

Media Literacy Among Students In India

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ABSTRACT:-

The media industry is predicted to expand 17 percent in 2022 to \$25.2 billion, then recover to pre-pandemic levels by 2024, growing at an 11 percent CAGR to \$30.9 billion as per the Dec 2021 CII report on Indian Media and Entertainment sector. In India the average daily media intake is expected to be close to six hours by 2022. Despite India's media growth, media literacy has been a persistent yet under-addressed challenge. Some efforts have been noticed in NEP 2020, however at the level of education and training media literacy can only meet the minimum requirement. It is vital to note that more than 70% of the students are using the internet (**Forbes 2020**). There is an information bombardment. Younger ones may not be equipped to screen these critically and use selectively. Simply put, from an early age, children must be made media literate for their health and well-being, as well as their future engagement in our democracy's civic and economic life. This paper attempts to analyze the concept of media literacy, information literacy, types of literacies, usage, exposure of children, and interventions by governments.

Keywords: Digital Literacy, Media and Information Literacy, Education, UNESCO, Media Literacy, NEP 2020

INTRODUCTION:-

In today's times when media has become omnipresent in nature with everyone using diverse media like Television, Radio, Newspapers, Magazines, OTT platforms, digital media, social media, smart TV's, Mobile OTT devices etc. and communication tools at varied times, it would be appropriate to look at the Indian media landscape and the relevance of media literacy among students.

Today the Indian Media and Entertainment (M&E) industry is a booming sector for the economy and is coming up with meaningful and significant contributions. Proving its strength globally, the Indian M&E industry is on the threshold of a promising phase of growth, backed by increasing consumer demand and improving advertising proceeds. The industry has predominantly been driven by growing digitization and increased internet usage over the last 10 years. (**CII Dec 2021**).

Globally there is a growing need for media education to be included in the school

curriculum. On this front Australia has been the front runner with media education being made mandatory and part of schooling from kindergarten through twelfth grade (**Quin and McMahon, 2001**). Also, Asia and the Philippines has been the first country to incorporate media education into the formal school curriculum (**Kumar, 1999:245**). Many other countries have examined and evaluated the relevance and need for media education and are trying to integrate it into school curricular.

Ninan (2011) adds, —Twenty years after the economic liberalization process began in India the increased growth of advertising in the country has led to more media and greater media access for the average citizen, including those who cannot read. Yet, Ninan asserts that this growth has not led to a propositional focus on economic inequality, agricultural distress, or indeed an array of development loopholes such as school education and the quality.

The pervasive nature of the mass media in today's times, especially with the expansion of

the digital media, means that the young and vulnerable people are exposed to different types of media. **Strasburger et al. (2009)** note that today's youth spend anywhere from one-third to one-half of their waking hours with some form of media. Pre-teens and teens frequently are engaging in more than one media activity at a time; they are media multitasking.

Today, the Internet is the primary source of information, and its use is increasing in both urban and rural areas. Television, radio, newspapers, and magazines are no longer the exclusive sources of information. We now absorb massive amounts of data from a variety of media sources, including text messages, memes, viral videos, social media posts, video games, and commercials, to name a few. But all of these varied media have one thing in common: they were all established for a specific cause. While some of these reasons are amusing, the majority are alarming. The spread of fake news across political, ideological, economic, and social lines in the digital age is a major source of concern. Consumer awareness of the term "information" is critical. Media literacy is defined as the ability to recognize and comprehend the reasons behind the creation of a piece of media. Such literacy is especially important in India, which has 658 million active internet users, the second-largest after China. **(Johnson, J. 2022).**

However, it is vital to note that more than 70% of the students are using the internet **(Forbes 2020)**. Given that information bombardment now begins at a young age, it is vital to ensure that this vulnerable population absorbs mediated messages critically and deliberately. Simply put, from an early age, children must be media literate. Teachers, on the other hand, explain false news to pupils using particular instances in this constrained top-down method. This strategy has the benefit of being quick to deploy, but it ignores a bigger social issue of trusting incorrect information. Instead, central policymakers could construct horizontal curricula that affect changes in media use across society.

The **Ontario Association for Media Literacy (AML)** has developed eight fundamental concepts for media literacy that serve as a foundation for all media literacy programs. **(Jolls, Tessa. & Wilson, Carolyn. 2018).**

1) All forms of media are constructed.

2) The media creates reality.

3) In the media, audiences negotiate meaning.

4) The media has a business impact.

5) Media communications are ideological and value-based.

6) The media has social and political consequences.

7) In the media, form and content are inextricably linked.

8) Each medium has its own aesthetic.

Media is at core of the concept of media literacy as it is only the increased growth of media in the lives of people which has created the need for incorporation of media literacy education at various levels of the education system. Let's have a look at the Indian Media and entertainment sector today.

INDIAN MEDIA AND ENTERTAINMENT SECTOR:-

According to a recent EY-FICCI report, the Indian media and entertainment (M&E) business expanded by 16.4% to \$1.61 trillion (\$21.5 billion) in 2021. The industry is predicted to expand 17 percent in 2022 to \$25.2 billion, then recover to pre-pandemic levels by 2024, growing at an 11 percent CAGR to \$30.9 billion. Despite the fact that conventional media accounted for 68 percent of industry revenues, digital media increased significantly to become the second-largest segment. The development of digital infrastructure is likewise accelerating. According to the statistics, India has 795 million internet connections, 500 million smartphones, and 10 million connected TVs, in addition to 170 million active TV connections. In 2021, 390 million Indians played online games, consumed 150 billion streams of online music, 40 million Indian households paid for 80 million online video subscriptions, and 400 million subscribers consumed packaged material. By 2024/25, the number of displays is predicted to reach 1 billion.

India is one of the world's largest content providers and is quickly becoming the global content back office. In 2021, India generated 150,000 hours of TV content, 2,500 hours of premium OTT material, and 2,000 hours of movie content, with the help of more than 950 animation and VFX firms, 185,000 electronic artists, and 139 Institutions/Universities (Bapna, A. 2022). Before understanding digital literacy it is significant to understand what is literacy, how many types of literacies are there and how is COVID-19 impacted literacy in India and globally.

IMPACT OF COVID-19 ON LITERACY:-

The COVID-19 pandemic has wreaked havoc on education systems around the world, affecting approximately 1.6 billion students in over 200 nations. More than 94 percent of the world's student population has been affected by school, institution, and other learning facility closures (Chhetri, R. & Pokhrel, S. 2021). This has resulted in significant changes in every part of our life. Traditional educational techniques have been considerably disrupted by social alienation and restricting movement policies. Reopening schools once the restrictions have been lifted is another problem, since many new standard operating procedures have been implemented.

During the second week of March 2020, Bhutan announced the closure of schools and institutions, as well as a reduction in business hours (Kuensel, 2020). The entire nationwide lockdown began on August 1, 2020 (Palden, 2020). In the interim, people were allowed to roam around, offices reopened, schools and colleges reopened for some levels, and others continued with online classes. During the pandemic, e-learning tools were critical in assisting schools and universities in facilitating student learning during the shutdown of universities and schools (Subedi et al., 2020). Physically challenged students can also benefit from online learning because it allows them to participate in learning in a virtual environment with limited movement (Basilaia & Kvavadze, 2020). With the exposure of more and more internet and digital media, digital literacy and media literacy became a challenge specially for developing countries like India as the education

system was not well equipped for a sudden shift to online education. Right to education being the Fundamental Right of every child with the enforcement of the **Right to Education act (RTE)** on 10th April 2010 literacy has been recognised as the most important facet of a child's life. Let's understand the concept of literacy in general followed by various types of literacies and then introduction of the concept of Media Literacy.

LITERACY IN GENERAL:-

Literacy is defined by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) as the ability to recognize, understand, interpret, produce, communicate, and compute using printed and written materials in various circumstances. When a person is first introduced to the concept of literacy, it becomes clear that the definition of literacy has broadened beyond the capacity to write and read. The Indian government is currently on a literacy drive across the country. They are sending teachers to India's most remote areas in order to educate the people, regardless of their age or vocation. The educational program has made a daring stride forward, and the results are promising. Students and educated youth should get involved in the literacy effort that the Indian government has started. Classes might take place in a primary school or any other suitable location in the literacy movement's chosen area. (Ministry of Education, 2021).

NEP 2020 recognises the importance of various extensions of Literacy in the education process as Literacy isn't the mere ability to read and write but to give a child wings for exploration and learning across several dimensions like digital, critical, functional and professional literacies which are all close cousins of media literacy. Therefore it is important to understand various types of literacy before we delve deeper into understanding Media Literacy.

TYPES OF LITERACY:-

Literacy is the ability to think, read and write. Our school experiences, on the other hand, have a tendency to limit our concept of literacy. There are many different levels of literacy, all of which

aid in navigating life and fully participating in a democratic society. There are 13 types of literacy (**Lynch, Matthew. 2019**):

- **Digital Literacy:** It includes a diverse set of abilities, all of which are required to flourish in an increasingly digital society. As print media fades, the capacity to grasp information acquired on the internet becomes increasingly crucial. Students that are digitally illiterate may soon find themselves in trouble.
- **Media Literacy:** According to the National Association for Media Literacy Education, media literacy is the ability to use all kinds of communication to access, analyze, evaluate, create, and act. Understanding underlying messages in web advertisements, making viral video content, and detecting native advertising are all examples of media literacy.
- **Recreational Literacy:** Independent activities that foster positive attitudes, interests, and reading habits.
- **Critical Literacy:** Is a set of attitudes and abilities that promote creative teaching, critical thinking, and active learning. Instead of skimming the surface of what they read, critical literacy encourages pupils to think critically about what they read.
- **Balanced Literacy:** A reading curriculum that provides differentiated reading teaching through the use of multiple different reading strategies.
- **Developmental Literacy:** A type of literacy training that takes into account a child's developmental stage. It basically offers developmentally appropriate literacy teaching.
- **Functional Literacy:** The literacy skills needed to successfully traverse society.
- **Content Literacy:** The use of literacy in specific disciplines such as math or science.
- **Early Literacy:** Before learning to read and write a child's knowledge of communication, reading, and writing.
- **Multicultural Literacy:** Understanding and appreciating the similarities and variations in customs, values, and beliefs.
- **Civic Literacy:** Knowledge of how to actively participate in the local community and society and influence change.

- **Disciplinary Literacy:** The treatment by experts in various disciplines of students' reading, writing, and critical thinking abilities specific to the different disciplines.

- **Information Literacy:** A transformative process in which the learner must find, interpret, evaluate, and use information in multiple formats for their own personal advantage. This could be for personal, social, or global reasons.

This brings the need to understand Media Literacy which provides tools to help people develop receptive media capability, which allows them to critically analyse messages, as well as opportunities for learners to broaden their media experience and develop generative media capability, which allows them to improve their creative skills in creating their own media messages.

MEDIA LITERACY:-

Our children live in a world where powerful media is available at all times. Over the last decade, the amount of time children and teens spend with media has increased dramatically. According to recent research, children aged 8 to 18 spend an average of 7 hours and 38 minutes every day outside of school with entertainment media. (**Lauricella, 2015**).

When used correctly, the media can both entertain and educate our children. However, because most children are not taught to use media responsibly, many media messages contribute to public health issues like obesity, bullying and violence, low self-esteem, melancholy, negative body image, unsafe sexual behavior, and substance addiction, among others (**Lauricella, 2015**). An important 21st century skill is media literacy education, which educates students to apply critical thinking to media messages and to use media to produce their own messages. Media literacy is essential for children's health and well-being, as well as their future engagement in our democracy's civic and economic life. Media literacy helps in decoding the messages from the media (including the systems in which they exist) (**Dorr, A. 2001**). It also helps in examining the impact of those messages on your ideas, feelings, and actions. It creates media with care and consideration.

Davies (1996), defined media literacy as the accessing skills, analysis, communicates and evaluates messages received through digital media. It is the need of enhancing technical skills to understand the meanings behind the media and to develop the understanding of various contents available on media. Media literacy, according to **Kubey (2004)**, entails critical analysis of media messages, evaluation of sources of information for bias and credibility, increased awareness of how media messages influence people's beliefs, attitudes, and behaviours, and the creation of messages using various forms of media. The National Association for Media Literacy Education's website also characterises the roles of media literacy in this way.

According to the **Centre for Media Literacy, United Nations Alliance of Civilizations (UNAOC)**, the following five key ideas are essential to media literacy:

- All messages in the media are social constructs (i.e., constructed by somebody and never able to reflect reality entirely).
- People that create media messages use rules-based creative languages (i.e., creative components such as words, music, movement, camera angle, and others are utilized to develop a media message in different formats such as a magazine cover, advertisement, etc.).
- Varied people have different reactions to the same media message.
- Media message producers have their own ideals and points of view.
- Media messages are created with a certain goal in mind, usually profit and/or power.

SCENARIO AND CURRENT STATUS OF MEDIA LITERACY:-

Since 1960, when MIL was as known as Media Literacy the focus has been on training various parts of the public (children, young people, and adults) to consume mediated information critically and deliberately in both formal and informal settings (**Ciurel, 2016; Goodman, 2003**). In 1972, the notion of media literacy shifted to educating and enlightening persons as

a "defence effort," with the goal of protecting children and young people from the risks posed by the media, as well as encouraging them to reject and overcome "false" messages and "wrong" values. Grunwald's declaration, issued in early 1982, emphasized the necessity for governmental and educational systems to encourage critical comprehension of "communication phenomena" among individuals from school to university.

In India, print media journalism dominated the pre-independence period. Electronic and digital media began to gradually take over the market. Some forms of media are on their way out. Media training and education gradually but progressively became a necessity. This new period of communication and globalization is thought to have brought about fresh ramifications for mass communication and journalism education. Media literacy aids citizens in the development of critical thinking abilities. **Buckingham (2017)** stated that to build media literacy among young, it is necessary to develop a level of competence that is dependent on three factors: cognitive level, emotional level, and overall social development. In India, online schooling is becoming increasingly popular. Many changes have been made in the education system since the **New Education Policy (NEP)** was implemented in 2020, including online education; however a new set of laws comes with many negatives.

According to **UNESCO**, 1.37 billion students in 138 countries have been affected by the closure of schools and colleges since the outbreak of COVID-19 began. Approximately 60.2 million school teachers and university lecturers are no longer employed. This new media promises on-demand access to content at any time or on any digital platform, yet this proves difficult for both administrators and students. Today's digital media is a hybrid of traditional learning methods such as books and notebooks, as well as digital applications such as eBooks and pdfs. So far, the twenty-first century has been a period of fast development. Many countries are gradually transitioning from industrial to knowledge societies, with considerable societal changes accompanying this transition. To cope with the shifting social and technological contexts in this

new century, people require atypical abilities and skills. A new literacy campaign, led by **UNESCO**, has been started to promote media and information literacy (**MIL**). The movement's goal is to unite the domains of information literacy and media literacy as a single set of skills required for today's life and work (**UNESCO, 2012**). However, an imprecise perception of these two fields' limits and regions makes cooperation difficult. Professionals in both professions appear to agree. Professionals in both professions appear to lack a thorough understanding of one another and have failed to find common ground. As a result, they have not been successfully combined. (**Badke, 2009**).

A recent study focused on the US and India found that a lack of attention to digital media literacy in education policies is a key factor in the proliferation of online disinformation (**Chandana, S. 2022**). Policymakers around the world are concerned about social media's ability to optimise and speed up the transmission of misinformation, as well as its negative effects for democracy. Misinformation transmitted through social media applications has been connected to persistent social polarization, the growth of authoritarianism, vaccine hesitancy, and real-life violence (49 percent of the global population are active users). (**Chandana, S. 2022**). As a result, preserving democratic values necessitates taking steps to curb and control the spread of misinformation on social media platforms.

Regulating social media networks like Facebook and Twitter is the more favored method among governments. However, such interventions are laden with political consequences, as citizens in most liberal democratic systems are wary of government interference in their right to free speech. Another technique is the platform's self-regulation, which allows for rapid and large-scale modifications. However, because engagement is a major source of money for these platforms, they have an incentive to manipulate their algorithms in order to promote emotionally charged falsehoods. Furthermore, research reveals that measures to label misinformation have just a minor impact on the likelihood of consuming and sharing erroneous information.

The National Education Policy 2022 of the Indian government is a squandered opportunity to include media literacy in the curriculum. The policy prioritizes 'higher-order' cognitive abilities like critical thinking and problem-solving, as well as social, ethical, and emotional talents and dispositions." However, the term "digital literacy" is only referenced once in the document, and social media literacy is completely ignored. Because social media is the primary source of pupils' literacy, this is a significant gap. Students should be taught social media literacy, which involves applying critical thinking to the information they are bombarded with on a regular basis via social media.

There are different initiatives and interventions taken by the government of India, UNESCO, CBSE and NCERT in the sphere of digital media literacy and awareness among students and otherwise as well.

WHAT IS MEDIA EDUCATION?

The process of teaching and learning about the media is known as media education (Buckingham, 2003). The term "media education" can be defined in a variety of ways. "Media education is the activity by which people become media literate—able to critically study and grasp the nature, tactics, and impacts of media messages and productions," according to the Media Literacy Week (2010, p.1). (1) Media manufactures; (2) Audiences conclude the meaning of media messages; (3) Media have commercial connotations; (4) Ideological messages strengthen all media are some of the key themes provided by Canadian media educators.

In the United Kingdom, media literacy is defined as "the ability to access, comprehend, and generate communications in a range of contexts" by Ofcom (2010a, p.1). According to the National Association for Media Literacy Education (NAMLE, 2010), media literacy in the United States is defined as a set of communication skills that include the ability to access, analyze, evaluate, and transmit information in various forms.

'Media Education is an endeavor to make media users critically aware of the impact of media on their life, in order to enable them to become creative users of the media,' according to Jacob Srampickal and Leela Joseph, (2002). It can be defined as an educational process in which people become aware of how various media influence their thinking, alter their value system, and transform society. As a result, they become critical and discriminating media consumers, capable of demanding high-quality programming and even producing their own. As a result, they can intelligently respond to media productions and manipulations.'

Advocates for media education in India have attempted to combine the aforementioned definitions. Media literacy is defined in India as a life skill that allows young people to critically understand, analyze, use, and impact media.

NEED FOR MEDIA LITERACY AMONG STUDENTS

Today's educational system faces a major difficulty in teaching children and young how to access and apply the various forms of writing and thinking that lead to judgments that influence them at work, at home, in politics, and in economics. Children and teenagers nowadays spend a lot of time on new sorts of media in addition to traditional media such as television (Bergsma, LJ 2008 & Oxstrand, B. 2009). As a result, adolescent concerns are growing in this area. There is an impact of the media on violence, violent behaviours, and crimes (Huesmann, LR. 2006 & Felson, RB. 1996), sexual relationships (Pinkleton, B. 2012), educational performance (Schmidt, ME. 2008), body image (Yamamiya, Y. 2005), diet, the rising prevalence of obesity, and sedentary behavior (Higgins, W. 2012), drug abuse and smoking (Primack, BA. 2006), alcohol abuse (Austin E (Ulas, AH. 2012).

Today's child is raised in a multimedia environment. He does not rely solely on traditional forms of mass media for his information, since he checks his emails, receives current news from Facebook, and logs onto the World Wide Web to check the day's news. As a result, before he leaves his room, he is aware of what is going on in his immediate environment as well as the rest of the globe. This is in contrast

to the traditional system, in which one relied on the newspaper in the morning, the radio and television at night to acquire relevant news about his immediate area as well as foreign matters. 'The media and communication technology have become a location for today's young - sometimes the only place that speaks about and to them,' argues Morduchowicz (2008). He claims that understanding how the media portrays reality and informs us about what is going on can help individuals participate, act, and make better judgments. As a result, he believes that today's schools face a difficulty in recognizing how knowledge is disseminated and circulated in new ways. 'If we agree that young people construct their cultural capital outside the classroom, even in relatively autonomous situations, school can no longer be considered as the only valid place to transfer pre-established symbolic baggage,' Garcia Canclini (2006) believes.

MEDIA AND INFORMATION LITERACY:-

The process of equipping people to effectively seek, assess, use, and produce information in order to fulfill their personal, social, occupational, and educational goals is known as media and information literacy. The current global concept of media and information literacy is founded on the assumption that its primary function is to offer access to information and knowledge while also promoting free, independent, and pluralistic mediated social environments: "Media Information literacy acknowledges the central importance of information and media in our daily lives. It is at the heart of freedom of expression and information because it allows citizens to express themselves to comprehend the functions of the media and other sources of information, and to critically assess them as users and producers of information and media content, and to make educated decisions". (UNESCO, 2020).

Traditionally, media literacy and information literacy have been recognized as independent disciplines of study, but at this time, they are frequently integrated into a broad field with some similar objectives and competencies that are essential for people's daily lives, job, and

studies. As a result, the variety of challenges that are arising in this subject is rather broad, and they involve our everyday access to information, as well as our ability to critically assess, actively contribute, and use information in both online and offline communication formats. This group of challenges is accompanied by a far broader variety of issues, including ethical, socio cultural, political, commercial, intercultural, moral, interethnic, interreligious, and other critical dimensions of information availability and use in modern society. (Silverblatt, 2016).

INTERVENTIONS BY GOI, UNESCO AND OTHERS:-

- **UNESCO:**

There are two components to the MIL Policy and Strategy Guidelines resource. Part 1 is the MIL Policy Brief, which is intended for policymakers and can be used as a summary of the paper. Part 2 is broken out into multiple chapters and suggests:

- 1) how to use MIL as a development instrument;
- 2) conceptual frameworks for MIL policies and strategies; and
- 3) model MIL policies and strategies that countries around the world can use.

UNESCO and partners have developed a complete MIL Toolkit. This toolkit includes the curriculum of MIL for the instructors and teachers which is available on the website, the assessment framework of MIL, guidelines for the promoters to host user generated content, digital multimedia MIL teaching resource tool. Following strategies and policies are identified and presented by UNESCO for media and information literacy (UNESCO Digital Library, 2011):

- **Formal Education:**

The teachers, trainers, instructors and educators of primary and secondary schools, librarians, should be trained to develop the curriculum and guidelines for Media and Information Literacy. New courses for training should be developed. (UNESCO Digital Library).

- **Non-Formal Education:**

To create civic media and information groups, such as viewer and listener associations, media watch groups, library cadets, and media and information clubs in schools should be crafted like Internet and library organizations. Media and Information Literacy among the professionals like health professionals, households, parents etc should be generated. (UNESCO Digital Library).

- Promotion of Media and Information Literacy and user generated content, adapt and frame guidelines for broadcast and print media. (UNESCO Digital Library).

- Government Ministries and other organizations: The training programs and workshops for policy makers and decision framers. (UNESCO Digital Library).

- The media and information literacy strategies should be aligned with other related strategies. (UNESCO Digital Library).

- **NCERT:**

Many steps have been launched by CIET and NCERT to popularize the notion of media literacy. Mass Media Studies course in Class XI, and initiated work on Class XII.

The National Council of Educational Research and Training (NCERT) has included mass media and communication in its textbooks for class VII pupils, which examines how the media sets the agenda and how the market has become important to its functioning. Case studies to help students comprehend the principles and exercises to critically assess newspaper reporting are included in the section on how the media sets the agenda. Another NCERT textbook, Abhivyakti aur Madhyam, which was introduced at the senior secondary level, is about media writing, according to her. She adds that a video series on "why media literacy" is in the works to help schools and policymakers understand the notion. (NCERT, Annual Report 2009-10).

3 Days training programs have been organized by CIET and NCERT to give training to teachers, educators and instructors on Media Studies. (NCERT, Annual Report 2009-10).

- **CBSE:**

The Central Board of Secondary Education has partnered with Facebook to run the Digital

Safety and Online Well-Being and Augmented Reality curriculum with collaboration on Facebook for the students of secondary school. This collaboration is led by Facebook for Education, a global program by Facebook that aims to prepare students for the future of work while also providing a safe online learning environment.

Initiatives in schools to conduct workshops and seminars to make students digitally literate and media educated as well. (Srenger, M. 2018).

- Internews, in collaboration with BBC News World Service and DataLEADS, has organized a combined media literacy project for students in grades 9-12 in 2021. (Internews, 2021).

OBSERVATIONS:-

- People are spending more time and money on social media. It shows that the medium is growing day by day. It is important to understand why this phenomenon has overwhelmed the other medium of information.
- The goal of media literacy education is to teach youngsters about various media sources, topics, and how to interpret and analyze messages. With billions of bytes of data streaming in from all directions on the world wide web, it is vital to authenticate the content and the origin of media messages to establish media literacy.
- It is being observed that youth spend more than two hours per day on the internet. As internet penetration and high-speed broadbands improve, time spent on the internet is likely to increase as users and online content availability expand.
- To educate Indian youth and students precisely on media literacy, the government should sponsor workshops and training programmes at the school and college levels, supplemented with online consumer awareness campaigns.
- Four PhD dissertations and a number of other papers have been written about media literacy in India. Moving from media literacy to "digital literacy" is currently being attempted, however the emphasis remains on skill acquisition rather than critical thinking.

- Critical media literacy, as an optimistic idea in such a convergence culture, reduces the reader-text conflict. Critical media literacy as a teaching technique is used in media education to further this process. This type of instruction does not make students cynical about media; rather, it raises knowledge of how media works to produce meaning.

- Media education should teach students to recognise a variety of pleasures in reading media texts while taking into account the socioeconomic context of any ideological or aesthetical criticisms.

- In India, the government and other institutional bodies like CBSE, NCERT, UGC, AICTE need to pay emphasis on media literacy and make it a significant part of curriculum.

CONCLUSION:-

The necessity for people to obtain news and information, as well as amusement and socialization, led to the creation of mass media. The media, on the other hand, does not always reflect reality, and its content is not always thorough, accurate, or neutral. Because government laws and regulations, as well as changing media content, are ineffective strategies for monitoring media consumption, and because reducing adolescent exposure to the media is not always practical, parents are concerned about their children's media use, because children use the media mostly at home. As a result, when directing children's media consumption, parents' roles as well as their perceptions should be considered. The Government of India is in a critical stage regarding the media literacy of the students, and needs to frame strategies, policies, and framework to educate students from the primary level. Training to teachers, educators and professionals should also be imparted so that they can cultivate the same in the students.

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