

Need and Role of Media and Information Literacy in IITs' Perspectives

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Abstract

The purpose of the study is to know the awareness level of Media and Information Literacy (MIL) among the students of Indian Institutes of Technology (IITs). Media has a vital role in academics and society as well. Eventually, MIL has its great role to achieve the desired outcomes. It has been assumed that the IITians are adequately computer savvy so they have never been considered suitable for MIL training. A study was conducted on 1054 students of three IITs across the programmes (UG, PG, and Ph.D.) to find out the result of the assumption. Data were collected through questionnaire and later analysed using the statistical techniques. Statistical tests ANOVA and Chi-square were used to determine the significant difference and correlation between the factors to test the hypothesis. The results of the study revealed that students of IITs are considering MIL is a new term for them and broadly they are correlating MIL with knowledge of ICT. The study explains that MIL is entirely different from ICT skills. MIL training, first for the IITians, is considered valuable because they will be exceptional future teachers of the society for imparting media education directly or indirectly. The work is original and first of its kind where IITians were inquired for the need of MIL training in around academic context. The study impacts the society most especially in developing countries where media is becoming common in use but understanding of media messages is multifaceted to evaluate critically at various level.

Keywords: Media Information Literacy, Critical Thinking, MIL Training

Introduction

Emergence of the Internet and convergence of print and digital media has changed the scenario of content creation and its consumption. Media formats are changing rapidly. So, demand of Media and Information Literacy (MIL)

is being felt crucial to access, analyse, and evaluate the media messages for appropriate use of media to survive and thrive in the digital world with absolute digital democracy. Judicious competence to evaluate the media messages into meaningful information is the prime aim of MIL. MIL is a convergence of Information Literacy (IL) and Media Literacy (ML); the research and teaching of IL and ML have their roots in different academic disciplines. ML originated within media and civic studies, whereas IL emerged from library and information science (UNESCO, 2013 p. 29). Conceptually, MIL is a fusion of many types of literacies and their competency values viz. access, evaluation, and use are similar and evaluated more or less with same indicators (Lau, 2013). However, ML is conceptualized as the knowledge and skills of individuals to analyse, evaluate, or produce media content and messages. The purpose of being an informed and media literate is to engage in an information and digital society, respectively, that one needs to be able to use, understand, inquire, create, communicate, and think critically. The phrase "Media and Information Literacy" refers to the teaching and learning processes and application of critical thinking to receiving and producing mass communication. This implies knowledge of personal and social values, responsibilities relating to the ethical use of information, as well as participation in cultural dialogue and the maintenance of autonomy in a context where influences eroding that autonomy may be particularly subtle. MIL may be summed up as being centred on five core competencies referred to as the "5Cs", i.e., Comprehension, Critical thinking, Creativity, Cross-cultural awareness, and Citizenship (Moore, 2008).

"Media and Information Literacy is a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, create as well as share information and

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media content in all formats, using various tools, in a critical, ethical, and effective way, in order to participate and engage in personal, professional, and societal activities” (UNESCO, 2013, p. 29).

Purpose of the Study

The exponential growth of media information and its extensive use, the focus on lifelong learning, and the demand for highly skilled teachers and trainers are required to make the students more media literate. It is obvious that students in technical institutions are major users of media technologies and have the ability to access the desired information through variety of media formats. Students are devoting 5–6 hours daily to explore media information and dependent on media for their course study, communication, information sharing, discussions, entertainment, etc., in day-to-day activities. However, at the same time, they are lacking the media literacy skills required to successfully evaluate the information, with a critical thinking aspect of IL. In modern society, media has both impact and implications on students’ educational and social life. Therefore, the study was approached to verify the awareness of MIL and need of MIL training for the students; especially, when students have potential to propagate the MIL concept for empowering the next generation with the critical thinking attitude and they also have problem-solving skills to make them careful consumers and producers of the media messages. Students are well versed with the computer, software, hardware, the Internet, audio-visual systems, social networking sites, etc.; however, it has also been felt that at the same time they are not applying critical thinking to evaluate the media messages and contents with regard to the context, authenticity, and reliability. Use of computer, mobile, cell phone, the Internet, and social networking sites is changing the scenario of education system. However, the students are lacking necessary skills and competencies to evaluate the media messages.

Objective of the Study

The objective of the study is to investigate the awareness of MIL and need of MIL training for the students.

IITians are profound users of media technologies in education; they implement every technology first in

education system to fulfill the demand of all formats and technologies.

Indian Institutes of Technology (IITs) Perspective

The study is limited to Indian Institutes of Technology (IITs) in Northern India oldest by the year of establishment. The IITs are a group of autonomous institutions providing world-class technical education. The IITs were established by the Parliament and are governed by the Institutes of Technology Act, 1961; they have been declared as institutes of national importance. The IITs award degree ranging from under-graduate to doctorate programmes in technical education. This study is first of its kind to know the MIL awareness of the students of IITs and inquires about the need of MIL training for the students of IITs.

Review of Literature

ML relates to all media, including television, radio, mobile phone, recorded music, print media, the Internet, and other new digital communication technologies (Hattangdi, 2008). ML is mandatory to survive in the democratic world. People’s participation is only limited to information consumers rather than information creators that need media communication skills (Hobbs & Renee, 2010). MIL is a new concept to understand the media messages but it is being felt necessary for common people due to its utility in this cyber ages to fill the digital divide in the society (Potter, James W, 2010). Media consumption is being increased exponentially which is influencing perceptions, beliefs, and attitudes. It is imperative to make awareness for MIL and lifelong learning to acquire more media competencies to participate in the democratic society with all tools and techniques (Tibor Koltay, 2011). ML is the need of today’s life and adaptation of new media culture is essential in order to obtain information, deciphering and understanding it, analyse it, and critically examine it for the optimum utilization of the media information (Bagchi and Das, 2015). The convergence of technology and media has made revolutionary changes in the society. The current techno-media society is also being utilized by the people of economic, political, and social groups whose aim is to influence and control the population. Media education is the only way to achieve digital literacy to participate in society (Galan, 2015). ML competency

is very important among pupils and course participants in the institution of higher education, so that media use also takes place in a critical way. It is also mentioned that MIL training initiative for the teachers is beneficial to enhance students' MIL competencies to understand the media messages (Lieten and Esmet, 2012). Media competencies are more than knowledge and skills. They have additional traits like attitude, insight, and individual physiology to access evaluate and use the media messages (Moeller, Joseph, Lau, & Carbo, 2011). Unprecedented growth of media technologies along with challenges requires people-centered MIL and competencies to develop society for everyone in tune with the "Education for all" that enables them to participate in the knowledge societies. The challenges can be oppressed through awareness of media among masses and by implementing secure cyber policies and cyber security to protect the young citizen from the adverse effect of media (Lee, Alice Y L and Jesus, Lau, 2013). MIL should be integrated in the communication curriculum and taught to the students in such a way where education becomes more responsive towards sustainable development goals through new conceptual model of "3Es", i.e., Explore, Engage, and Empower (Jose Reuben Q. Alagaran II, 2015).

Research Design

Exploratory and descriptive research is used for this study. The results of exploratory research are not usually useful

for decision-making, but can provide significant insight into a given situation. Descriptive research describes data and characteristics about the population or phenomenon being studied. It is used for frequencies, averages, and other statistical calculations. The adopted approach for this survey is a descriptive one, because it concerns the phenomenon of the media consumption. The aim of this study is to describe and analyse the media in order to better understand this phenomenon. The study was conducted through the use of questionnaire method.

Media and Information Literacy (MIL) Awareness

MIL is an important and relevant aspect of academic and social life because knowledge is now, primarily, transferred through digital technologies. Individuals who are media literate are able to engage and participate at every level of public life, from social networking to e-governance. Individuals who are not equipped with these skills are left isolated and vulnerable. The promotion of MIL activities in the socio-economic, cultural, and technological spheres will deliver a strategic value to the individual and society as well. To explore the awareness of MIL of students in selected IITs in North India were taken. The information in this perspective is presented in Table 1.

Table 1: Scale Statistics Regarding Awareness of Media and Information Literacy (MIL)

Items Statistics	Mean	Std. Deviation	Variance
Have you ever heard the term MIL?	1.7780	.45921	.211
MIL is concerned with Journalism	2.3918	.67317	.453
MIL is concerned with Computer Science	2.0693	.83373	.695
MIL is concerned with LIS	1.7049	.66469	.442
MIL is combination IT skill	1.5342	.76128	.580
Have you ever undergone MIL Training	2.0000	.00000	.000
Does Training of MIL Support the students?	1.4298	.67256	.452
MIL is concerned with Online Safety	2.0493	.75197	.565
Do you create your own media messages	2.4715	.55354	.306
Does your Library Support	1.4431	.70951	.503

Cronbach's Alpha= 0.959, Scale Statistics (Mean= 16.8719, Variance= 28.532, SD= 5.341)

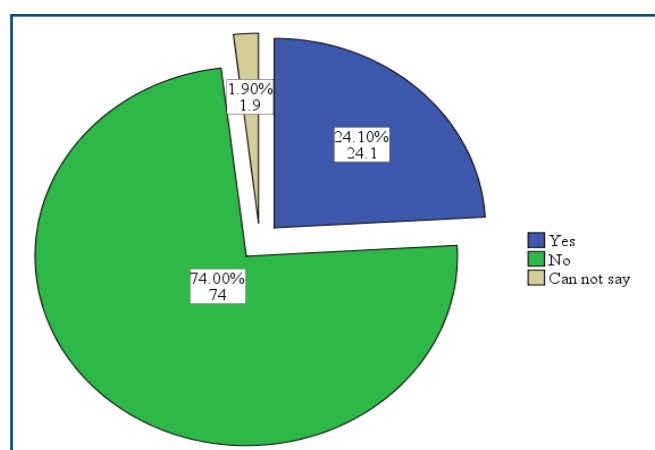


Fig. 1: Heard about MIL

The respondents were asked whether they have heard the term of MIL during their study in IIT or in school life. Figure 1 shows that 24.10% respondents responded yes and 74% responded no. However, 1.90% respondents responded can't say. The results clearly indicate that majority of students of IITs are not aware of MIL. This reveals that the term of MIL is new for them.

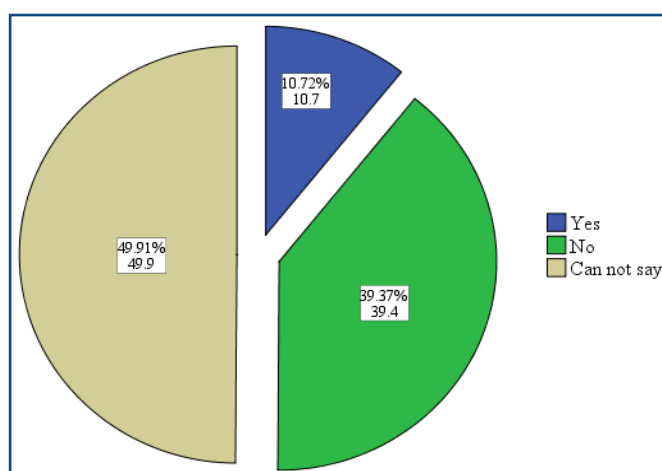


Fig. 2: MIL Concerned with Journalism

The respondents were asked whether MIL is concerned with the subject of journalism. Figure 2 exhibits that 10.72% respondents responded yes. 39.37% were of the opinion that the subject is not concerned with the journalism and responded no. While 49.9% respondents were not sure and they have no idea for MIL approximation with the journalism hence they responded can't say. The results reveal that most of the respondents are not able to understand the MIL status especially in the case of assuming for subject determination under which MIL

is dealt with. Every respondent has vague opinion with regard to subject association of MIL.

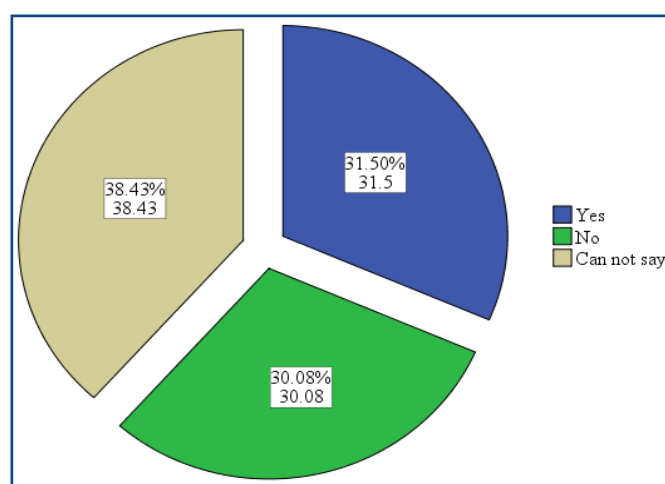


Fig. 3: MIL Association with Computer Science

The respondents were asked whether the MIL is concerned with the subject of Computer Science. Figure 3 shows that 31.50% respondents responded yes. 30.08% respondents responded no. However, 38.43% respondents were not sure about the subject association of MIL with Computer Science and responded can't say. The results reveal that respondents' percentage in each category is more or less same and has no big difference between them; hence, it is supposed that no one is very confident that MIL is concerned with the subject of Computer Science.

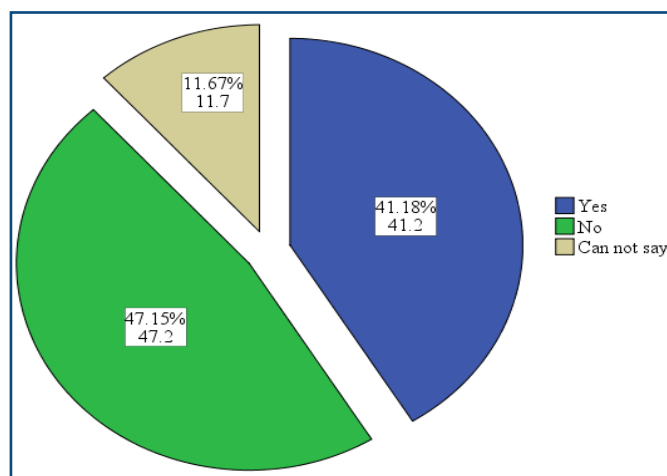


Fig. 4: MIL Association with Library and Information Science

The respondents were asked whether MIL is concerned with Library and Information Science. Figure 4 shows

that 41.18% of the respondents responded yes and 47.15% respondents responded no. However, 11.67% were not clear in their views and responded can't say. Results indicate that majority of the respondents were of the opinion that MIL is concerned with Library and Information Science. The results also reveal that respondents were not aware about the subject MIL dealt with. The respondents somewhat treated MIL as a separate entity and responded accordingly. They were not taking MIL as a composite entity of subject that has a scope to deal with all three concepts collectively which is only possible in Library and Information Science.

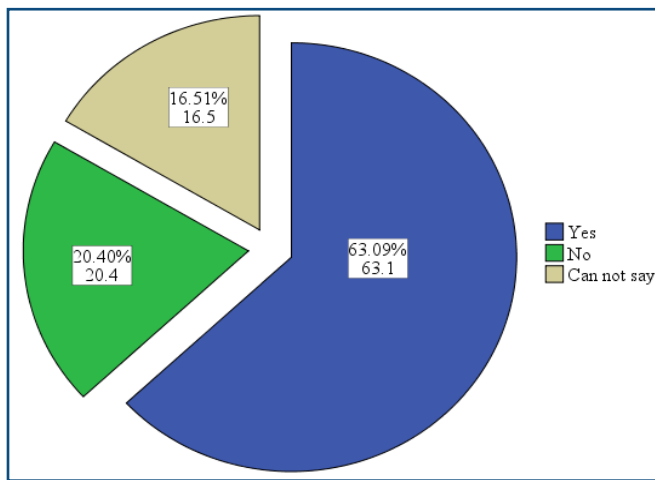


Fig. 5: MIL is Combination of IT Skills and Human Insight

The respondents were asked whether MIL is a combination of IT skill and insight of human being. Figure 5 shows that 63.09% respondents responded yes and 20.40% of the respondents responded no. However, 16.51% of the respondents were not clear on the issue and responded can't say. The results exhibit that good numbers of respondents were able to perceive the relation of MIL skills handling for media technologies. Majority of the respondents supposed that MIL is a combination of IT skills and human insight. The results also indicate that respondents were using their logical and reasoning power to assume that the MIL may be related with IT skills and human insight; in fact, they don't possess proper awareness of MIL.

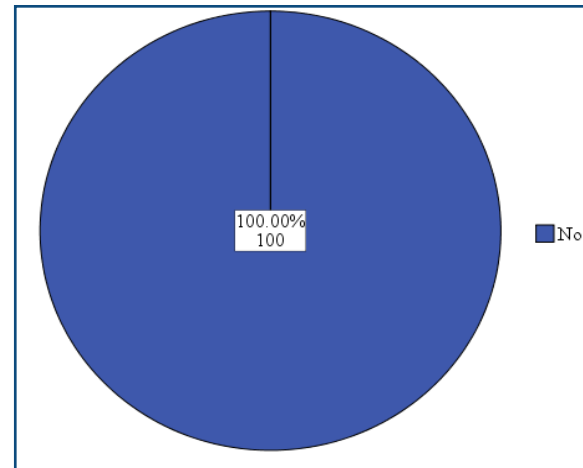


Fig. 6: Training of MIL

MIL training is essential for everyone to know about MIL skills and could enhance their skills and competencies to access, analyse, evaluate, create, and use media information. Keeping this in view, respondents were asked for their experience whether they had ever undergone on MIL training. Figure 6 shows that 100% respondents had never ever undergone the training of MIL. The results reveal that training on MIL was definitely an unexpected issue from the respondents because they were unaware about MIL.

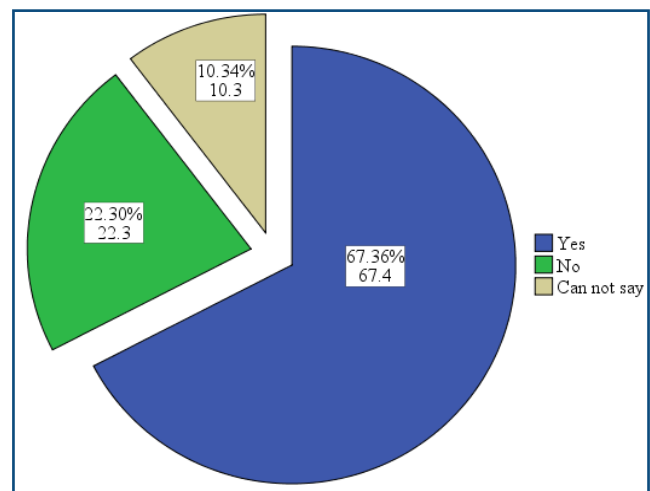


Fig. 7: MIL Training Supports the Students

MIL training enhances the critical thinking of the media user with regard to access, analysis, evaluation, media

information creation, and use. Figure 7 shows that 67.36% respondents responded yes for MIL training, while 22.30 % responded no. However, 10.34% students were not able to give their clear view for effectiveness of training for supporting the students in their academics. The results reveal that majority of students favour MIL training in the interest of MIL awareness and to know what additional skills and competencies are needed to acquire for handling media information effectively. It assumes that training on MIL would definitely be fruitful for enhancing the students' critical thinking with respect to media information creation and consumption. This could be effective to support the students for using media information effectively and efficiently.

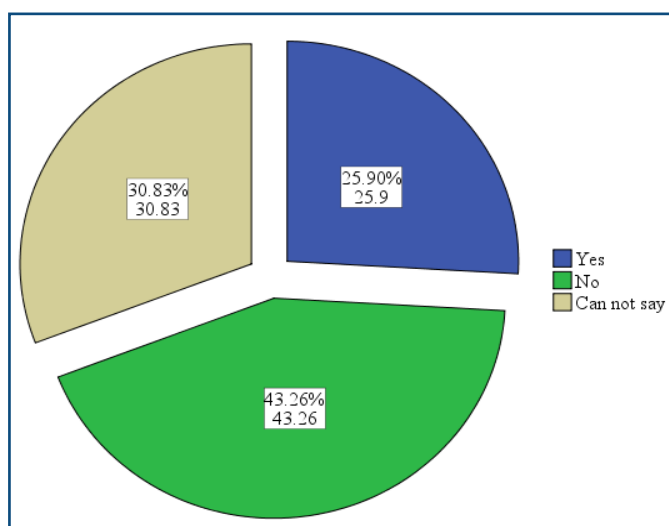


Fig. 8: MIL Associations for Online Safety

The respondents were asked whether MIL is only limited to online safety of the user or else. Figure 8 shows that 25.90% respondents responded yes and 43.26% respondents responded no. However, 30.83% respondents were not clear on this issue and responded can't say. The results show that majority of the students do not think that MIL is only limited to online safety.

The respondents were asked a question whether they are able to create their own media messages. Figure 9 shows that 2.85% respondents were found able to create media messages on their own. 47.15% respondents were not able to create media messages on their own. However, 50% respondents were not clear about the media messages creation. The results indicate that creation of media

messages is limited to the media person who creates the media messages by himself. It has been assumed that rest of the population just reproduces the media messages and helps to make the information viral without value addition/deletion.

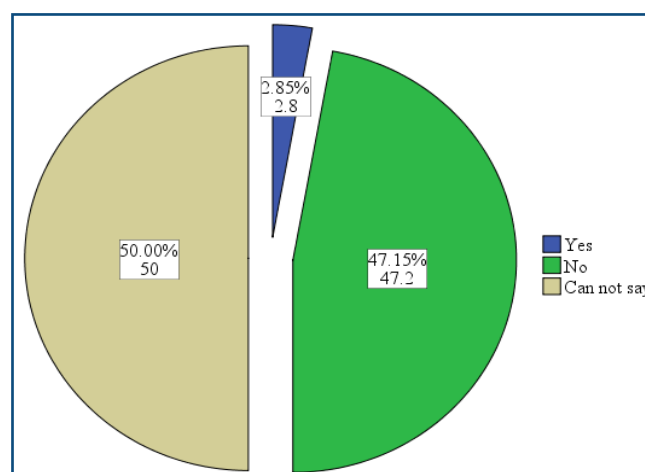


Fig. 9: Creation of Media Messages

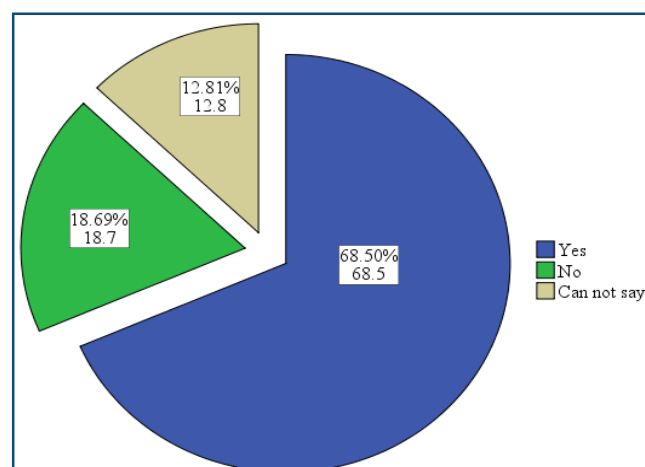


Fig. 10: Library Supports for MIL

The respondents were asked whether your library supports you on MIL issues. The response from Figure 10 reveals that 68.50% of the respondents responded yes and 18.69% responded no. However, 12.81% respondents did not have clear opinion on the library support on MIL issues and responded can't say. Majority of the students accepted that the library is supporting on MIL issues.

Significance of MIL Training

The scale reliability results for outcome of MIL Training. As shown in Table 2, the results show Cronbach's Alpha

of 0.736 and item-to-total correlation ranging from 0.524 to 0.607. The results are valid as Cronbach's Alpha must be greater than or equal to 0.7 and item-to-total correlation must be greater than or equal to 0.5 (Hair et al., 2009). The mean of 12.1139 shows out of 15 if all variables are loaded at Likert Scale 5. It explains 80.76% of the construct.

It validates the content, face, and discriminant validity as all item-to-total correlations are different. The correlation of MIL training is maximum for improved participation and minimum for critical thinking improvement in case of outcome of MIL training.

Table 2: Outcome of MIL Training Scale Statistics and ANOVA for UG, PG and Ph.D. Programmes

Items Statistics	Mean	Std. Deviation	Corrected Item-Total Correlation	ANOVA (Between groups: UG, PG, and Ph.D.)					Remarks ($F \geq 3.84$ at 0.05 level of significance)
				Sum of Squares	Df	Mean Square	F	Sig.	
Critical Thinking Improvement	4.0047	0.60934	0.524	.070	2	.035	.093	.911	Not significant
Improved Decision Making	4.0256	0.65249	0.554	.636	2	.318	.747	.474	Significant
Improved Participation	4.0835	0.59008	0.607	2.456	2	1.228	3.544	.029	Not significant

Cronbach's Alpha= 0.736, Scale Statistics (Mean= 12.1139, Variance= 2.249, SD= 1.499)

Table 2 shows that the calculated value of F of the level outcome of MIL training with attributes critical thinking improvement, improved decision making and improved participation is smaller than the tabulated value of F, i.e., 3.84 at 0.05 level of significance.

Therefore, null hypothesis (H_0) is accepted for these factors. It is concluded that there is no significant difference in the mean of perceived level of outcome of MIL training and does not differ significantly across the students of different programme (UG, PG, and Ph.D.).

Table 3: Outcome of MIL Training Response and Chi-square for UG, PG and Ph.D. Programmes

Variables	Rating	Programme				Chi-Square (df; C)
		UG N (%)	PG N (%)	Ph. D. N (%)	Total N (%)	
Critical Thinking Improvement	Extremely Insignificant	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0.721 (6; .994a)
	insignificant	25 (2.4)	13 (1.2)	7 (0.7)	45 (4.3)	
	Neutral	34 (3.2)	18 (1.7)	6 (0.6)	58 (5.5)	
	Significant	463 (43.9)	238 (22.6)	97 (9.2)	798 (75.7)	
	Extremely significant	90 (8.5)	45 (4.3)	18 (1.7)	153 (14.5)	
	Total	612 (58.1)	314 (29.8)	128 (12.1)	1054 (100.0)	

Variables	Rating	Programme				Chi-Square (df; C)
		UG N (%)	PG N (%)	Ph. D. N (%)	Total N (%)	
Improved Decision Making	Extremely Insignificant	1 (0.1)	0 (0.0)	1 (0.1)	2 (0.2)	7.375 (8; .497 ^{a,b})
	insignificant	30 (2.8)	16 (1.5)	5 (0.5)	51 (4.8)	
	Neutral	27 (2.6)	13 (1.2)	6 (0.6)	46 (4.4)	
	Significant	461 (43.7)	222 (21.1)	91 (8.6)	774 (73.4)	
	Extremely significant	93 (8.8)	63 (6.0)	25 (2.4)	181 (17.2)	
	Total	612 (58.1)	314 (29.8)	128 (12.1)	1054 (100.0)	
Improved Participation	Extremely Insignificant	0 (0.0)	0 (0.0)	1 (0.1)	1 (0.1)	21.688 (8; .006 ^{a,b,*})
	insignificant	19 (1.8)	14 (1.3)	1 (0.1)	34 (3.2)	
	Neutral	26 (2.5)	7 (0.7)	2 (0.2)	35 (3.3)	
	Significant	467 (44.3)	233 (22.1)	90 (8.5)	790 (75.0)	
	Extremely significant	100 (9.5)	60 (5.7)	34 (3.2)	194 (18.4)	
	Total	612 (58.1)	314 (29.8)	128 (12.1)	1054 (100.0)	

Results are based on nonempty rows and columns in each innermost subtable.

*. The Chi-square statistic is significant at the .05 level.

a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

b. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Outcome of MIL training response and chi-square for the programmes (UG, PG, and Ph.D.) is shown in Table 3. The results show that item group critical thinking responses- extremely significant (14.5%), significant (75.7%), neutral (5.5%), insignificant (4.3%), and extremely insignificant (0.0%). Here, maximum preference is for significant; item group improved decision making responses- extremely significant (17.2%), significant (73.4%), neutral (4.4%), insignificant (4.8%), and extremely insignificant (0.2%). Here, maximum preference is for significant; item group improved participation responses- extremely significant (18.4%), significant (75.0%), neutral (3.3%), insignificant (3.2%), and extremely insignificant (0.1%). Here, maximum preference is for significant; also, the chi-

square is significant at level more than 95%. Hence, there is an agreement regarding applicability of these variables of the study.

Table 4 shows that the calculated value of F of the level outcome of MIL training with attributes critical thinking improvement, improved decision making and improved participation is smaller than the tabulated value of F, i.e., 3.84 at 0.05 level of significance. Therefore, null hypothesis (H_0) is accepted for these factors. It is concluded that there is no significant difference in the mean of perceived level of outcome of MIL training and does not differ significantly across the institutions.

Table 4: Outcome of MIL Training Scale Statistics and ANOVA Across Institutions

Items Statistics	Mean	Std. Deviation	Corrected tem-Total Correlation	ANOVA (Between combined: IIT Delhi, IIT Roorkee, IIT Kanpur)					Remarks($F \geq 3.84$ at 0.05 level of significance)
				Sum of Squares	Df	Mean Square	F	Sig.	
Critical Thinking Improvement	4.0047	0.60934	0.524	.048	2	.024	.064	.938	Not Significant
Improved Decision Making	4.0256	0.65249	0.554	.090	2	.045	.106	.900	Not Significant
Improved Participation	4.0835	0.59008	0.607	1.629	2	.815	2.345	.096	Not Significant

Cronbach's Alpha= 0.736, Scale Statistics (Mean= 12.1139, Variance= 2.249, SD= 1.499)

Table 5: Outcome of MIL Training Response and Chi-square for Institutions

Variables	Rating	Institutions				Chi-Square (df; C)
		IIT Delhi N (%)	IIT Roorkee N (%)	IIT Kanpur N (%)	Total N (%)	
Critical Thinking Improvement	Extremely Insignificant	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0.401 (6; .999a)
	Insignificant	15 (1.4)	15 (1.4)	15 (1.4)	45 (4.3)	
	Neutral	17 (1.6)	19 (1.8)	22 (2.1)	58 (5.5)	
	Significant	250 (23.7)	259 (24.6)	289 (27.4)	798 (75.7)	
	Extremely significant	46 (4.4)	50 (4.7)	57 (5.4)	153 (14.5)	
	Total	328 (31.1)	343 (32.5)	383 (36.3)	1054 (100.0)	
Improved Decision Making	Extremely Insignificant	1 (0.1)	0 (0.0)	1 (0.1)	2 (0.2)	19.391 (8; .013a,*,c)
	Insignificant	17 (1.6)	18 (1.7)	16 (1.5)	51 (4.8)	
	Neutral	4 (0.4)	22 (2.1)	20 (1.9)	46 (4.4)	
	Significant	257 (24.4)	232 (22.0)	285 (27.0)	774 (73.4)	
	Extremely significant	49 (4.6)	71 (6.7)	61 (5.8)	181 (17.2)	
	Total	328 (31.1)	343 (32.5)	383 (36.3)	1054 (100.0)	
Improved Participation	Extremely Insignificant	1 (0.1)	0 (0.0)	0 (0.0)	1 (0.1)	33.131 (8; .000a,*,c)
	Insignificant	3 (0.3)	20 (1.9)	11 (1.0)	34 (3.2)	
	Neutral	3 (0.3)	10 (0.9)	22 (2.1)	35 (3.3)	
	Significant	263 (25.0)	239 (22.7)	288 (27.3)	790 (75.0)	
	Extremely significant	58 (5.5)	74 (7.0)	62 (5.9)	194 (18.4)	
	Total	328 (31.1)	343 (32.5)	383 (36.3)	1054 (100.0)	

Results are based on nonempty rows and columns in each innermost subtable.

*. The Chi-square statistic is significant at the 0.05 level.

a. More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

c. The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Outcome of MIL training response and chi-square for the institutions (IIT Delhi, Roorkee and Kanpur) is shown in Table 1.5. The results show that item group critical thinking responses- extremely significant (14.5%), significant (75.7%), neutral (5.5%), insignificant (4.3%), and extremely insignificant (0.0%). Here, maximum preference is for significant; item group improved decision making responses- extremely significant (17.2%), significant (73.4%), neutral (4.4%), insignificant (4.8%), and extremely insignificant (0.2%). Here, maximum preference is for significant; item group improved participation responses- extremely significant (18.4%), significant (75.0%), neutral (3.3%), insignificant (3.2%),

and extremely insignificant (0.1%). Here, maximum preference is for significant. Also, the chi-square is significant at level more than 95%. Hence, there is an agreement regarding applicability of these variables of the study.

Findings of the Study

From the study, the following findings have been derived:

- 24.10% respondents only have heard about MIL. 1.9% responded can't say and majority of the respondents, i.e., 74%, are not aware of MIL.

- 39.37% respondents denied that MIL has any concern with the subject of journalism. Majority 49.9% of the respondents were not in position to correlate the relevancy of MIL with subject of journalism. Hence, they responded can't say. Lack of MIL awareness is the big reason behind the vague ideas of subject correlation with the journalism.
- It has been found that association of MIL with the subject of Computer Science can't be justified critically by the respondent due to lack of MIL awareness. 31.5% respondents were of the opinion that MIL is correlated with the subject of Computer Science. In contrast to this response, 30.8% respondents denied the correlation with Computer Science. There is no big difference between the respondents' view. However, 38.43% respondents were not able to respond on MIL correlation with the subject of Computer Science.
- Finding of the study reveals that majority 47.15% respondents did not think that MIL is correlated with Library and Information Science and discarded the statement by responding no. 11.67% of the respondents were not able to give their view on MIL relevancy with the subject of Computer Science.
- It was revealed that 63.09% respondents were of the opinion that MIL is a combination of IT skills and insight of human being. 20.40% respondents didn't agree with the statement and responded no. 16.51% respondents were not sure that the MIL is a combination of IT skills and insight of human being so they responded can't say.
- Unsurprisingly, 100% respondents have never ever undergone a MIL training. It indicates that no awareness programme on MIL was organized in academics and its importance has still not been understood by the authorities as well as students.
- 67.36% respondents favoured MIL training for media creation and consumption that would support the students for better survival and thrive in the digital world. 22.30% respondents discarded the statement with the response no. 10.34% respondents were not in position to assess the MIL as an important component of modern academics.
- It has found that 25.90% respondents agreed that MIL is somehow limited to online safety only.
- 43.26% respondents responded no. However, 30.83% respondents were not clear on this issue and responded can't say. The results show that majority of the students do not think that MIL is only limited to online safety.
- Results show that only 2.85% respondents were able to create media messages of their own. 47.15% respondents were not able to create media messages. However, 50.00% respondents were not clear about creation of media messages. The results indicate that creation of media messages is limited to the media-literate person who can create the media messages on his own.
- 68.50% of the respondents responded that their library supports them in MIL-related problems; 18.69% responded no. However, 12.81% respondents were not clear on library support for MIL activities.
- 75.7% of the students are of the opinion that MIL training can improve the critical thinking of the students.
- 73.4% of the students say that MIL can improve the decision making of the students to evaluate the media messages.
- 75.0% students are of the opinion that MIL training can improve the students' participation better in the digital media democratic world.

Conclusion

In modern society media has an impact on students' education and day to day life. Awareness and training in accord with need empower students' critical thinking and problem solving skills which make them careful consumers and producers of the media messages. An information literate person must have the ability to locate, evaluate and use the information effectively as and when required. (ALA, 1989) The significance of being information and media literate is to engage in a digital society; one needs to be able to use, understand, inquire, create, communicate and think critically. It is important to have ability to effectively access, organize, analyze, evaluate, and create messages from variety of formats. The transformative nature of Media and Information Literacy includes creative work and creating new knowledge to publish

and collaborate responsibly requires ethical, cultural and social understanding. An attempt has been made to make the study more comprehensive with respect to awareness and impact of Media and Information Literacy (MIL) in general and particular in education for students who are future media citizens. Eventually, they will be the media teacher and trainers for future generation.

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