

JPMTR-2202
DOI 10.14622/JPMTR-2202
UDC 371.8|37.014:004.773:005.336

Case study | 168
Received: 2022-03-08
Accepted: 2022-07-18

Assessing and fostering media literacy education among undergraduate students: the competence in information retrieval and usability

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Abstract

The purpose of the present study is to provide the insight into media literacy awareness and practice among undergraduate students of Arts and Science disciplines at Pachhunga University College, Aizawl, followed by the emphasis on student's skills of using the application of various media platforms for academic purposes. The random (purposive) sampling method has been used for collecting the required information. Many research studies have been conducted in the past with information literacy as the primary research topic. However, a review of the literature revealed that just a few studies have been conducted using media literacy as a primary focus. Consequently, this research contributes new knowledge to this less explored area of research. Paper concludes with suggestions to strengthen the awareness of media literacy among users.

Keywords: information literacy, media literacy, electronic media, print media, digital media

1. Introduction

Information literacy has become one of the most important skills of modern society in the 21st century; various definitions have been developed in the past by library professionals, associations, and organizations. According to the American Library Association, information literacy is a set of abilities requiring individuals to “recognize when information is needed and can locate, evaluate, and use effectively the needed information” (ACRL, 1989).

The Chartered Institute of Library and Information Professionals defined information literacy in 2004 as “information literacy knows when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner” (Goldstein, 2018). Therefore, information literacy is more than just a set of skills and knowing when and why information is needed, where to obtain it, and how to successfully search, assess, and apply that information. Media literacy in the 21st century refers to the ability to recognise various types of media and comprehend multimedia

formats such as audio-visual media, social media, and so on. Audio-visual has a significant impact on school curriculum and teacher teaching style in today's educational system. Students nowadays are increasingly reliant on multimedia, and they use the internet to access study materials.

In the past, literacy used to be defined as the ability to read, write, communicate, use, and analyse information in a meaningful way. Literacy nowadays refers to the ability to read and write, as well as comprehend and communicate ideas through numerous media formats such as radio, television, newspapers, magazines, websites, social media, etc.

The United Nation Educational, Scientific and Cultural Organisation defined literacy as “the ability to recognise, comprehend, interpret, produce, communicate, and compute utilising printed and written materials in a variety of circumstances” (Montoya, 2018). Literacy is a lifelong process of learning that allows a person to attain his or her goals, expand his or her knowledge and potential, and fully participate in society. Finally, liter-

acy is about the ability to use and acquire information in various formats, as well as interpret and generate it. It also refers to communicating in society through the use of media tools (Aufderheide, 1993). Literacy has a critical role in social practice and relationships, as well as knowledge, language, and culture. The concept of media literacy has attracted the researchers from different disciplines to undertake various studies related to the dimension of the area of study.

2. Information literacy

People must master critical thinking skills and information gathering procedures in order to access, store, organise, evaluate, and use information successfully in the twenty-first century information society. In today's world of rapid technological change, information literacy is becoming increasingly vital. Individuals with information literacy are better able to seek, locate, analyse, produce, and apply information and digital technology to attain their personal, educational, occupational, and societal goals. There are different types of information literacy (Lisbdnetwork, 2022), which include:

Visual literacy: Visual communication is one of the most popular communication processes, to communicate by using visual elements, both words and pictures such as images, videotapes, films, drawings, maps, symbols, signs, logos, gestures, photographs, etc.

Computer literacy: Communication by using the process of computer is also the essential need of people. For this purpose, people need some skills and ability. Computer literacy is defined as the ability to create and manipulate documents and data via word processing, spreadsheets, databases and other software tools.

Electronic literacy: The term electronic literacy (e-literacy) refers to the ability to use electronic means such as computers, videos, web pages and the like and to make efficient use of all the materials, tools and resources that are available in the electronic form.

Digital literacy: Digital literacy is the ability to understand and use information in multiple data formats.

Network literacy: Network literacy is closely similar to computer literacy, but it is the ability to locate, access and use information in a networked environment such as the World Wide Web.

Media literacy: Media literacy is defined as the ability to access, analyse and produce information for specific outcomes. Media literacy is the skills and knowledge to understand all the media and formats of information.

3. Media literacy

The term media is the plural form of 'medium' that comes from the Latin word 'medius', whose meaning is 'middle' or 'between two things'. Marshall McLuhan (1911–1980), a Canadian, was the first to coin the phrase "the medium is the message" (McLuhan, 1964), which was further developed to "media as a vehicle or means of communication" (Team Leverage Edu, 2022). As a result, the term 'media' refers to a variety of communication tools, such as an instrument or a transmission channel that people use to store, transmit, and retrieve data or messages (Figure 1).



Figure 1: Steps involved in the transmission channel

In the past, the term media referred to mass media such as newspapers, books, magazines, radio, films and television. In modern days digital technology has become increasingly important day by day, resulting in the emergence of digital media.

As a result, the term 'digital media' can refer to social networking platforms, the internet, smartphone applications, and other types of communication that are sent electronically throughout the world via a computer network. Print and non-print media such as books, newspapers, magazines, television, and radio, mobile phone, computer, social media are examples of modern types of media. There are several forms of media available today, which can be classified as follows.

Traditional media: This includes newspapers, journals, radio, television, magazines, etc. Traditional media is broadly divided into two sub-categories, print media and broadcast media. *Print media* is the oldest form of media and includes all types of printed paper publications such as newspapers, magazines, books, reports, journals, etc. *Broadcast media*, such as radio and later television, was first introduced at the turn of the twentieth century. Although television and radio are crucial means of communication for those seeking information, broadcast television is beginning to slip behind as online media sources take control.

Digital media: Digital media is making various changes in modern communication. Modern digital media encompasses the internet as a whole, but media also refers to websites, blogs, podcasts, videos, digital radio stations, mobile phones, and the communication methods used to send data, such as instant messaging, video chats, and emails.

Computer media: This term is used to describe the electronic devices used to store data such as hard drives, USB drives, DVDs, CD-ROMs, and floppy disks. It also refers to the transmission media used to link workstations. Moreover, technologies used to communicate information such as videos, pictures, sounds and presentations are often referred to as media or multimedia.

Mass media: All media that can reach a huge number of people at the same time are considered mass media. Television, radio, and print media are examples of traditional mass media, whereas social media and internet platforms are examples of digital mass media.

Social media: Both the mass media and digital media categories include social media outlets. They are made up of apps and websites that allow people to exchange content in real time via their computer or smart phone.

Media literacy indicates the ability to access, analyse and evaluate the variety of media messages presented through the mass media. In the past few decades, the meaning of media literacy refers to the ability of reading and writing. Nowadays, media literacy is not only the ability to read and write but also to understand the concept, instructions, functions, ways of communication and to know how to use the various media of communication. However, in this study media literacy refers to the skills including skills of using media, creating media content, critical evaluation of media structure and analysis of media text.

This study emphasises the student's skills of using the application of various media platforms, studied previously by Yildiz Durak and Saritepaci (2019). According to the Centre for Media Literacy, (Thoman and Jolls, 2005), "Media literacy is a 21st century approach to education. It provides a framework to access, analyse, evaluate, create, and participate with messages in a variety of forms – from print to video to the internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy." In the field of education, students require media literacy instructions for their education and personal growth, and they must grasp how media strategies influence their vision and thinking, as well as how media operate, how they can be used, and how to evaluate the information they give.

4. A look on media in Mizoram

Mizoram is one of Northeast India's seven sister states. It is surrounded by a hilly mountains with a diverse range of forest resources. The scheduled tribes,

i.e. tribal communities or a group within such tribes or tribal communities as under Article 342 of the Indian constitution (The Constitution of India 2022) make up the majority of the population in Mizoram. The state of Mizoram is divided into ten districts, including three autonomous district councils: Lai Autonomous District Council, Mara Autonomous District Council, and Chakma Autonomous District Council. In the state of Mizoram, various ethnic groups live and speak different languages and have their own culture, tradition, and way of life.

The literacy rate has been used to measure who has developed and grown in terms of education, occupation, job opportunity, industry, etc. In India, literacy is widespread; a person who is seven years of age or older and can both read and write with understanding any language is treated as literate. According to the overall country literacy rate is 74.04 %; for males it is 82.14 % and for females 65.46 %. Kerala state has taken the first position with a 93.91 % literacy rate followed by Lakshadweep with 92.28 %. Mizoram has also grown the literacy rate and occupied the third position in the 2011 census, i.e. 91.58 %. (India/Bharat, 2020)

In term of the growth and development of mass communication and journalism, it is noticed that there is tremendous potential among the Mizo society. With the rapid growth of communication technology, different types of media can be noticed. They include print media, which is the first form of communication through media. According to the Office of Registrar of Newspapers for India (2022), there are a total number of 204 titles registered in Mizoram. Out of a total number of 108 newspapers and periodicals, 36 are daily, 43 weekly and 29 are monthly periodicals newspapers and magazines. Some of the frequently published newspapers include 14 from Lunglei, 6 from Mamit, 11 from Saiha, 7 from Lawngtlai, 9 from Champhai District, 9 from Serchhip and 6 from Kolasib District; Aizawl District has the most newspapers publications with 34 newspapers (Vanamamalai, 2018). In Mizoram, there are many print media (newspapers) such as Aizawl Post, Mizo Aw, Mizo Arsi, Dingdi, Vanglaini, Romei, Sunday Times, Zalen, Zozam and other. Highlander, News Link and Mizoram Post are published in English.

Along with the growth of print media, the electronic media are also playing a vital role in its own pace of development. It includes TV and radio as the fastest growing communication channels in Mizoram. The All India Radio is the main station in Mizoram; it was started in the 1960s. The Ministry of Information and Broadcasting has made a minimum wave transmitter and set up a station in Aizawl and it started to function in 1966 with a 150 Watt medium wave frequency. In 1995, the FM radio station was launched with 6 KW and FM radio has become one of the most popular

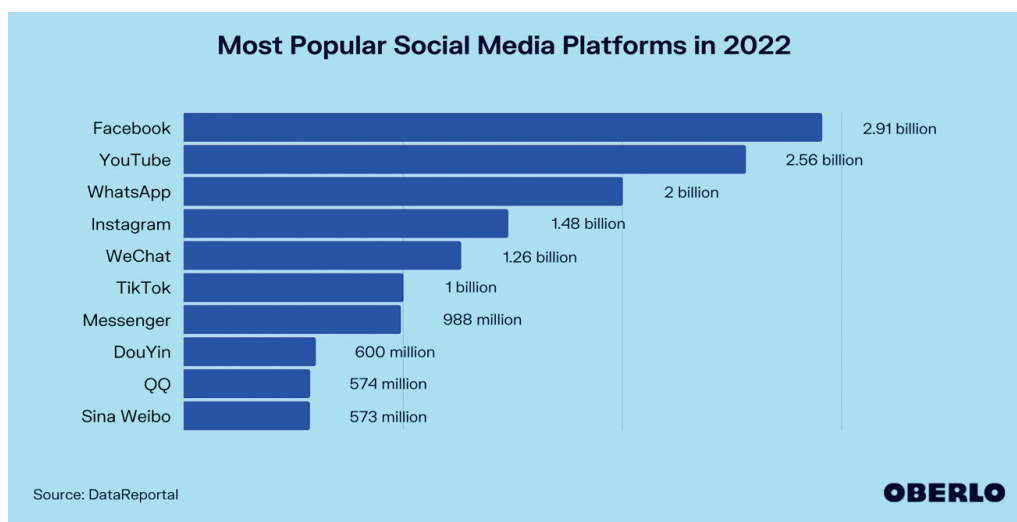


Figure 2: Most popular social media platforms in 2022 (Oberlo, 2022)

radio programmes in Mizoram (Mizoram, 2021; Baruah, 1983). On 20 March 1995, Prasar Bharati has set up an FM transmitter in Lunglei. The All India Radio covers a total percentage of 75 % of the population of Mizoram through five transmitters such as medium wave, short wave and FM. The All India Radio Aizawl and Lunglei broadcast programmes in different languages such as Mizo, English and Hindi languages, and also in other ethnic languages such as Hmar, Paomih, Mara, Chakma (Prasar Bharati, 2022). Doordarshan Kendra Aizawl is the first television channel in Mizoram, and its headquarters is located in Tuikhuahtlang Aizawl. Apart from the Doordarshan channel, 29 cable operators have been functioning in urban and rural areas. LPS and ZONET are the major cable channels in Mizoram. The use of technology, the internet, computers, and social media, among other things, has resulted in a significant change from an automated to a virtual world. Nowadays, social media has more users among young people, with 90 % of 18 to 29 years old using at least one social media programme (Vanamamalai, 2018). Social media began as a platform for sharing personal information, documents, videos and photos, activities, and events with friends and family in real-time, but it has since been adopted for business, marketing to reach out to customers, advertisement and promotion, extension service, and the development of a new educational system. The most popular social media platforms in 2022 are shown in Figure 2.

5. Application of media and social media in libraries

People's daily lives have been made easier with the growth of information and communication technology (ICT) and its associated devices. In terms of economy,

culture, education, and research development, it introduces numerous changes to our society. Millions of people use various media platforms for their everyday activities and other objectives in today's globe, making media and social media one of the most popular communication tools.

At the same time, a growing number of libraries throughout the world are utilising various social networking platforms, and many librarians are utilising social networking to create a virtual platform that allows library users to access and share their information requirements with other users (Figure 3). Some libraries utilise it to promote library resources and services, as well as to communicate with its patrons, including those who live in rural areas.

As a result, in this age of information explosion, everyone is running and living behind knowledge and people's thinking and mindsets are changing as well. Many people lack media literacy knowledge and abilities, and they do not know how to successfully utilise social media, therefore they should grasp the fundamentals and concepts of media activities and functions. Similarly, library professionals should prepare for new difficulties and problems that may arise in their fields. They should improve their media literacy skills and expertise in order to meet the requirements and desires of their library customers in the future.

Modern technology has brought many multimedia applications, such as audio-visual media, social media, online platforms, the internet, and others, to our doorstep, making education possible. The library also has a specific role, and it should organise learning classes, training, orientation programmes, and other learning courses in the field of media literacy skills for its patrons.

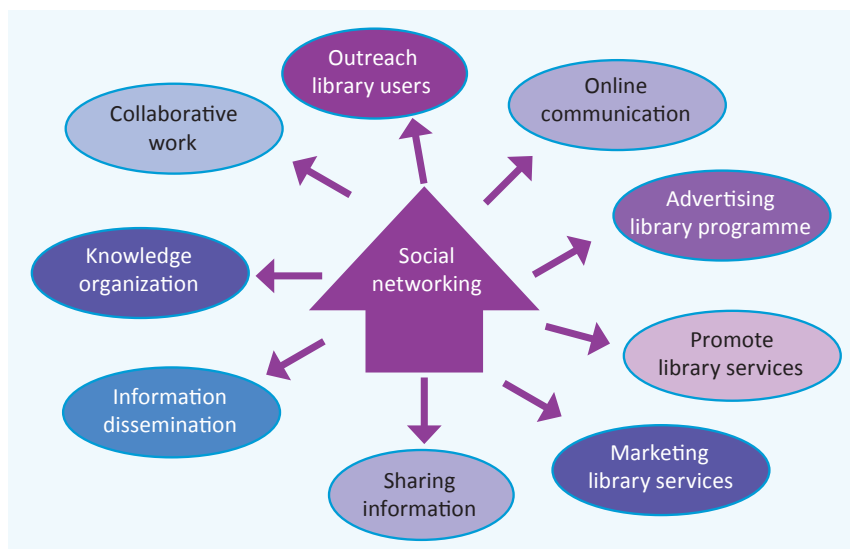


Figure 3: Social networking tools in library

6. Pachhunga University College

Pachhunga University College (PUC) is a constituent college of Mizoram University and one of the leading institutions in Aizawl. The college was founded as 'Aijal College' on August 15, 1958, and is now Mizoram's oldest and largest college. The college is located in College Veng, a neighbourhood in Aizawl's eastern outskirts (PUC, 2019). The college offers undergraduate and postgraduate courses, as well as diploma and certificate programmes. Seminars, workshops, conferences, and training at various levels were held at the college on an international, national, and state level.

The National Assessment and Accreditation Council has given the college an A+ grade, indicating that it is now nationally recognised (NAAC). In 2016, the college was honoured with the 'Indira Gandhi NSS Awards' for its exceptional contributions to community service at various levels. From 2016 to 2019, the college won the title of 'Overall Champion' in the MZU Sports meet for four years. In 2008, the college celebrated its Golden Jubilee, and on August 17, 2018, the college commemorated its Diamond Jubilee.

7. Significance and scope of the study

The study is basically confined to undergraduate students of Arts and Science disciplines at PUC, Aizawl. As today's information world is moving rapidly, media literacy seeks its attention in the society. Because online-mode education, web learning, cloud education, and many class lectures are conducted through online, audio-video media, students cannot rely on classroom

teaching to keep up with this advancement in the education system. Students must be able to deal with the information working cycle, information anxiety, and changes in formats and retrieval strategies in a variety of media. The undergraduate students were taken into consideration rather than the general public of Mizoram as the students seem to have differentiation of knowledge about media literacy or skills.

8. A look into the previous studies/literature

To understand the core area of media literacy and its impacts on society some of the relevant kinds of literature were considered for the study such as Rasi, Vuojärvi and Ruokamo (2019) who examine the current condition of media literacy for various age groups, as well as existing and future needs. They emphasize the importance of continuing development, particularly in the area of media literacy instruction for older persons. Omar (2018) believes that media literacy has changed the concept of literacy from knowing how to read and write into knowing how to read and write and using media for analyzing and responding to messages and information. Durak and Saritepeci (2019) studied the increasing problems of internet usage among high school students and find out the importance of different variables, such as social media usage status, usage purposes, and new media literacy. Boruah and Bora (2017) and Boruah (2019) in their studies highlight the significance of critical media literacy in the media education curriculum where teaching-learning techniques among Assamese postgraduate students are increasingly centered on understanding media as a medium, with students learning how to create media contexts, analyze,

and evaluate media content. In the study of Bahramian and Amidi Mazaheri (2018), the scale development process was carried out in nine steps, and after conducting an analysis they found out that media literacy skills, which consist of 45 items gathered under the four main factors of ‘access, analyze, evaluate and communicate’, is a reliable and valid measurement instrument. Austin and Pinkleton (2016) studied the effect and importance of media literacy on young people thinking skills. According to their study, it has strong potential and they also suggested to conduct more media literacy training programmes to the specific needs of the members. Gretter and Yadav (2016) studied the development of 21st-century skills, creativity critical thinking, and problem-solving in our globalization and ICT society. In their finding, the advancement and accessibility of computing technologies have a great impact on the students and other people. The educator shall truly be benefited from developing technical skills, which shall enhance the complementary relationship between computational thinking and media and information literacy. Media literacy education shall evolve the spectrum of professional and personal abilities in the promotion of digital citizenship. These sets of students shall bridge the digital gap and apply the most affordable means to communicate and challenges modern-day issue. Zhang and Zhu (2016) examined the digital media literacy of primary school students in 5th and 6th grade in Beijing. The finding is most of the students in the 5th and 6th grades have high critical thinking understanding and technical skills. The study by Schmidt (2013) has attempted to analyze the importance of media literacy education among all levels of educational background and found that the focus group of students is most conceived within the higher education level despite several research and policies keeping media literacy as the focal point. On the other hand, a comprehensive study made by Valtonen, Tedre, and Makitalo (2019) has analyzed of connection between media literacy education and algorithms and automation of computerization of media learning environment where it was reported that there are different ways for intertwining media literacy education complementing computer education that led to improvement of latest technological innovation among students, which shall develop interest to cope up the modern media and be a skilled professional to locate themselves in the contemporary media scenario. An assessment made by Hobbs (2004) on the implementation of media literacy in K-12 education focusing teacher’s motivations in elementary education, secondary English language arts, and media production to drive student attention toward critical-thinking skills, political activism, communication skills, and many more. One more important study to be noted is that of Kahne, Lee and Feezell (2012) wherein they attempted to understand the relation between digital media literacy education

and civic and political participation via online mode and the results reveal that media literacy is not only closely associated with demographic variables but also other variables that boost the active online participation in the diverse fields, which are having close associates with each other where the present study also seek to understand the importance of media literacy on active political and social participation of the youth in the development of society and nation as a whole.

9. Objectives of the study

To accomplish the study, the following five objectives were set.

1. Understanding the use and application of media literacy among the undergraduate students of PUC, Aizawl.
2. Student perception about media literacy for the academic and personal development.
3. Satisfaction of the students in seeking information from various types of media available to them.
4. Finding out the strategies adopted and the mechanism to be designed to encounter the problems in seeking media literacy.
5. Suggesting ways to strengthen media literacy.

10. Research methodology

Table 1: Students’ response rate

Department name	Questionnaire		Percentage (%)
	Distributed	Received	
Department of Education	10	10	10.4
Department of Economics	10	10	10.4
Department of English	10	9	9.4
Department of Geography	10	10	10.4
Department of History	10	10	10.4
Department of Biotechnology	10	8	8.4
Department of Botany	10	10	10.4
Department of Chemistry	10	10	10.4
Department of Environmental Science	10	10	10.4
Department of Geology	10	9	9.4
Total	100	96	100.0

The present study is undertaken by surveying the students and the primary data is collected through a questionnaire. For sampling, the random (purposive) sampling method has been used for collecting the required information. The sample selected were students from Arts and Science disciplines. From altogether 20 (11 Arts and 9 Science) departments in PUC, 5 departments from Arts discipline, and 5 from Science discipline were selected for the study. From both disciplines, 10 students from each department have been randomly selected to answer the questionnaires. Therefore, 100 questionnaires were distributed to the selected students. The data analysis and interpretation were based on the objective of the study; the calculated percentages in tables are based on received questionnaires. The primary data collected were analysed and interpreted with the help of Microsoft Excel 2010 and SPSS software package (Table 1).

11. Analysis and interpretation of data

The data received from the respondents is analysed and interpreted in six parts according to the research objectives such as personal information, media literacy, use and application of media literacy, student perception about media literacy, satisfaction of seeking information sources, and strategies and mechanism.

11.1 Personal information

The general information was collected from the students on the basis of gender, age and residential area. The data are reported in Tables 2, 3, and 4, respectively. Table 2 represents the number of male and female questionnaire respondents in the research study, divided into Arts and Science stream.

Table 2: Gender-wise analysis of the students

Streams	Gender	No. of students	Percentage (%)	Total
Arts	Male	24	49.0	49
	Female	25	51.0	
Science	Male	22	46.8	47
	Female	25	53.2	
Total		96	100.0	96

The study data of age group among the students were analysed into two streams as well, as given in Table 3. This study result shows that most of the students of PUC are between the ages of 19 to 21 years.

The residential area of the students was based on three different categories comprising urban, semi-urban and rural areas. This parameter is taken into consideration due to geographical factors as the state is hilly

by nature and factors such as connectivity, electricity and other elements should be taken into account. The detailed information is presented in Table 4.

Table 3: Age group of Arts and Science students

Streams		Age			Total
		16-18	19-21	22-24	
Arts	No. of students	1	36	12	49
	Percentage (%)	2.0	73.5	24.5	
Science	No. of students	0	34	13	47
	Percentage (%)	0.0	72.3	27.7	
Total	Students	1	70	25	96

Table 4: Residential area of the students

Area	No. of students	Percentage (%)
Urban	54	56.2
Semi-urban	11	11.5
Rural	31	32.3
Total	96	100.0

11.2 Media literacy

Table 5 represents student's opinion, i.e., yes or no, on their media literacy. From the students who opted yes option, the student's media literacy skills were also analysed further.

Table 5: Opinion on the term media literacy

Option	Respondents (No.)	Percentage (%)
Yes	78	81.3
No	18	18.7
Total	96	100.0

The term 'media literacy' indicates the perceptions of students' media literacy skills rather than their actual professional literacy skills.

From Table 6 it can be observed that out of 96 student respondents the majority of students' media literacy skills are self-ranked average or good. Among the students of PUC media literacy skills are not considered too low.

Table 6: Rating on the media literacy skills

Option	Respondents (No.)	Percentage (%)
Excellent	2	2.1
Good	31	32.3
Average	61	63.5
Poor	2	2.1
Total	96	100.0

11.3 Use and application of media literacy

Media literacy is occupying the role of players in today’s era of conversation among the youth where its vital role can be noticed in our daily life activities. The third part of the analysis discusses its use and application of media literacy among the undergraduate students of PUC both Arts and Science. Figure 4 shows that a majority of the respondents have stated that they prefer to use media at home.

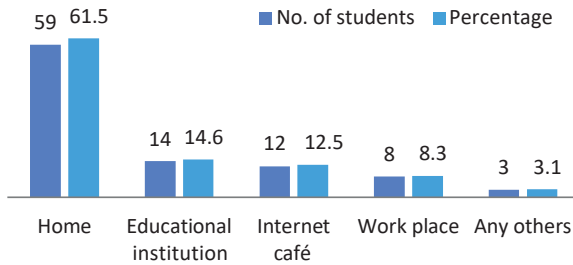


Figure 4: Students preference on location of media access

In Figure 5a frequency of access in a week is presented, where a majority of the respondents had access to social media around 6–7 days a week. Figure 5b shows the use of media platforms provided by the opinion of the student respondents about the duration of use of different media in a day and the time spent. This diagram shows that social media occupied first and most frequently access among the students. Social media plays the most important role in shaping the society and it is to be noted that the students’ perception as per the survey had stated that they remain updated and aware about the recent information occurring across the globe because of which the opines they retrieve more information as compared to other print and electronic media. It is interesting to be noted that social media refers to use of internet-based form of communication, which allows the users to converse, share and create the web content while on the other hand electronic media can be stated as the use and applications of electronics means for assessing the content from web. This finding shows that during 24 hours in a day more than 4 hours is used for accessing social media.

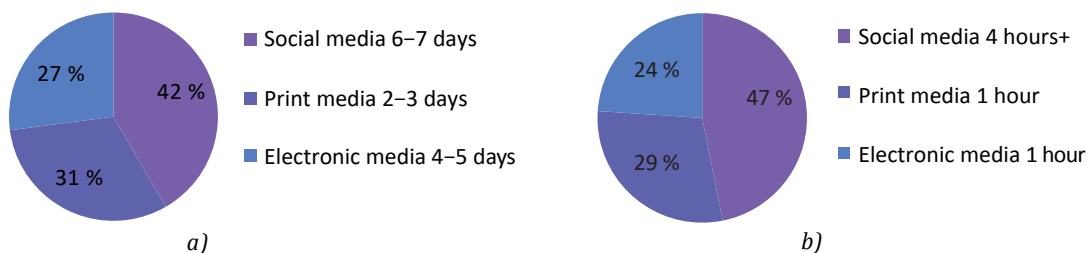


Figure 5: Use of media platform: (a) weekly access, and (b) daily time spent

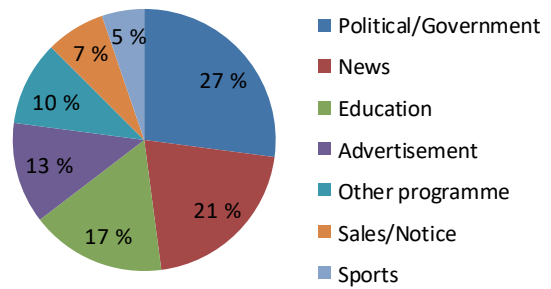


Figure 6: Graphical representation of media access on media programme

The graphical political/government programme are the most accessed programmes among the students, out of 96 respondents a total number of 26 (27 %) respondents accessed this programme (Figure 6).

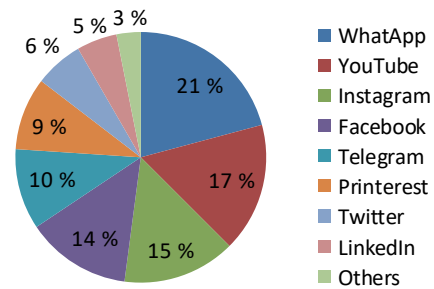


Figure 7: Most visited social media

According to the student’s preference on the most visited social media as reported in Figure 7, among the WhatsApp, YouTube and Instagram were the top 3 which are mostly visited by the undergraduate students of PUC.

11.4 Students’ perception of media literacy

This part studied the students’ perception of media literacy importance for the academic and personal development. For this study the question was designed in different categories exploring study parameters of media literate person, whether media literacy skills are helpful, study which media is convenient and helpful for learning and education.

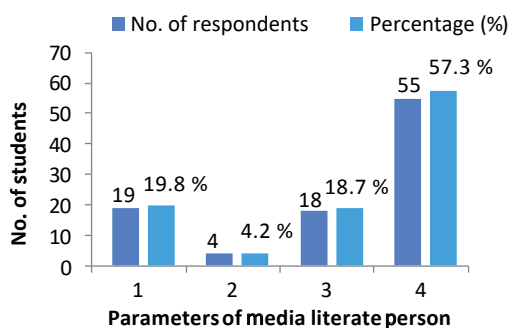


Figure 8: Parameters characteristic of media literate person: (1) dealing with information in different formats, (2) dealing with different information as it evolves, (3) knowing the information retrieval techniques, (4) identifying, locating, retrieving and using information

Figure 8 represents students’ opinions on media literacy person. It was found that the majority of the students, i.e. 55, believed that media literate persons can be able to identify, locate, retrieve and use information and thus they can also deal with information retrieval techniques and others. Another 19 students believed that media literate person should be able to identify, locate, retrieve and use the information available in different formats. Further, 18 believed that media literate persons should know the information retrieval techniques whereas only 4 believed that media literate persons can deal with the various information evolves.

Figure 9 represent students’ preference on types of media; a question was asked among the students whether they find various media convenient to access information and helpful for learning and educational purposes. From this study among these three types of media, social media was selected for the most convenient and helpful access. This study finds that social media occupied the most important place for students’ educational development.

Table 7 reveals the students’ opinion on the value of media literacy skills, in which a question was asked among the students whether they believe media liter-

acy skills are helpful or not for their educational and personal development. Different options were given from strongly agree, to agree, strongly disagree or do not know. The study reveals that the students of PUC are much aware of media literacy skills and they also believe these skills are very helpful for their educational development.

Table 7: Students’ perception that media literacy skills are beneficial

Option	Opinion	Respondents (No.)	Percentage (%)
1	Strongly agree	36	37.5
2	Agree	59	61.5
3	Disagree	-	0.0
4	Strongly disagree	-	0.0
5	Do not know	1	1.0
Total		96	100.0

11.5 Satisfaction with seeking information

Satisfaction of seeking information on different types of media is becoming important for the students. Each student was asked a question if they were satisfied or not (Table 8).

Table 8: Satisfaction/dissatisfaction about the access to resources

Opinion	Respondents (No.)	Percentage (%)
Yes	57	59.4
No	9	9.4
Not sure	30	31.2
Total	96	100.0

Therefore, students were also asked which media they regularly visited for seeking information. The students’ response about impact of electronic media on literacy awareness was also recorded as well as students’ opinion on overall satisfaction and dissatisfaction with the access to print and digital resources. The dissatisfaction was due to lack of awareness of the possibilities offered by the institution and library.

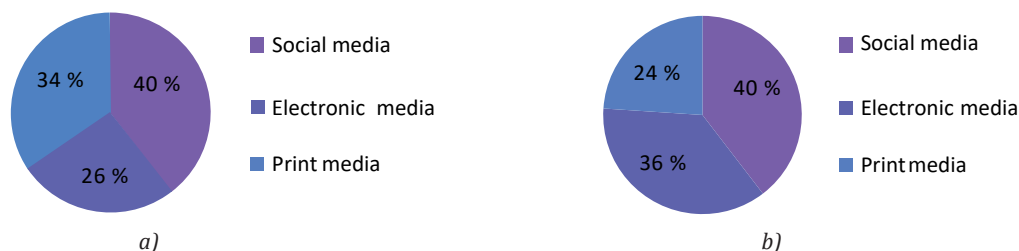


Figure 9: Access to media for learning and education: (a) convenient access to media, and (b) helpful media access

Table 9 reveals students' preference for media for seeking and accessing information. Question was split into five groups of types of media. It is to be mentioned that many of the students during the survey have intertwined perceptions with respect to the internet, social media and digital media. The research was conducted in this manner to assess the students' ability to identify and differentiate among the terms.

Table 9: Media for seeking information

Option	Types of media	Respondents (No.)	Percentage (%)
1	Internet	78	81.2
2	Social media	9	9.4
3	Digital media	5	5.2
4	Print media	2	2.1
5	TV, radio	2	2.1
Total		96	100.0

The results show that out of 96 students 78 students are using internet to do their assignments and thus most of the students are using it as a source of education. Internet and social networking made our life easier and quicker; now when it is impossible to attend regular courses due to some reasons, online programmes and courses are organised by the institution so that the students can attend courses and programmes while sitting at home and prepare their assignments and works using internet.

Table 10 indicates that electronic resources have different impact on students.

Table 10: Impact of electronic media on students

Option	Respondents (No.)	Percentage (%)
Positive impact	36	37.5
Negative impact	6	6.2
Both, positive and negative impact	54	56.3
Total	96	100.0

The analysis also reveals that there is a lot to do with the positive aspects of media literacy in the educational processes as it provides ample amount of opportunity to keep trends with the latest technological developments. Though there might have some negative impact on the educational perspective, it is less present there and carries a lot of positive qualities.

11.6 Strategies and mechanisms

In this part students were asked what type of strategies and mechanisms they adopted to face their media literacy seeking solutions for problems.

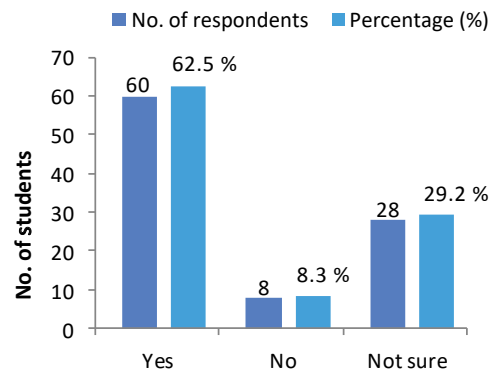


Figure 10: Needs of media literacy education in curriculum and syllabus

The students were asked whether there is a need for media literacy education as a part of the school curriculum and syllabus. Out of 96 respondents, 60 students responded media literacy is a required part of the school curriculum and syllabus whereas 8 of the respondents said that it is not. On the other hand, 28 respondents are not sure about the need for media literacy in their school curriculum and syllabus. Students' responses to this question reveal the need to include media literacy in school curriculum and syllabus.

Strategies and mechanisms are the basic requirements for understanding and developing the media literacy skills of students. Therefore some questions were asked on how the students to develop their media literacy skills (Table 11).

Table 11: Strategies and mechanisms

Option	Strategies	Respondents (No.)	Percentage (%)
1	Self-learning	30	31.3
2	Training programme	20	20.8
3	Seminars/workshops	18	18.8
4	Library induction programme	13	13.5
5	TV, radio	8	8.3
6	Lectures/demonstrations	5	5.2
7	Other programme	2	2.1
Total		96	100.0

Table 11 shows strategies and mechanisms that students preferred for developing media literacy skills. Self-learning has placed the highest rank, i.e. 30 respondents selected self-learning for their literacy skills improvement. Training programme place the second highest rank with 20 respondents who preferred to take part in training programme of media literacy skills, while 18 respondents suggested seminars/workshops to be organised in order to improve students' media literacy skills. Library induction programme was preferred

by 13 respondents; it shows that library plays a very important role in the academic and educational development. Further, 8 respondents selected education curriculum/syllabus, 5 preferred lectures/demonstrations strategies and 2 respondents choose a programme other than these 6 strategies and mechanisms. The overall result shows that from all participants, more than half of the students preferred some kind of self-learning.

Table 12: Areas of media literacy programmes

Option	Areas	Respondents (No.)	Percentage (%)
1	Use of electronic media, internet, social media for educational purposes	35	36.5
2	How to access electronic books/articles online, on internet, websites, etc.	28	29.2
3	Use and evaluation of media information	18	18.7
4	Retrieval/access of media information using search strategies	15	15.6
Total		96	100.0

A media literacy programme is very important to inform how to use effectively various types of media to the students. In this area, the study has focused on finding which area is best to conduct a media literacy programme for the students' literacy skills development. Students were asked to give their opinion on which area they felt to need to take part in a media literacy programme. The results are given in Table 12.

Conducting a media literacy programme among students has become one of the most important steps in media education and for this, the first step is to find out what problems can affect students learning literacy in education development. For this barrier, a question was asked to the students about what barriers they are facing in their media literacy development and analyse (Table 13).

Table 13: Barriers to media literacy programmes

Option	Barriers	Respondents (No.)	Percentage (%)
1	Lack of internet/Wi-Fi connection	35	36.5
2	Lack of infrastructure	22	22.9
3	Lack of awareness about literacy	15	15.6
4	Lack of ICT education	14	14.6
5	Technical difficulty	10	10.4
Total		96	100.0

This study discovered that many college students were facing some problems in building up their media literacy skills; those barriers were greatly affecting the effect of media literacy programme among the students.

12. Discussion, conclusion and recommendations

In recent years, the mass media, including the digital ones, has risen to prominence as one of the most essential communication channels for accessing a wide range of information, and a large number of people rely on it when seeking information. Media has gradually changed the way we live and learn, and it has become our primary cultural tool for finding, selecting, accumulating, storing, and transferring knowledge. The growth of mass media has both positive and harmful consequences for societies, particularly youths. Individuals in society are subjected to a barrage of messages from the media, and being media literate is critical to resolving these issues. As a result, it is very significant for individuals to achieve media literacy so that they can effectively use a variety of media and interpret and process a variety of media messages. For students at PUC, having the requisite media literacy competencies and knowledge, as well as receiving media literacy education is critical. In this context, activities such as seminars, conferences, lectures, and training programmes can be used to improve students' literacy knowledge, and it is critical to teach and assess students' knowledge and skills levels, as well as their opinions and readiness about media literacy while organising programmes.

Media literacy is important because of its beneficial and harmful effects on the young generation and society. It is important to understand and analyze its curial impact in both individual perspectives and society as a whole. The present world has become a global village and ICT world, where everyone can access the internet and can also communicate with each other via various social media. Literacy education also becomes important to the daily life of people activities. The librarians and library professionals are creating a bridge between library users and library sources, and services through social networking tools.

Media literacy and social networking are now the most potent tools available to students and the general public. To support their studies, daily activities, and future development, the majority of students use numerous media and social networking sites. The study has sketched out many findings about media literacy along with some constructive remedial for better development. The suggestion includes the incorporation of

media literacy education into school curricula and syllabi where the institution should reserve at least one period/class a week for the students and inform on the positive effect of using various media and the importance of media literacy for educational and academic purposes. Teachers and staff should have to explore their students' problems regarding media literacy and try to help them whenever they need it. The institution should build high and free bandwidth connections and build infrastructures like internet, computer, and other ICT facilities to enhance media literacy skills. The electronic and social media cannot fully satisfy the students' information needs. Therefore, teachers and library staff are needed to develop their teaching meth-

ods and library services and sources. Social media is the most popular social networking tool, surpassing both print and electronic media among PUC students and the institution should provide better and most updated media literacy education possible. There is a need for as much public awareness as possible so that people are aware of the need for media literacy. Programmes such as seminars, conferences, and orientation may be held by the institution and the library regarding the best use of electronic media, social media, and the internet for college students. This will assist students in developing and improving their media literacy skills. Media literacy should contribute for the betterment of mankind and make the world a good place to live in.

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