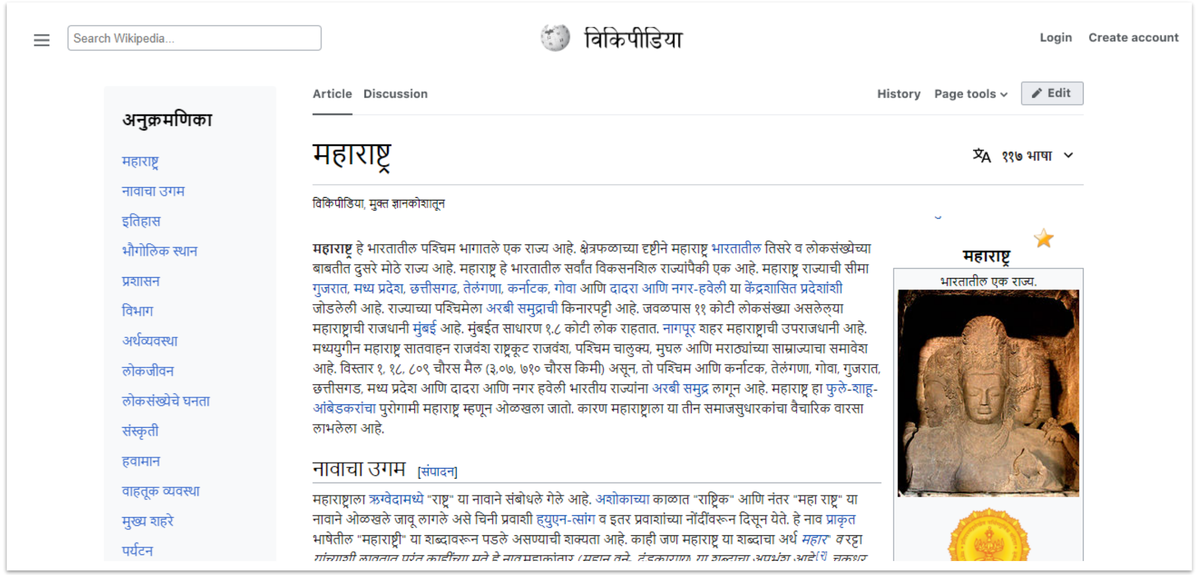
Why it wasn't welcoming

PROTOTYPE

1. Too Compact

Readers (6/24) felt that the information was not spread out on the page and felt that the information was compressed. They struggled to read the information on the page.

> *The content here is at one place and it remains congested. Whereas, in the current, it is free and widely spread.*
>
> - User 4, Casual Reader



Compressed text in an article on Marathi Wiki in prototype version

1. Did The Readers Find The Site To Be Welcoming?

Why it wasn't welcoming

PROTOTYPE

दलित साहित्य

4 भाषाएँ

विषय सूची

- दलित साहित्य
- अवधारणा
- साहित्य में दलित
- प्रमुख भारतीय भाषाओं में दलित साहित्य
- प्रमुख हिंदी दलित साहित्यकार
- सन्दर्भ
- बाहरी कड़ियाँ

मुक्त ज्ञानकोश विकिपीडिया से

दलित साहित्य से तात्पर्य दलित जीवन और उसकी समस्याओं पर लेखन को केन्द्र में रखकर हुए साहित्यिक आंदोलन से है जिसका सूत्रपात दलित पैंथर से माना जा सकता है। दलितों को हिंदू समाज व्यवस्था में सबसे निचले पायदान पर होने के कारण न्याय, शिक्षा, समानता तथा स्वतंत्रता आदि मौलिक अधिकारों से भी वंचित रखा गया। उन्हें अपने ही धर्म में अछूत या अस्पृश्य माना गया। दलित साहित्य की शुरूआत मराठी से मानी जाती है जहां दलित पैंथर आंदोलन के दौरान बडी संख्या में दलित जातियों से आए रचनाकारों ने आम जनता तक अपनी भावनाओं, पीडाओं, दुखों-दर्दों को लेखों, कविताओं, निबन्धों, जीवनियों, कटाक्षों, व्यंगों, कथाओं आदि के माध्यम से पहुंचाया।

अवधारणा [संपादित करें]

दलित साहित्य की अवधारणा को लेकर लंबी बहसें चलीं. यह सवाल **दलित साहित्य** में प्रमुखता से छाया रहा कि **दलित साहित्य** कौन लिख सकता है, यानी स्वानुभूति ही प्रामाणिक होगी या सहानुभूति को भी स्थान मिलेगा। प्रमुख दलित साहित्यकारों ने कहा चूंकि सवर्णों ने दलितों की पीडा को भोगा नहीं, इसलिए वे **दलित साहित्य** नहीं लिख सकते. हालांकि यह मत ज्यादा दिनों तक टिका नहीं, लेकिन आरंभ में बहस का मुद्दा बना रहा। यह प्रश्न मराठी की तुलना में हिंदी में अधिक उठा. अंत में इस बात पर राय बनती नजर आई कि **दलित साहित्य** अस्सी और नब्बे के दशक में उभरा एक साहित्यिक आंदोलन है जिसमें प्रमुखता से दलित समाज में पैदा हुए रचनाकारों ने हिस्सा लिया और इसे अलग धारा मनवाने के लिए संघर्ष किया।[1]

साहित्य में दलित [संपादित करें]

हालांकि साहित्य में दलित वर्ग की उपस्थिति बौद्ध काल से मुखरित रही है किंतु एक लक्षित मानवाधिकार आंदोलन के रूप में दलित साहित्य मुख्यतः बीसवीं सदी की देन है।[2]रतीन्द्र प्रभात ने अपने उपन्यास ताकि बचा रहे लोकतन्त्र में दलितों की सामाजिक स्थिति की तहद चर्चा की है[3] वहीं डॉ॰एन सिंह ने अपनी पुस्तक "दलित

Regional language article with complex words.

2. Difficulty In Understanding Content In Regional Languages

Readers (5/24) struggled to understand the regional content as it included heavy or complex words that were difficult to comprehend.

> *I am more comfortable reading in English than in Marathi because there are a lot of heavy words used in Marathi. Certain types of words can only be readable by Marathi intellectuals, but for the common people like us, it would be challenging.*
>
> - User 5, Casual Reader

1. Did The Readers Find The Site To Be Welcoming?

PROTOTYPE

Why it wasn't welcoming

3. Design Elements

There were various elements that influenced the welcomeness of the article such as fonts, colors, etc.

- Fonts: Readers (5/24) were not comfortable with fonts as they did not find them to be readable.
- Colors: Readers (1/24) felt that the page was boring due to the lack of colors.

> *I don't like the font style and colors, rather using blue color, they could have made it bold.*
>
> - User 20, Casual Reader

తెలంగాణ ఉద్యమంభాషాప్రయుక్త రాష్ట్రాల ప్రకారం ఏర్పడిన ఆంధ్రప్రదేశ్ రాష్ట్రం నుండి నిజాం పాలించిన కొన్ని జిల్లాలను వేరుచేస్తూ ప్రత్యేక రాష్ట్రంగా ఏర్పరచాలని మొదలైన ఉద్యమం. ఇది దాదాపు 60 సంవత్సరాలు కొనసాగింది.

నేపధ్యము [మార్చు]

భాషా ప్రయుక్త రాష్ట్రాల ఏర్పాటు కోసం 1953 డిసెంబరులో, రాష్ట్రాల పునర్విభజన కమిషనును నియమించడం జరిగింది.[1] ప్రజాభిప్రాయం ప్రకారం ఈ కమిషన్ హైదరాబాదు రాష్ట్రాన్ని విభజించి అందులో మరాఠీ భాష మాట్లాడే ప్రాంతాలను బొంబాయి రాష్ట్రం లోనూ, కన్నడ భాష మాట్లాడే ప్రాంతాలను మైసూరు రాష్ట్రం లో కలిపివేయాలని సిఫారసు చేసింది. ఈ కమిషన్ నివేదిక (SRC) లో హైదరాబాదు రాష్ట్రంలోని తెలుగు మాట్లాడే తెలంగాణ ప్రాంతాలను ఆంధ్ర రాష్ట్రం లో విలీనం చేయడం వలన కలిగే లాభనష్టాలను చర్చించి విలీనానికి మద్ధతు ఆంధ్రభగంలో ఎక్కువగా వున్నప్పటికి, తెలంగాణా భాగంలో స్పష్టంగా లేకపోవటంతో తెలంగాణా భాగాన్ని హైద్రాబాదు రాష్ట్రంగా ఏర్పాటు చేసి సాధారణ ఎన్నికలు జరిగిన తరువాత హైదరాబాద్ రాష్ట్రం ప్రజాభిప్రాయం ప్రకారం విధానసభలో విలీనం తీర్మానానికి మూడింట రెండువంతుల ఆధిక్యత వస్తే విలీనం జరపాలని సూచించారు.

అయినప్పటికీ, జవహర్ లాల్ నెహ్రూ నేతృత్వంలో అప్పటి కేంద్ర ప్రభుత్వం పెద్దమనుషుల ఒప్పందం ద్వారా తెలంగాణ భద్రతలను అందించడం తర్వాత 1956, నవంబరు 1 న ఆంధ్ర రాష్ట్ర, తెలంగాణ విలీనం ద్వారా ఆంధ్రప్రదేశ్ రాష్ట్ర ఏర్పాటుకు నిర్ణయం జరిగింది.

1969 తెలంగాణ ఉద్యమం [మార్చు]

Main article: మొదటి ప్రత్యేక తెలంగాణా ఉద్యమము

1948లో పోలీస్ యాక్షన్ తర్వాత 1952లో సాధారణ ఎన్నిక జరిగి ప్రభుత్వం ఏర్పడే వరకు హైదరాబాద్ రాష్ట్ర పాలనా యంత్రాంగం మిలిటరీ, సివిల్ అధికారుల పాలనలో ఉండటంవల్ల ఆంధ్ర ప్రాంతంనుంచి వలసలు నిరాటకంగా కొనసాగాయి. అదివరకే ఆంధ్ర ప్రాంతంలో బ్రిటీష్ వారి క్రింద శిక్షణ పొంది అనుభవం ఉన్న ఆ అధికారులను తెలంగాణకు రప్పించుకున్నారు. అప్పటికే హైదరాబాద్ రాష్ట్రంలో అమల్లో ఉన్నా ముల్కీ నిబంధనలను కాదని వలసవాదులకు ఉద్యోగాలు ఇచ్చారు. 1956లో ఆంధ్రరాష్ట్రం హైదరాబాద్ రాష్ట్రంలో విలీనమైన తర్వాత వలసలు మరింత పెరిగాయి. స్థానికులకు కేటాయించిన ఉద్యోగాలు స్థానికేతరుల పరమవుతూవచ్చాయి. పెద్దమనుషుల ఒప్పందంను గాలికొదిలేయడంతో 1969లో ప్రత్యేక తెలంగాణ ఉద్యమ నిప్పు రాజుకుంది. ఖమ్మం జిల్లా పాల్వంచ లోని థర్మల్ స్టేషన్‌లో పనిచేసే ఉద్యోగుల్లో మెజార్టీ ఉద్యోగలు ఆంధ్ర ప్రాంతం వారు కావడంతో 1969, జనవరి 5న తెలంగాణ ఉద్యోగులు నిరసనకు దిగారు. అప్పటి ఉద్యమ ప్రారంభానికి పాల ంచనే పాదు వేసింది. జనవరి 10 నుంచి నిరాహార దీక లు చేయాలని నిర్ణయించారు.

Regional language article in Telugu.

SECTION 3: WELCOMENESS

1. Did the readers find the site to be welcoming?
2. Why did readers think the site is welcoming?
3. Current site & Prototype: which did the readers find more welcoming and why?

3. Current Site & Prototype: Which Did The Readers Find More Welcoming And Why?

The readers (17/24) mostly found the **prototype version more welcoming** as compared to the current site.

> *I like the prototype because of its features and is very attractive*
>
> - User 10, New Reader

Feature Discoverability

Readers (21/24) liked all the features such as table of contents, language switching are easily discoverable on the page and they don't struggle to find them on the page

Clean Layout

Readers (16/24) liked that the layout of the page was simple and clean. They liked that the features were clearly visible and aligned properly.

Easy to Use

They (10/24)also felt that the page was easy to use and anyone could use it easily.

PART II: WHAT WAS THE READERS' FEEDBACK ON THE CURRENT SITE AND PROTOTYPE?

1. Language switching feature
2. Language switching concept
3. Welcomeness
4. **Readability**
5. Comparison between current site and prototype

SECTION 4: READABILITY

1. How was the readability of the current site?
2. How was the readability of the prototype?
3. How do Features Compare between Current Site and the Prototype?

What Was The Readability Of The Current Site And Prototype?

What is Readability: Readers were asked explore various articles and tested on their understanding of the features and their ability to use them.

Current Site & Prototype: The readability was tested for the multiple features of the current site. The features in the prototype version were limited and hence we tested the table of contents, search, main menu and language switching features.

There were **two types of behavior:**

1. No difference in feedback from the new and casual readers

2. Difference in feedback between the new and casual readers

1. How Was The Readability Of The Current Site?

The readability for both new and casual readers **varied** depending on whether they were able to understand the features:

1. Language Switching
2. Table of Contents
3. Main Page
4. Article Tools - Tools
5. User Tools - Edit, View History, Contributions, Talk
6. Search

1. How Was The Readability Of The Current Site?
Language Switching

Both new and casual readers (24/24) partially understood the concept of language switching.

Understood The Terminology

Once the readers (24/24) discovered the language switching feature, they understood that it meant that they could read the article in the various languages mentioned there.

Did Not Understand The Concept

Readers (18/18) did not understand that Languages is a separate Wikipedia and not a translation.

Unaware About The Location

Readers (22/24) unaware about the location language switching feature had not seen it before.

Language switching on the current site.

1. How Was The Readability Of The Current Site?
Table of Contents

Both new and casual readers (24/24) understood the concept of Table of Contents and **liked the feature**.

Understood The Concept

Readers (24/24) understood the concept of table of contents and liked the feature.

Liked The Concept Of Links

Readers (22/24) liked that they go to a particular section in the article by clicking on the links.

Includes All Topics and Subtopics In The Article

Readers (3/24) liked that they go to a particular section in the article by clicking on the links.

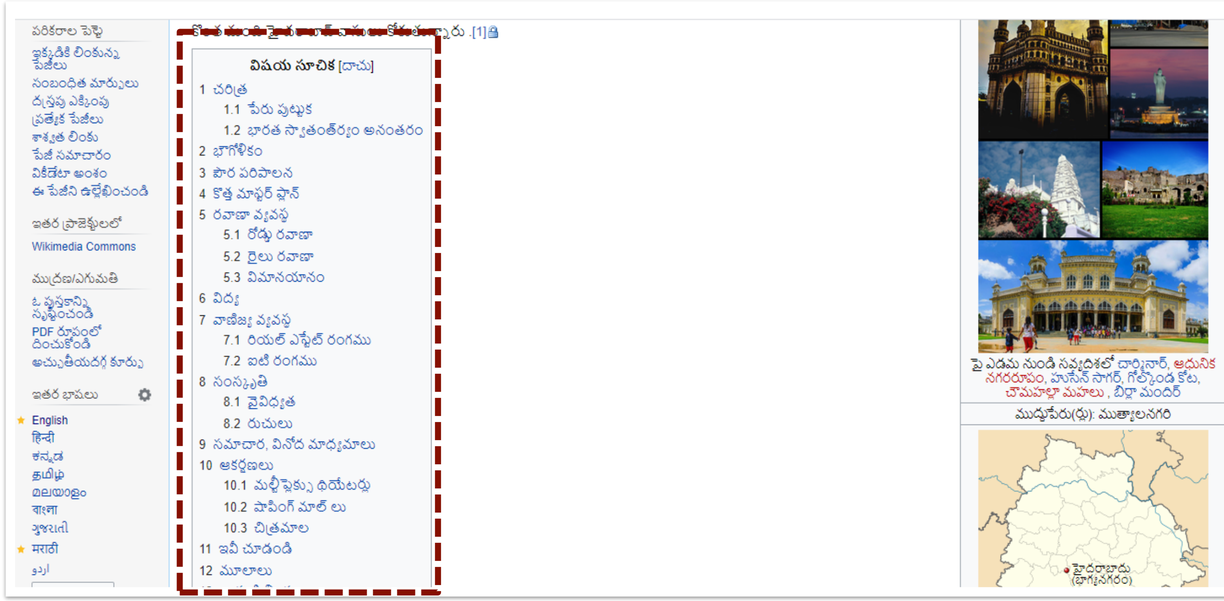


Table of content on the current site.

1. How Was The Readability Of The Current Site?
Main Page

Both the new and casual readers (20/24) were **unable to understand the concept**.

They felt that the main page would include the homepage of Wikipedia, history of Wikipedia or the main content of the article they were reading.

Main page on the current site.

1. How Was The Readability Of The Current Site?
Main Page

MAIN PAGE: STRUGGLED

NEW READERS

Unable To Understand The Concept

- **Home Page of Wikipedia:** The (4/7) readers who explored the feature did not understand the concept and thought the main page is the home page of Wikipedia.
- **History of Wikipedia:** They (5/7) felt that it would include the information about how Wikipedia started or what readers can expect from Wikipedia.

MAIN PAGE: STRUGGLED

CASUAL READERS

Unable To Understand The Concept

- **Includes The Main Content**: The readers (2/13) who explored the feature did not understand the concept. They felt that it would include the main content of the article they were reading.
- **First Page Of The Website:** Some (11/13) of them also felt that it would be the first page of the website and would include Wikipedia's logo with an option to search for anything.

It is like the opening page, there might be a search box where I could search for information.

- User 18, Casual Reader

Mukhprash: Maybe the main page about Wikipedia, like who has started or when it was started. I never noticed it.

- User 6, New Reader

HUREO USER RESEARCH COMPANY

1. How Was The Readability Of The Current Site?
Article Tools: Upload File

Upload File: Both the new and casual **readers (6/10) partially understood the concept of Upload Files.**

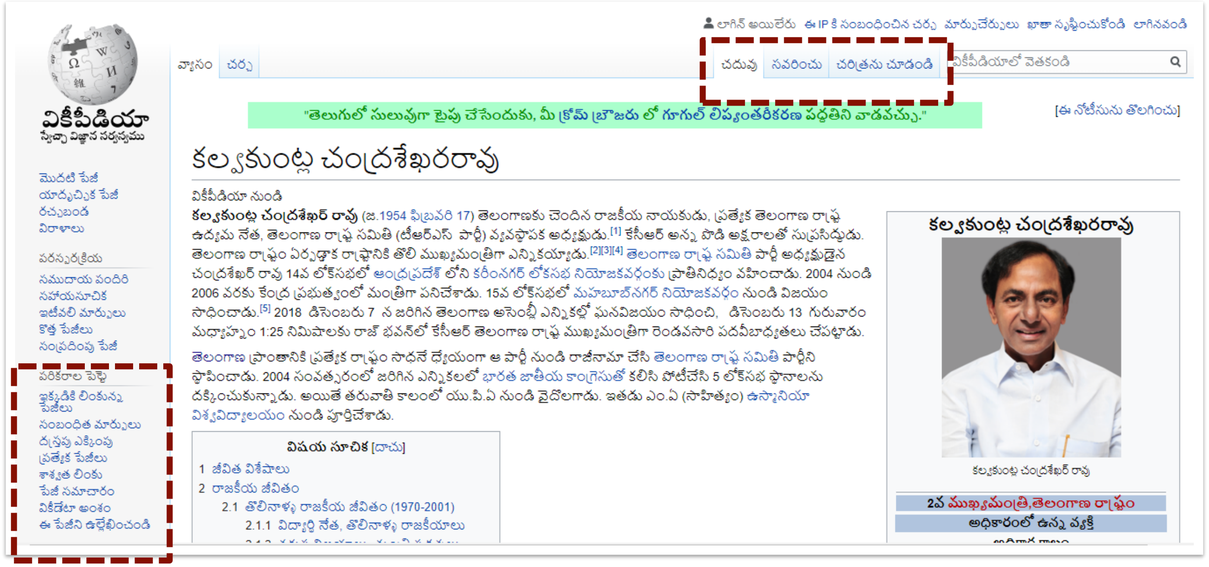
Upload file on the current site.

Partially Understood Upload File

The readers (6/10) partially understood the concept. They felt that they could upload information which included both images and textual information, and not only images.

1. How Was The Readability Of The Current Site?
Article Tools: Tools

Tools: Both the new and casual readers (23/24) **were unable to understand the concept of Tools** and related it to either settings, option to add content or contributions by Wikipedia.



Article tools on the current site.

1. How Was The Readability Of The Current Site?
Article Tools: Tools

ARTICLE TOOLS > TOOLS - STRUGGLED

NEW READERS

Unable To Understand The Terminology

The readers (5/9) who explored the feature did not understand the terminology as they found it difficult to understand the meaning of tools in regional language.

Unable To Understand The Concept

- **Option To Edit/Add Content:** The readers (4/9) did not understand the concept. They felt that it includes options to either edit the article or add information in the article.
- **Related to Wikipedia**: Some (3/9) of them also felt that it is related to Wikipedia and includes the contributions done by Wikipedia.

ARTICLE TOOLS > TOOLS - STRUGGLED

CASUAL READERS

Unable To Understand The Concept

The readers (11/14) who explored the feature did not understand the concept. They felt it included settings to customize the page.

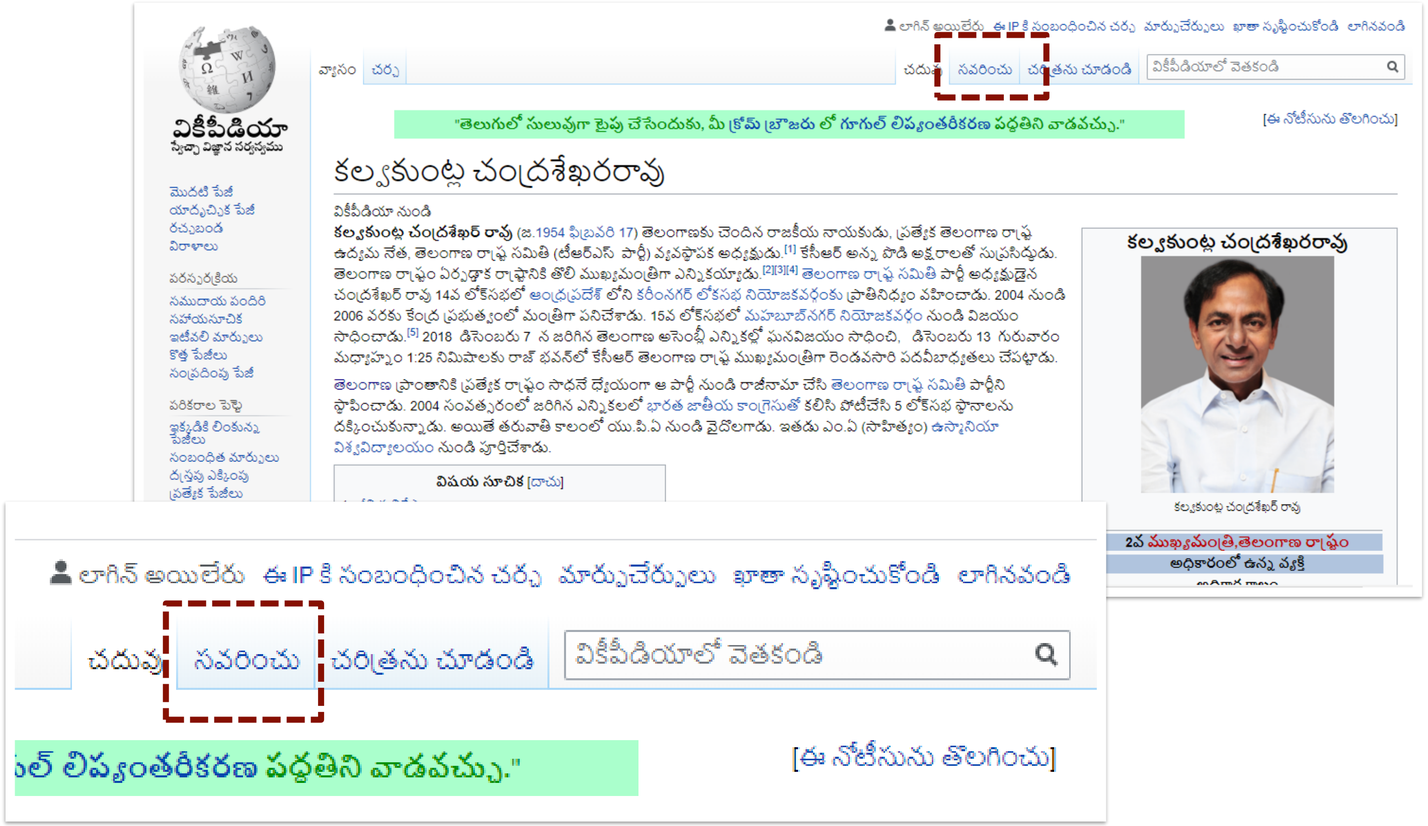
Unable To Understand The Terminology

The readers (3/14) who explored the feature did not understand the terminology as they found it difficult to understand the meaning of tools in regional language.

1. How Was The Readability Of The Current Site?
Article Tools: Edit

Only casual readers (12/13) understood the concept of edit but struggled to understand the process.

New readers (7/7) didn't understand the concept of editing on Wikipedia.



Edit on the current site.

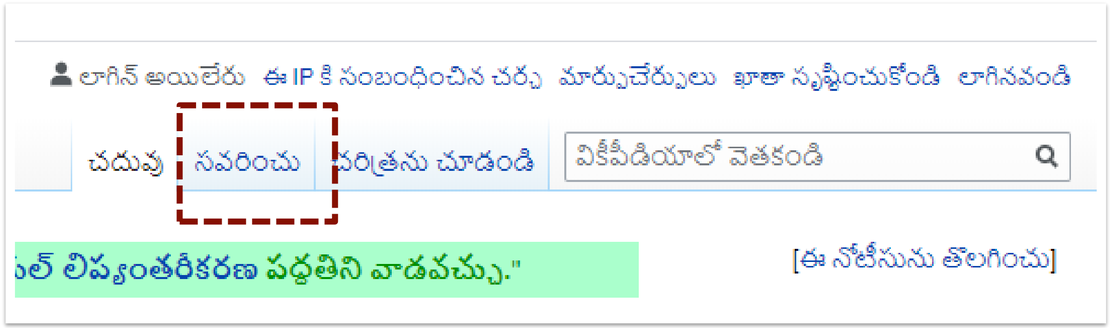
1. How Was The Readability Of The Current Site?
Article Tools: Edit

ARTICLE TOOLS > EDIT - WORKED

CASUAL READERS

Aware of Editing Articles

Readers (12/13) who explored were aware that articles could be edited on Wikipedia as they had heard from other sources such as friends or read online.



Edit on the current site.

> *Sampadan is to add information. I can add if I have some information because I have heard people can edit information.*
>
> - User 8, Casual Reader

1. How Was The Readability Of The Current Site?
Article Tools: Edit

ARTICLE TOOLS > EDIT - STRUGGLED

NEW READERS

Did Not Understand The Concept

- **Option To Save Articles:** The readers (3/7) who explored the concept did not understand the concept. They felt that it allowed them to save the article they were reading.
- **Add Comments:** They (4/7) also felt that it included an option to add comments/suggestions related to the article.

ARTICLE TOOLS > EDIT - STRUGGLED

CASUAL READERS

Editing Without An Account

- **Create Account Requirement**: The readers (2/13) who explored the feature were confused whether they could edit the article without creating an account
- **Who Can Edit:** They (2/13) felt that only privileged account holders could edit the article, but were confused after they saw an option to edit in the article.

1. How Was The Readability Of The Current Site?
Article Tools: View History

Both new and casual readers (22/24) **were unable to understand the concept** of View History.

> *I guess it contains the history of football. Because now we are on football article.*
>
> - User 11, Casual Reader

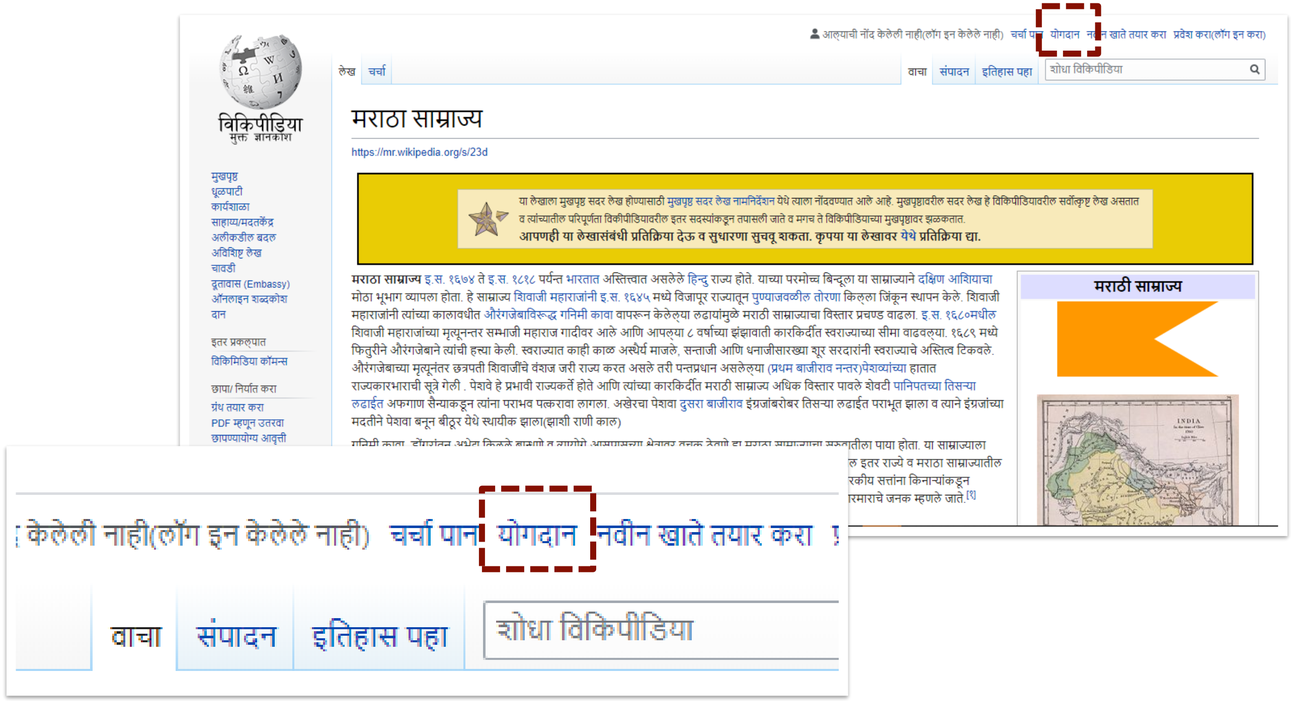
Unable To Understand The Concept

The readers (22/24) did not understand the concept. They felt that it would include the history of the topic that they were reading, the history of pages they visited or the history of Wikipedia.

View History on the current site.

1. How Was The Readability Of The Current Site?
User Tools: Contributions

Both new and casual readers (14/24) were **unable to understand the concept** of contributions.



Contributions on the current site.

1. How Was The Readability Of The Current Site?
User Tools: Contributions

USER TOOLS > CONTRIBUTIONS - STRUGGLED

NEW READERS

Unable to Understand The Concept

Readers (3/5) thought they could give their suggestion/feedback for the article from contributions.

USER TOOLS > CONTRIBUTIONS - STRUGGLED

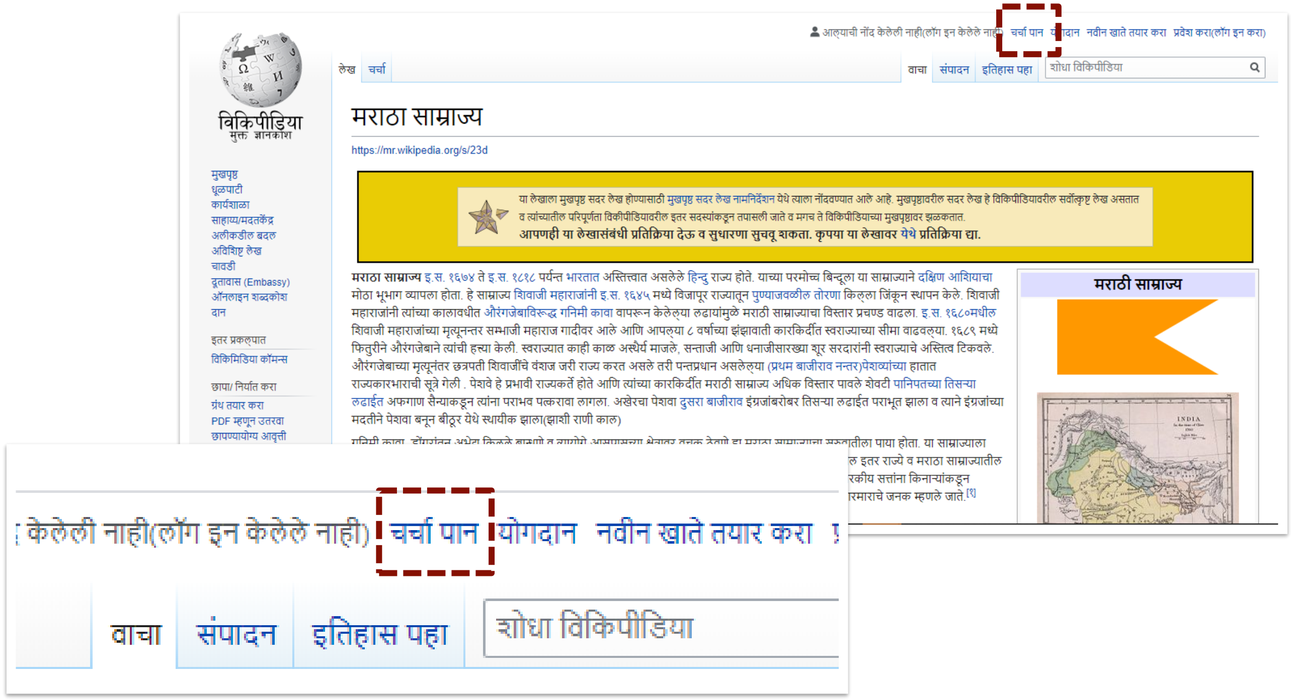
CASUAL READERS

Unable To Understand The Concept

Readers (6/9) did not understand the concept. They felt that contributions meant that they could donate on Wikipedia or an option to add content.

1. How Was The Readability Of The Current Site?
User Tools: Talk

Both new and casual readers (15/24) were **unable to understand the concept** of the Talk feature.



Talk on the current site.

1. How Was The Readability Of The Current Site?
User Tools: Talk

USER TOOLS > TALK - STRUGGLED

NEW READERS

Unable To Understand The Concept

Readers (8/8) who explored the feature did not understand the concept. They felt they either they could chat with the Wikipedia team or included conversations about the topic or notifications.

USER TOOLS > TALK - STRUGGLED

CASUAL READERS

Unable To Understand The Concept

Readers (7/7) who explored the feature did not understand the concept. They felt that it included discussions about the topic by different readers.

1. How Was The Readability Of The Current Site?
Search

Both new and casual readers (23/24) **understood the concept and liked the feature**.

Understood The Concept

Readers (23/24) understood the concept and liked the feature. They liked that they could search about other topics in Wikipedia itself and did not have to visit any other website.

Search on the current site.

SECTION 4: READABILITY

1. How was the readability of the current site?
2. How was the readability of the prototype?
3. How do Features Compare between Current Site and Prototype?

1. How Was The Readability Of The Prototype?

The readability for both new and casual readers **varied** depending on whether they were able to understand the features:

1. Language Switching
2. Table of Contents
3. Main Page
4. Search

1. How Was The Readability Of The Prototype?
Language Switching

Both new and casual readers (23/23) **partially understood the concept** of language switching and liked the feature.

Understood The terminology

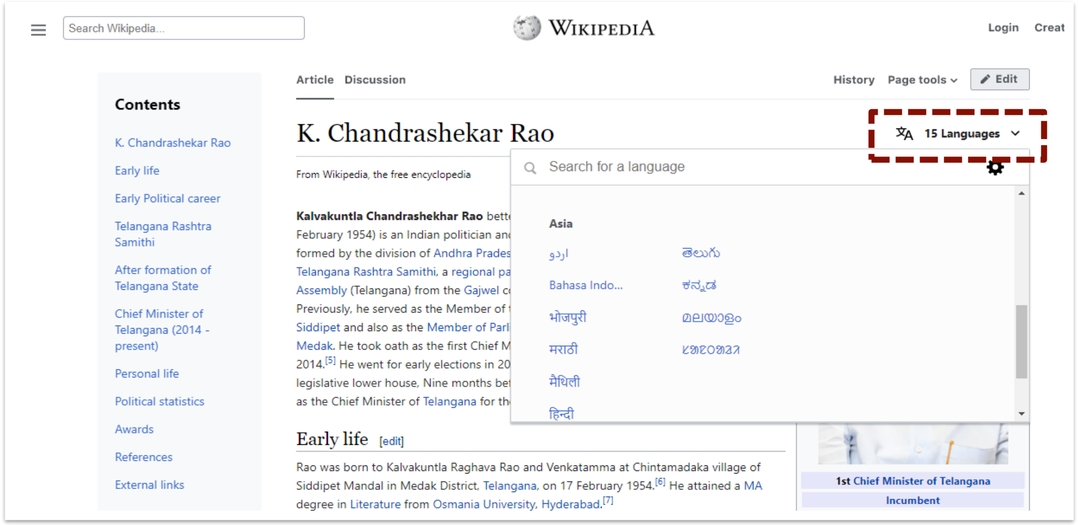
Once the readers (23/23) discovered the language switching feature, they understood that it meant that they could read the article in the various languages mentioned there.

Did not understand the concept

Readers (18/18) did not understand that Languages is a separate Wikipedia and not a translation.

Easy To Locate

Readers (23/23) liked the feature as they could easily find the language switching option as it was located on the top of the page and was easily visible.



Language switching on the prototype.

1. How Was The Readability Of The Prototype?
Table of Contents

Both new and casual readers (24/24) **understood the concept of Table of Contents and liked the feature.**

Understood The Concept

Readers (24/24) understood the concept of table of contents and liked the feature.

Liked The Location Of Table Of Contents

Readers (21/24) liked the location of the table of contents on the left hand side of the as it was easily visible and accessible.

Move along the content

Readers (20/24) liked that the table of contents moved along with the article and they did not have to scroll back to come back to the top in the article.

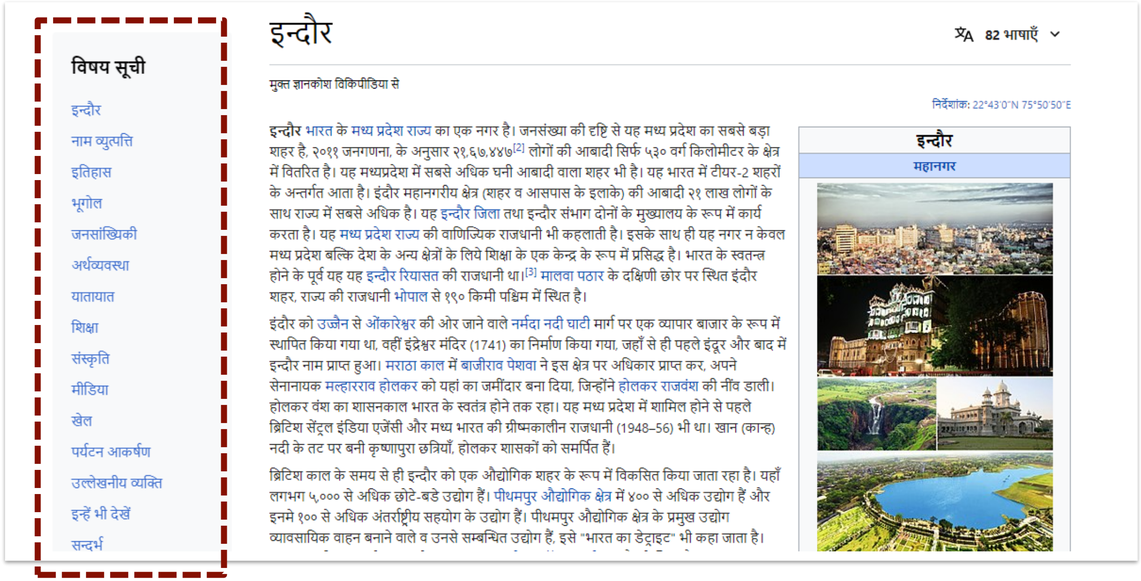


Table of contents on the prototype.

1. How Was The Readability Of The Prototype?
Main menu

Both new and casual readers (22/22) **were unable to understand the concept** of main menu.

Unable To Understand The Concept

The readers (22/22) did not understand the concept. They felt that it would include the settings, login options of Wikipedia.

Main Menu not Visible

The readers (18/22) liked that the main menu is not visible on the left-hand side as they felt that it was not relevant for them.

Main menu on the prototype.

1. How Was The Readability Of The Prototype?
Search

Both new and casual readers (23/23) **understood** the concept and **liked the feature**.

Search on the prototype.

Understood The Concept

Readers (23/23) understood the concept and liked the feature. They liked that they could search about other topics in Wikipedia itself and did not have to visit any other website.

Picture Along With Search Query

Readers (2/23) liked that in the prototype version they could see a picture along with the search query.

SECTION 4: READABILITY

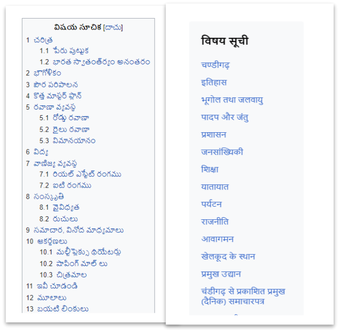
1. How was the readability of the current site?
2. How was the readability of the prototype?
3. How do Features Compare between Current Site and Prototype?

3. How Do Features Compare Between Current Site And Prototype?

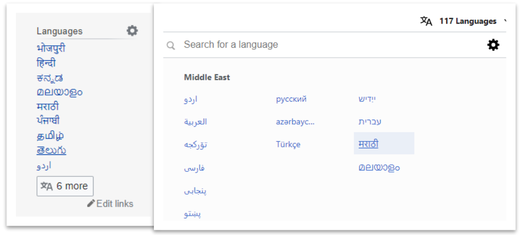
FEATURES	CURRENT	PROTOTYPE
Table Of Contents	+ Readers liked that the table of contents included sub topics of the topics also.	+ Readers liked the location of table of contents and also that it moved along with the content.
Language Switching	− Readers struggled to locate the language switching feature.	+ Readers liked the location of the language switching feature.
Search	○ Readers were neutral about the location of the search feature.	○ Readers were neutral about the location of the search feature.
Main Menu	− Readers mentioned that the main menu was not relevant for them as they came to Wikipedia only to get information.	+ Readers like that the main menu was not visible and they could decide if they wanted to see it or not.

+ Liked − Struggled ○ Neutral

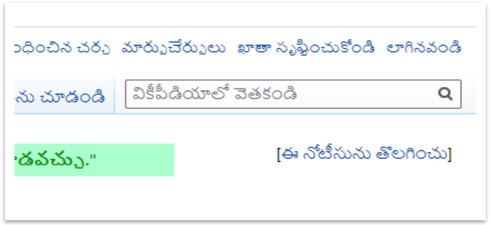
3. How Do Features Compare Between Current Site And Prototype?

FEATURE	CURRENT	PROTOTYPE
Table Of Contents 	Readers (3/24) liked that the table of contents also included sub headings of the topics that they use to understand the content.	Readers (21/24) liked the location of the table of contents in the prototype as compared to the current version. Readers (20/24) liked that the table of contents moved along with the content within the page and they do not have to scroll through the article to read a particular topic. Readers (3/24) wanted the sub topics to be included in the prototype version also.

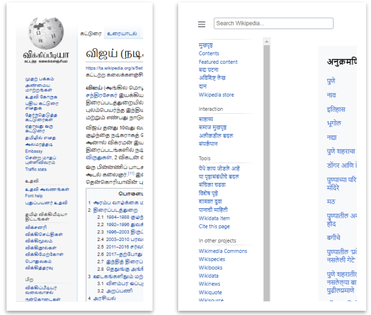
3. How Do Features Compare Between Current Site And Prototype?

FEATURE	CURRENT	PROTOTYPE
Language Switching 	− Readers (20/24) struggled to locate the language switching feature as it was located at the bottom of the page and difficult to locate.	+ Readers (23/23) liked the language switching feature as it was located on the top of the page and was easily visible.

3. How Do Features Compare Between Current Site And Prototype?

FEATURE	CURRENT	PROTOTYPE
Search 	○ Readers (23/23) were neutral about the search feature as it was located on the top of the page and was visible. They were comfortable with the feature being on either side of the page.	+ Readers (2/23) liked that in the prototype version they could see a picture along with the search query. Incase of the current version, they could only see the search query.

3. How Do Features Compare Between Current Site And Prototype?

FEATURE	CURRENT	PROTOTYPE
Main Menu 	− Readers (17/24) felt that the main menu wasn't relevant for them and weren't interested in exploring it. Readers came to Wikipedia for information and didn’t typically explore the main menu section.	+ Readers (18/22) liked that the main menu was hidden and could see only if they wanted to see it. They liked that they could read without any distraction and page looked less cluttered.

PART II: WHAT WAS THE READERS' FEEDBACK ON THE CURRENT SITE AND PROTOTYPE?

1. Language switching feature
2. Language switching concept
3. Welcomeness
4. Readability
5. Comparison between current Site and prototype

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SECTION 5: COMPARISON BETWEEN CURRENT SITE AND PROTOTYPE

1. What are the factors that influenced the readers' while comparing the current site and prototype?
2. Which version did the readers' prefer and why?

1. What Are the Factors that Influenced the Readers' while Comparing the Current Site and Prototype?

The factors that contributed to the comparison for both the versions include the layout of the page, visibility of the features and readability of the content.
The various factors that influences readers' while comparing both the versions are listed below:

1. **Layout of the Page**
   Structure of the page, usage of images, and segregation of content

2. **Visibility of Language Switching Feature**
   Visibility and discoverability of the feature

3. **Readability of the Content**
   Presentation of content on prototype vs current site and it's readability

4. **Location of Table of Contents**
   Location and accessibility of the table of contents

5. **Hidden Main Menu**
   Location of main menu

SECTION 5: COMPARISON BETWEEN CURRENT SITE AND PROTOTYPE

1. What are the factors that influenced the readers' while comparing the current site and prototype?
2. Which version did the readers' prefer and why?

2. Which Version Did Readers' Prefer And Why?

The readers (17/24) preferred **the prototype version as compared to the current version.** However, there were some readers who felt that the readability was better (5/24) in the current version as the information is more spaced out and easy to read.

The readers preferred the prototype version for various reasons:

1. **Layout of the Page**
2. **Visibility of Language Switching Feature**
3. **Table Of Content Moved Along The Content**
4. **Main Menu was Hidden**

2. Which Version Did Readers' Prefer and Why?

Layout Of The Page

The readers (16/24) liked the prototype version as they felt that the layout of the page was simple and clean. They liked that the page was not cluttered and everything was clearly visible.

Visibility Of Language Switching Feature

The readers (23/23) liked that the language switching feature was visible on the top and they did not have to search for it on the page.

> *This is very systematic. In Wikipedia(current) you can see some content is disorganized. It is like you're going through a book. The content here is good and also looks good.*
>
> - User 5, New Reader

> *I like this option in the prototype because in the current Wikipedia article we need to scroll down to find the language.*
>
> - User 3, Casual Reader

2. Which Version Did Readers' Prefer And Why?

Table Of Content Moved Along The Content

Readers (20/24) liked that the table of contents moved as they scrolled down the page and they could refer to it when needed.

Main Menu Was Hidden

The readers (18/22) liked that the main menu section on the left hand side was not visible as there was no distraction on the page. They liked that they could focus on the content only.

> *In the prototype, index is on the left hand side. From here I can go wherever I want. No need to scroll.*
>
> - User 5, New Reader

> *I prefer the prototype you need not to go anywhere and there is no unnecessary information like hamburger, search is also before me. I like this version.*
>
> - User 17, Casual Reader

FINDINGS

PART I: WHO ARE THE NEW AND CASUAL WIKIPEDIA REGIONAL READERS?

PART II: WHAT WAS THE READERS' FEEDBACK ON THE CURRENT SITE AND PROTOTYPE?

PART III: WHAT WAS THE READERS' PERCEPTION OF WIKIPEDIA?

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PART II: WHAT WAS THE READERS' PERCEPTION OF WIKIPEDIA?

1. Perception of Wikipedia
2. Credibility and trust
3. Readers' feedback on Wikipedia

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PART II: WHAT WAS THE READERS' PERCEPTION OF WIKIPEDIA?

1. Perception of wikipedia
2. Credibility and trust
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SECTION 1: PERCEPTION OF WIKIPEDIA

1. Who did the readers believe created content on wikipedia?
2. Did readers' understand that they can contribute?

1. Who Did Readers Believe Created Content On Wikipedia?

Both **new and casual readers were not sure** who was creating the content on Wikipedia. The readers believed that content was created by the following possibilities:

1. **Wikipedia Employees**
2. **Research Scholars**
3. **Compiled Data From Other Sites**
4. **Privileged Users**
5. **Freelance Writers At Wikipedia**

1. Who Did Readers Believe Created Content On Wikipedia?

Wikipedia Employees

Readers (12/24) believed that the content on Wikipedia was created by the employees of Wikipedia.

Research Scholars

Readers (12/24) felt that content was created by professors, PHD Students, professionals with 10 years of experience or who were researching different topics.

Compiled Data From Other Sites

Readers (5/24) believed that Wikipedia collected information from different sites and compiled it.

Privileged Users

Readers (2/24) felt that the content was created by privileged users of Wikipedia who were given admin access by the Wikipedia team.

Freelance Writers At Wikipedia

Readers (2/24) thought that Wikipedia hired freelance content writers to create the information.

SECTION 1: PERCEPTION OF WIKIPEDIA

1. Who did the readers believe created content on wikipedia?
2. Did readers' understand that they can contribute?

2. Did Readers Understand That They Can Contribute?

Both new and casual readers partially understood that they could contribute content on Wikipedia.

- The readers (16/21) felt that they could contribute as they had seen the option of edit or heard from different sources. However, they believed that the content can be published only after being verified by the team.
- Some readers (9/21) were aware that they could contribute but were not sure how they could contribute as they were not aware about the process of contribution.

> *I can add the information on Wikipedia, but the Wikipedia team will verify it before publishing*
>
> - User 20, Casual reader

2. Did Readers Understand That They Can Contribute?

New Readers

The new readers had **mixed understanding** about contributions on Wikipedia.

Option Of Edit

The readers (7/8) believed that they can contribute as they saw the option to edit on the Wikipedia page. They felt that maybe they could contribute after creating an account on Wikipedia.

Not Enough Knowledgeable

The readers (2/8) felt that they can contribute but are not knowledgeable enough to contribute on Wikipedia.

> *I think we have to make an account to edit. You can get the details on YouTube to how to edit on Wikipedia. I have to know the process how to provide , log in and I think they also cross check.*
>
> - User 14, New Reader

2. Did Readers Understand That They Can Contribute?

Casual Readers

The casual readers had **mixed understanding** about contributions on Wikipedia.

Heard From Different Sources

The readers (9/13) believed that they can contribute as they heard that content can be edited on Wikipedia through various sources. However, they felt that the content can be published only after being verified by the Wikipedia team.

Only Upload Content

Some readers (2/13) believed that content cannot be added by them; they can only upload the content and request the Wikipedia team to add their content.

> *I can't add the content or do suggestion or like, I will upload it and the team will authenticate it and the team will react to it.*
>
> - User 15, Casual Reader

PART II: WHAT WAS THE READERS' PERCEPTION OF WIKIPEDIA?

1. Perception of wikipedia
2. Credibility and trust
3. readers' feedback on wikipedia

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SECTION 2: CREDIBILITY AND TRUST

1. Did the readers trust wikipedia? Why or why not?
2. how did the readers' feel about wikipedia as compared to other sites?
3. What sites did the readers' compare wikipedia with?

1. Did The Readers Trust Wikipedia?

The trust in Wikipedia content **varied based on the information the readers searched for**.

Both the new and casual readers (7/24) trusted Wikipedia for getting basic information on topics related to places, personalities, movies etc.

However, in cases where the information was important for them, they would verify it on other sources also. For example: If they wanted information related to COVID 19 they would check other official websites such as WHO, government websites etc.

It depends on the content, it if it serious then I cross check, if it is critical for business i will cross check, will go to the official website and cross check on Wikipedia.

- User 18, Casual Reader

Why Did Readers Trust Wikipedia?

New Readers

The readers felt the content could be trusted as the site contained reliable, up-to-date information, was consistent with other sources and provided references.

Researched and Updated Information

Readers (6/9) felt that information on Wikipedia was reliable as it was updated regularly after a lot of research. They verified the updated content on other sources and found it to be correct.

Consistent with other Sources

Readers (3/9) found the content on Wikipedia consistent with other sources of information such as newspapers, books etc. and so trusted the content.

Provided References

Readers (2/9) felt that the information could be verified through the references provided on Wikipedia and they were trustworthy references. Hence, they felt that Wikipedia was trustworthy.

Why Did Readers Trust Wikipedia?

Casual Readers

The readers felt that the content could be trusted as it was consistent with other sources, provided trustworthy references. The readers also trusted the brand of Wikipedia as it was used by everyone.

Reliable Source of Information

Readers (9/15) found the content on Wikipedia consistent with other sources of information such as government books, other websites on Google, etc. and hence trusted the content on Wikipedia.

Provided References

Readers (4/15) felt that the information could be verified through the references provided on Wikipedia and they are trustworthy references. Hence, they felt that Wikipedia is trustworthy.

Trust in Wikipedia Brand

Readers (3/15) felt that Wikipedia has been used by people all over the world for a long time. Hence, they trusted the Wikipedia brand and believed that it provided authentic information.

Why Did Readers Lack Trust In Wikipedia?

Despite using Wikipedia for various reasons, both new and casual readers did not trust Wikipedia completely.

> *Earlier I used to rely on Wikipedia and then I have heard from people that you can't trust witnessed myself and after reading so many pages, papers I came to know that it is slightly so biased as per the person.*
>
> User 8, Casual Reader

Editable by Anyone

The readers (6/24) believed that the edit option gave anyone the ability to edit the content and hence information could not be trusted.

Not Sure if Content was verified

The readers (2/24) were not sure if the content was verified by the Wikipedia team. They were unaware of the process of verification and hence did not trust the content fully.

Old References

The readers (2/24) found that some of the articles had older references. They felt that the information was not updated and did not trust the information completely.

SECTION 2: CREDIBILITY AND TRUST

1. Did the readers trust wikipedia? Why or why not?
2. how did the readers' feel about wikipedia as compared to other sites?
3. What sites did the readers' compare wikipedia with?

2. How Did Readers Feel About The Wikipedia Website As Compared To Other Sites?

The readers liked that Wikipedia contained information on various subjects and also contained references.

Information In One Place: The readers (13/13) liked that Wikipedia included information about different topics in one place and liked that they did not have to go other websites for content.

Contained References: They (7/13) liked that Wikipedia contained references which helped them to verify the information. Other websites did not provide references, so it was difficult to trust the information.

> *It is a great platform that gives you reference and you can verify from there and it isn't written randomly.*
>
> - User 18, Casual Reader

SECTION 2: CREDIBILITY AND TRUST

1. Did the readers trust wikipedia? Why or why not?
2. how did the readers' feel about wikipedia as compared to other sites?
3. What sites did the readers' compare wikipedia with?

3. What Sites Do Readers Compare Wikipedia With?

The readers (12/12) compared Wikipedia with books, newspapers etc. as they felt Wikipedia contains information about different topics and everything was available on one site.

CURRENT SITE

Books

The readers (2/9) compared Wikipedia to books – both physical and online books.

Newspapers

The readers (3/9) compared Wikipedia to newspapers as they felt that it contained text heavy information with less images.

Quora & other websites

The readers (3/9) compared Wikipedia to Quora & other websites like Google which contains answers to questions and they get basic informations about any topic.

PROTOTYPE

Facebook

The readers (2/3) compared Wikipedia with Facebook as they felt that the layout of the page was similar to the Facebook main page.

PART II: WHAT WAS THE READERS' PERCEPTION OF WIKIPEDIA?

1. Perception of wikipedia
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What Readers Liked About Current Wikipedia

1

Information at one place

The readers liked that Wikipedia contained in-depth information about every topic and they did not have to visit any other websites for information.

2

Content with images

The readers liked that Wikipedia contained images, tables and maps which helped them to relate to the topic of the article

3

Information in systematic format

The readers liked that the information was given in a systematic format. It included a brief summary, followed by the table of contents and detailed tabs.

4

Content in regional languages

The readers liked that they had an option of changing the language and could read in their regional languages.

5

References for content

The readers liked that the page included references which helped to verify the information or get more information.

6

Sub topics in table of contents

The readers liked that the table of contents included the details of the topic included along with the topics that were listed.

What Readers Liked About The Prototype

1

Simple and clean layout

The readers liked that the layout of the page was clean and had a simple layout. They liked that everything was clearly visible and aligned on the page

2

Location of language feature

The readers liked the location of language switching feature as it was clearly visible.

3

Location of table of contents

The readers liked that the table of contents was located on the left hand side and moved along with the content.

4

Hidden main menu

The readers liked that main menu was not visible on the page as they felt it was not relevant for them.

5

Alignment of images with content

The readers liked that the images were aligned with the images and helped them to relate to the content.

What Readers Struggled With On The Current Site

High severity

Low severity

1 Vast amount of information

The readers found the content of the page overwhelming and did not feel like reading the article.

2 Understanding content in regional languages

The readers struggled to understand the regional content as it included heavy or complex words that were difficult to comprehend.

3 Article tools Terminology and Concept

The readers could not understand the terminology and concept of most of the article tools such as Edit or View History.

4 Main menu was not relevant

The readers were unable to understand the purpose of the menu on the left hand side of the site. They felt that it was not relevant for them.

5 lack of information in regional languages

The readers found that the information was less in regional Wiki as compared to the English Wikipedia.

What Readers Struggled With On The Prototype

High severity

Low severity

1

Information was congested

The readers felt that the information was not spread out on the page and found it difficult to read the content.

2

Lack of colors in the article

Readers felt that the page was boring due to the lack of colors.

3

Main menu was not relevant

The readers were unable to understand the purpose of the menu on the left hand side of the site. They felt that it was not relevant for them.

What Was The Readers' Wishlist?

1

More images and videos

The readers wanted to see more images in the article. Some of them also wanted to see videos related to their topic embedded in the article.

2

Use of easy language

The readers wanted the content in regional language to be simple so that they could understand it.

3

More segregated information

The readers wanted to easily search for or find the information that is relevant in terms of what they want to read. They wished the information to be more segregated.

4

More colors

The readers wanted to see more colors and background color on the page.

RECOMMENDATIONS

1 VISIBLE LOCATION OF LANGUAGE SWITCHING FEATURE

2 SEGGREGATION OF INFORMATION

3 MORE VISUAL ELEMENTS

4 TUTORIALS ON WHAT IS CONTRIBUTION

5 GUIDE ON HOW TO CONTRIBUTE ON WIKIPEDIA

6 INFORMATION ON HOW TO BECOME A CONTRIBUTOR

CHALLENGE

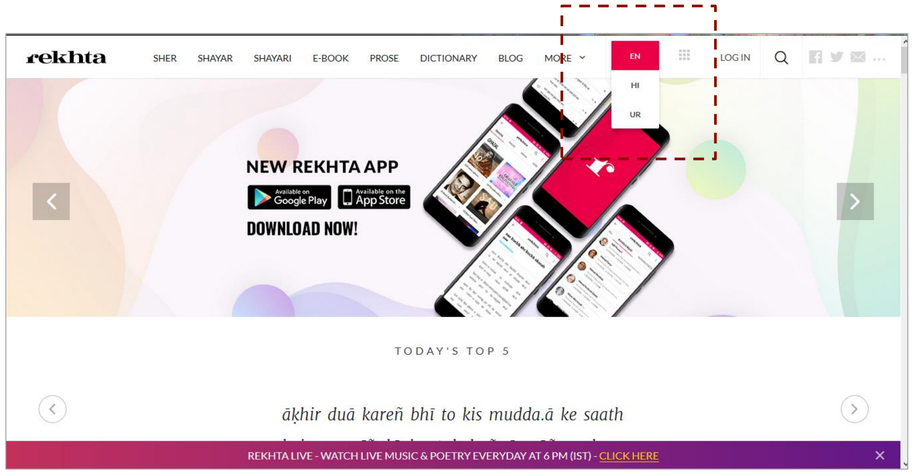
DIFFICULT TO LOCATE LANGUAGE SWITCHING FEATURE

The readers were not aware of the location of the language switching feature and struggled to locate as it was at the bottom of the page.

CONTEXT

DIFFICULT TO LOCATE LANGUAGE SWITCHING FEATURE

The readers had seen or used the option of translating the content on other websites such as government sites etc. The feature was easily discoverable as it was located on the top of the website and readers expected the same on Wikipedia.



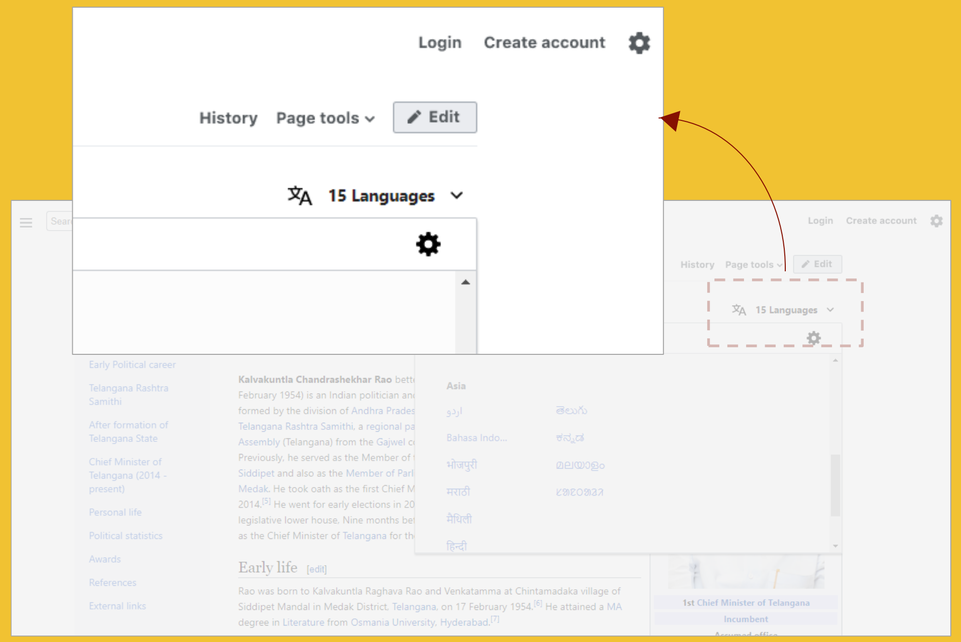
Example of Poetry Website - Rekhta

Example of Union Budget Government Website

> *In the current site, it is difficult to find the language switching feature because it is placed at the bottom of the page.*
>
> *- User 17, casual reader.*

RECOMMENDATION

SIMILAR LOCATION OF LANGUAGE SWITCHING FEATURE AS IN PROTOTYPE



Consider keeping the location of the feature on the top of the page as it is easily discoverable.

CHALLENGE

INFORMATION OVERLOAD ON THE PAGE

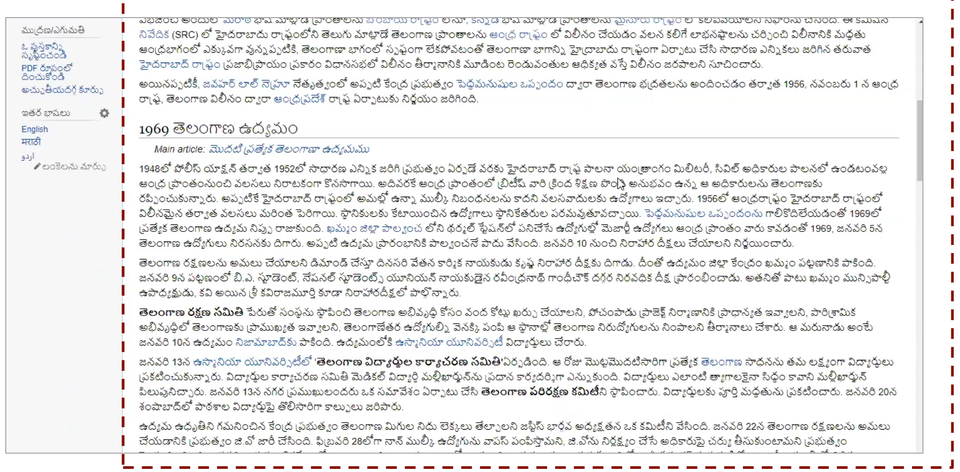
The readers struggled to read the content as there was too much information on the page, making it difficult to read the content.

CONTEXT

INFORMATION OVERLOAD ON THE PAGE

The readers felt that the information was not segregated properly and chunks of information were presented on the page.

Article on Nutrition in Hindi



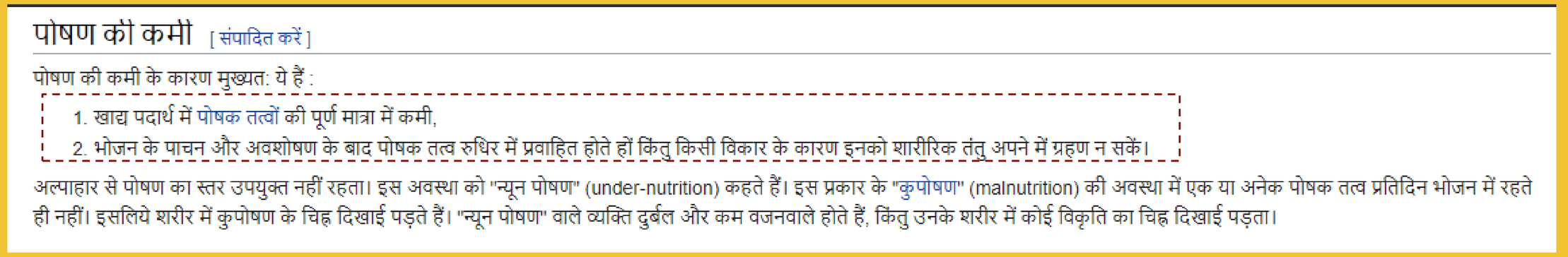
Article on Telangana movement in Telugu

> *The content here is disorganized and highly congested.*
>
> *- User 5, casual reader.*

RECOMMENDATION

SEGGREGATION OF INFORMATION

Consider segregating the information on the page by highlighting the points, numbering the points or including bullet points so that the readability is better.



पोषण की कमी [संपादित करें]

पोषण की कमी के कारण मुख्यत: ये हैं :

1. खाद्य पदार्थ में पोषक तत्वों की पूर्ण मात्रा में कमी,
2. भोजन के पाचन और अवशोषण के बाद पोषक तत्व रुधिर में प्रवाहित होते हों किंतु किसी विकार के कारण इनको शारीरिक तंतु अपने में ग्रहण न सकें।

अल्पाहार से पोषण का स्तर उपयुक्त नहीं रहता। इस अवस्था को "न्यून पोषण" (under-nutrition) कहते हैं। इस प्रकार के "कुपोषण" (malnutrition) की अवस्था में एक या अनेक पोषक तत्व प्रतिदिन भोजन में रहते ही नहीं। इसलिये शरीर में कुपोषण के चिह्न दिखाई पड़ते हैं। "न्यून पोषण" वाले व्यक्ति दुर्बल और कम वजनवाले होते हैं, किंतु उनके शरीर में कोई विकृति का चिह्न दिखाई पड़ता।

CHALLENGE

LACK OF VISUAL ELEMENTS ON THE SITE

The readers struggled to read the content as it was too text heavy and found the page boring. The page included fewer visual elements related to the topic and was boring

CONTEXT

LACK OF VISUAL ELEMENTS ON THE SITE

The readers felt the page included less visual elements such as photos, colors etc. The readers compared Wikipedia to regional newspaper like Jansatta as they felt that it included a lot of textual information and lacked photos.

इतिहास और परिणाम [संपादित करें]

पूरे विश्व में फुटबॉल की लोकप्रियता को

गेंद को मारने वाला खेल पर विचार करने पर मालूम पड़ता है कि अनेक देशों में यह खेला गया है। फीफा (FIFA) के अनुसार "खेल की प्रारंभिक शैली जहाँ वैज्ञानिक सबूत हैं कि यह कुशाल तकनीक चाइना में ईसा पूर्व दूसरी तथा तीसरी सदी में पाया गया है" (कुजू (cuju) का खेल)।[7] इसके अतिरिक्त रोमन खेल हर्पस्तम (harpastum) फुटबॉल का दूर का पूर्वज हो सकता है। मध्यकालीन यूरोप में फुटबॉल को अनेक रूपों में खेला गया है (football were played in medieval Europe), यद्यपि समय और स्थान दोनों के आधार पर नियम अलग अलग होते थे। मध्य १९ वीं शताब्दी में व्यापक रूप से फुटबॉल के विभिन्न रूप के साथ इंग्लैंड के पब्लिक स्कूलों में खेला गया था, फुटबॉल के आधुनिक नियम पर आधारित था।

केंब्रिज नियम (Cambridge Rules) सबसे पहले 1848 में केंब्रिज विश्वविद्यालय में तैयार किया गया था, जो विशेष रूप से बाद के कोड के विकास में प्रभावशाली रहे, जिसमें फुटबॉल संस्था भी शामिल थी। केम्ब्रिज नियम को ट्रिनिटी कॉलेज, केम्ब्रिज (Trinity College, Cambridge) में लिखा गया, एक बैठक में एटन (Eton), हर्रो (Harrow), रग्बी (Rugby), विनचेस्टर (Winchester) और श्रेव्स्बुरी (Shrewsbury) स्कूलों के प्रतिनिधियों ने भाग लिया था। उन्हें सर्वगत अपनाया नहीं गया था। 1850s. के दौरान अनेक क्लब स्कूल या विश्वविद्यालय से संबद्ध नहीं थे, उन्होंने अंग्रेजी बोलने वाली विश्व में फुटबॉल खेलने के विभिन्न रूपों को बनाया था। कुछ अपने नियमों के विशिष्ट कोड के साथ आए सबसे खासकर शेफिल्ड फुटबॉल क्लब (Sheffield Football Club) था जो पूर्व पब्लिक स्कूल के द्वारा 1857,[8] में गठित हुआ था जो 1867 शेफिल्ड ऐफ़ ऐ (Sheffield FA) का गठन का नेतृत्व किया। 1862 में उप्पिन्हम स्कूल (Uppingham School) के जॉन चार्ल्स थ्रिंग (John Charles Thring) ने प्रभाव जनक नियमों का जत्था बनाया।[9]

मानचित्र दिखाता है। जिस देश में फुटबॉल सबसे लोकप्रिय खेल है वहाँ हरा रंग जबकि जहाँ यह लोकप्रिय नहीं है वहाँ लाल रंग है। विभिन्न प्रकार के हरा और लाल रंग प्रति 1,000 निवासियों में खिलाड़ियों के अंक को सूचित करते हैं।

इन चल रहे प्रयासों ने 1863 में फुटबॉल असोसिएशन/संस्थाओं (The Football Association) के निर्माण में योगदान दिया, जो सबसे पहले 26 अक्टूबर (26 October) 1863 के सुबह में ग्रेट कुर्ज़न स्ट्रीट (Great Queen Street) के फ्री मेसन, तवेर्ण लन्दन में आयोजन हुआ।[10] इस अवसर पर प्रतिनिधित्व करने वाला चार्टर हाउस (Charterhouse) एकमात्र स्कूल था। फ्री मेसन तवेर्ण ने अक्टूबर और दिसम्बर के बीच पाँच और बैठकों का आयोजन किया जो अंततः पहला नियमों का जत्था बनाया। अन्तिम बैठक में पहला ऐफ़ ऐ कोषाध्यक्ष, ब्लैकहिथ (Blackheath) के प्रतिनिधि ने पिछले बैठक में दो प्रारूप नियमों को हटाने के कारण ऐफ़ ऐ से अपना क्लब वापस ले लिया, पहला जो हाथ में गेंद लेकर दौड़ने की अनुमति तथा दूसरा अनधिकृत प्रवेश, ठोकर मारना तथा पकड़ते हुए दौड़ना में प्रतिबन्ध लगाना। अन्य इंग्लिश रग्बी फुटबॉल क्लब ने इस नेतृत्व (English rugby football clubs followed this lead) का पालन किया और ऐफ़ ऐ में सम्मिलित नहीं हुए. या ऐफ़ ऐ को छोड़ दिया और 1871 में रग्बी फुटबॉल संघ (Rugby Football Union) का गठन किया। शेष के ग्यारह क्लब जो एबेनेज़र कब मोर्ले (Ebenezer Cobb Morley) के तहत थे, वे खेल के मूल तेरह नियमों की पुष्टि करने के लिए चले गए।[10] गेंद को चिन्ह के स्थान से हाथ से फेंकने का नियम विक्टोरियन फुटबॉल नियम (Victorian rules football) के समान ही नियम बनाया गया जो उस समय ऑस्ट्रेलिया में विकसित था। शेफिल्ड ऐफ़ ऐ ने 1870 तक अपने नियमों के आधार पर खेलते रहे, ऐफ़ ऐ ने इसके कुछ नियम आंमसात कर लिए जिससे खेल में थोड़ा ही अन्तर रह गया।

वर्तमान में खेल के नियम अंतरराष्ट्रीय फुटबॉल एसोसिएशन बोर्ड (International Football Association Board) के द्वारा निर्धारित है।मेनचेस्टर (Manchester) फुटबॉल असोसिएशन, स्कॉटिश फुटबॉल असोसिएशन (Scottish Football Association), वेल्स फुटबॉल असोसिएशन (Football Association of Wales) और आयरिश फुटबॉल असोसिएशन (Irish Football Association) के आपसी बैठक के बाद 1886[11] में इस बोर्ड का गठन हुआ।ऐफ़ ऐ कप (FA Cup) विश्व की सबसे पुरानी प्रतियोगिता है जिसकी स्थापना सी डब्लू अल्कोक्क (C. W. Alcock) ने किया था और 1872 से इंग्लिश टीमों में यह प्रतियोगिता हो रही है पहला आधिकारिक अंतरराष्ट्रीय फटबॉल मैच (first official international football match) फिर से सी डब्ल्यू अल्कोक्क के परिक्षण में 1872 में स्कॉटलैंड और इंग्लैंड के बीच ग्लासगो में खेला गया। इंग्लैंड दुनिया में पहला

Article on football in Hindi

Regional Hindi epaper Jansatta

> *If there are more pictures on the page, then it makes me more interested in reading the article.*
>
> *- User 5, casual reader.*

RECOMMENDATION

INCLUDE MORE VISUAL ELEMENTS

Consider including more photos and videos on the site so that readers are engaged.

CHALLENGE

CONTRIBUTION: UNABLE TO UNDERSTAND THE CONCEPT

The readers had mixed perceptions about contribution. They were confused if they could contribute or not or believed that they were not knowledgeable enough to contribute on Wikipedia.

CONTEXT

CONTRIBUTION: UNABLE TO UNDERSTAND THE CONCEPT

Not aware who generates the content:

The readers were not sure who was creating the content on Wikipedia.

Not sufficiently qualified to contribute:

The readers felt that the content was created by research scholars or privileged users etc. and were not qualified enough to create content on Wikipedia.

> *I can also provide the information, but I don't have much knowledge to do that.*
>
> *- User 10, new reader.*

> *I am unable to understand what contribution is, maybe giving user feedback or suggestions.*
>
> *- User 15, casual reader.*

RECOMMENDATION

TUTORIALS ON CONTRIBUTION

Consider including tutorials either through video or text that educate the readers on contribution.

CHALLENGE

CONTRIBUTION: UNABLE TO UNDERSTAND THE PROCESS

The readers were aware that they could contribute on Wikipedia as they had either seen the edit option or had heard from different sources, but did not understand how they could start contributing on Wikipedia.

CONTEXT

CONTRIBUTION: UNABLE TO UNDERSTAND THE PROCESS

Unclear Workflow:

The readers were not clear about how they could-start contributing on Wikipedia.

Terminology of Tools:

The readers were not sure what the article tools or user tools meant. They were confused if it was meant for Wikipedia team or for the readers.

> *I think we have to make an account to edit. You can get the details on YouTube, to know how to edit information on Wikipedia. I have to know the process of how to Contribute the information.*
>
> *- User 10, new reader.*

RECOMMENDATION

GUIDE ON HOW TO CONTRIBUTE TO WIKIPEDIA

Consider Providing Some Related information In The Form Of Videos - How To Become A Wikipedia Contributor to make the process of contributing contributions more accessible to readers.

Consider Giving the Article and User Tools headings like “contributor tools” and also moving the article tools to the main menu.

RECOMMENDATION

INCREASE CONTRIBUTORS BY ENABLING THEM THROUGH ASSISTANCE AND SUPPORT

Contributor Getting Started Videos: Promoting videos to show how a reader can become a contributor

Encourage Frequent Readers To Become Contributors: If readers visit Wikipedia quite often they should be prompted to become a contributor or should be informed about contribution through some kind of information or videos.

APPENDIX

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About the Users | References | Acknowledgements

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ABOUT THE USERS

	Age	Gender	Profession	Category
User one	20-25	Female	Accountant	New Reader
User two	20-30	Male	Supervisor	New Reader
User three	20-30	Male	Student	Casual Reader
User four	20-30	Male	Software engineer	Casual Reader
User five	20-30	Female	Research scholar	Casual Reader
User six	20-30	Male	Student	New Reader
User seven	20-30	Male	Software engineer	Casual Reader
User eight	25-40	Female	Business owner	Casual Reader
User nine	20-30	Female	Freelancer	New Reader
User ten	20-30	Female	Student	New Reader
User eleven	20-30	Male	Engineering Student	Casual Reader
User twelve	25-40	Male	Assistant manager	Casual Reader
User thirteen	20-30	Male	Supervisor	New Reader
User fourteen	20-30	Male	IT recruiter	New Reader
User fifteen	25-40	Male	Software engineer	Casual Reader
User sixteen	20-30	Male	Software engineer	Casual Reader
User seventeen	20-30	Male	IT recruiter	Casual Reader
User eighteen	25-40	Female	Business owner	Casual Reader
User nineteen	20-30	Male	Govt employee	New Reader
User twenty	25-35	Male	Govt employee	Casual reader
User twenty one	25-40	Male	Software engineer	Casual Reader
User twenty two	20-30	Female	Student	New Reader
User twenty three	20-30	Female	Research scholar	Casual Reader
User twenty four	20-30	Male	Architect	Casual Reader

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REFERENCES

Session Recordings are available here.
Videos from the sessions are here.
These links will be active for download till 30th May 2020.

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HUREO USER RESEARCH COMPANY

ABOUT HUREO

Hureo is a user experience research firm based out of India. Hureo works with a wide range of organizations across the world to enable them to create and improve their products and services. Hureo uses various UX research methodologies to provide their clients with user insights that help identify user needs, challenges and opportunities. They have worked in various companies from startups to MNCs in both India and abroad giving them a range of knowledge and experience.

Our team comes from diverse backgrounds such as HCI, Design Thinking, Cognitive Sciences, and Advertising & Media.

The team that worked on this project consisted of:
Anjeli Singh, Founder and UX Researcher
Jahnavi Mirashi, UX Researcher
Arunima Ved, UX Researcher
Samanth Kasa, UX Researcher

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