MEDIA LITERACY AMONG UNDER GRADUATE STUDENTS OF ARTS AND SCIENCE DISCIPLINE AT PACHHUNGA UNIVERSITY COLLEGE (PUC), AIZAWL

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PHILOSOPHY

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CERTIFICATE

This is to certify that **Lalduhzuali,** M.Phil. Scholar of the Department of Library and Information Science, Mizoram University has written her dissertation entitled **"Media Literacy Among Under Graduate Students of Arts and Science Discipline at Pachhunga University College (PUC), Aizawl"** under my supervision. To the best of my knowledge and belief, the work embodies her original investigation and findings and has not published anywhere. I consider it worthy for the Degree of Master of Philosophy (M.Phil.) in Library and Information Science of the Mizoram University.

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I, **Lalduhzuali,** hereby declare that the subject matter of this dissertation is the record of work done by me, that the contents of this dissertation did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the dissertation has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the degree of Master of Philosophy in the Department of Library and Information Science.

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CHAPTER 1
INTRODUCTION

1.1   INTRODUCTION

Information is the primary source of knowledge, wisdom, aptitude, and skill acquisition in 21st-century modern culture. The world has changed as a result of innovation and advancement in information and communication technology, which has enabled individuals to access information from anywhere and at any time. All actions in an ICT society are managed and guided by computer technology, whether they be in education, government, farming, industries, or personal matters. Following that, persons must be literate, abilities, and students must be able to acquire and know critical thinking skills as well as other information literacy skills such as how to access information.

Information literacy has emerged as one of the most important skills in the modern society; various definitions have been developed by library professionals, associations, and organizations. According to the American Library Association (1989), Information literacy is a set of abilities that require individuals to be able to recognize when information is needed and can locate, evaluate, and use the information effectively. CLIP (2013) defined Information Literacy 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". 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.

1.2 SIGNIFICANCE AND SCOPE OF THE STUDY

In today's information world, media literacy is a critical component of education. 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. 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. In the same way, conducting research and educating students on media literacy skills is becoming increasingly crucial in today's culture.

The present study looked into "*Media Literacy among Undergraduate Students of Arts and Science Disciplines at Pchhunga University College (PUC) in Aizawl*." Students from Pachhunga University College were polled regarding their media literacy abilities, strategies, impact, and awareness for this study. In PUC, there are 4 disciplines in undergraduate course (Arts, Science, Commerce, and BBA). The present study will be focus on the students who belong to the Arts and Science disciplines (5 department from Arts and 5 departments form Science) of undergraduate students which are given in the following **Table 1.1**

Table 1.1 Lists of Faculty and Students in Arts and Science Disciplines

ARTS STREAM							
Sl. No	Name of Department	No. of faculty	No of Students			Total	Selected Students
			1 & 11	111 & 1V	V & VI		
1.	Department of Education	5 + 1 (Faculty + Guest)	52	55	23	130	10
2.	Department of Economics	5 Faculty	50	41	42	133	10
3.	Department of English	7 +3 (Faculty+ Guest)	48	39	37	124	10
4.	Department of Geography	5 Faculty & 2 Non-teaching	54	43	31	128	10

5.	Department of History	5 Faculty	48	45	39	132	10
Total Number of Students						**647**	**50**
SCIENCE STREAM							
6.	Department of Biotechnology	5 Faculty	24	18	12	54	10
7.	Department of Chemistry	7 Faculty	33	29	22	84	10
8.	Department of Botany	7 Faculty	38	34	34	106	10
9.	Department of Environmental Science	6 Faculty	33	32	32	97	10
10.	Department of Geology	6 Faculty	39	29	29	97	10
Total Number of Students						**438**	**50**

Source: PUC Website, MZU Annual Report and PUC/MZU Magazine (2020-2021)

& Enrolment of Students in Even Semester 2021, PUC

1.3 REVIEW OF LITERATURE

A review of relevant literature is a crucial part of any research project. A review of related literature can help a researcher get a thorough understanding of a topic. It helps to organise theoretical information about the subject. It also contains a primer on basic interpretation and analytical techniques. It also broadens and deepens the scope of the topic under examination. The following are some of the literatures which has been consulted in farming the proposal:

Sandra and *et.al* **(2019)** in their article " Media and Information literacy: a measurement instrument for adolescents" mention that media and information literacy is the process of empowering people to seek, evaluate, use and create information to achieve personal, social occupational, and educational goals. In their paper study the dimensions and categories of an instrument and analyse media and information literacy levels in adolescent's people. So, their study is based on four dimensions and conducted a test in which the reliability and validity of this instrument. They conclude that the instrument has acceptable reliability and validity and can be partially used for accessing the media and information literacy of adolescents in different cultural contexts.

Rasi, Vuojarvi & Ruokama (2019) in their study "Media Literacy Education for All Ages". These articles focus on the approaches of media literacy instruction and the competencies that children, adolescents, adults, and the elderly require. This research also examines the current condition of media literacy for various age groups, as well as existing and future needs. They emphasise the importance of continuing development, particularly in the area of media literacy instruction for older persons. Building age-friendly media literacy instruction that fulfils the requirements of individuals of all ages.

Omar (2019) believe that media literacy has changed the concept of literacy from knowing how to read and write into knowing how to read and write and use media for analysing and responding to message and information. This study focused on the importance and use of media literacy in education. He suggested that teachers use media literacy in education to integrate language instruction and to enhances students learning and strengthen teachers' methods of teaching. However, media is an important component of our lives, including education. Media may be used to entertain children as well as provide them with information.

Evelien and Theresa (2019) in their paper entitled innovative approach for evaluating the effectiveness of media literacy inquiry is needed in the twenty-first century. They stated that the ability to access, analyse, evaluate, and produce media messages is critical to becoming a well-informed and involved citizen throughout one's life. People of all ages can obtain greater understanding, capacities, and motivation to interact actively and at more sophisticated levels with information in all formats and extend their developing coffers of knowledge through media literacy education as a critical inquiry, according to their findings.

Durak & Saritapeci (2019) studied the increasing problems of internet usage among high school students and find out that three important order of the variables as social media such as usage status, social media usage purposes, and new media literacy.

Boruah (2019) in his study, analyze and evaluates different dimensions of the critical relationship among media, culture, and society. he also highlights the

significance of critical media literacy in the media education curriculum. Teaching-learning techniques among Assamese postgraduate students are increasingly centred on understanding media as a medium, with students learning how to create media contexts, analyse, and evaluate media content.

Brahramain, Esmat & Amidi (2018) studied the effect of educational intervention on media literacy among high school students of females. They conducted a test on 100 female students from high school named intervention and control group they found out before coming intervention media literacy rate is similar in both groups.

Monika, Likha, and Septyanto (2018) study "The importance of social media literacy for students in globalization age". They looked into how young people may be trained to be more discerning when dealing with a flood of information, particularly knowledge on globalisation, through online/social media literacy. They concluded that young people who are media literate can become more aware of the impact of social media and global information as a result of globalisation.

Monica and Patrick (2018) in their research paper "The Promises, Challenges, and Futures of Media Literacy". They define media literacy as a set of critical thinking skills and divide media literacy programmes into five categories: juvenile protection, teacher training and curricular resources, parental support, policy initiatives, and evidence-based construction. They discovered that while media literacy initiatives can provide some results, they can also have no effect on specific items or even lead to dangerous levels of overconfidence. As a result, evaluating and improving media literacy programmes is an ongoing task. They feel that as a result of these issues, we should make some recommendations for future research in the field.

Bahadir and Cahit (2017) in their article "Development of Media Literacy Skills Scale" aim to develop a reliable and valid scale to identify the levels of media users and media literacy skills. In their study, the scale development process was carried out in nine steps, and after conducting analysis their found out that media literacy skills which consist of 45 items gathered under the four main factors of

'access, analyse, evaluate and communicate' is a reliable and valid measurement instrument.

Katharina and Thomas (2017) in their study "The impact of media literacy on children's learning from films and hypermedia". The researcher investigates the impact of media literacy on learning and education. He investigates how children obtain information and understanding through educational films and hypermedia, as well as how they use media. He discovered that learning media, such as movies, may provide youngsters with a wealth of information and knowledge.

Lesley (2017) conducted a research study on sexualized media and critical media literacy and a review of education curriculum in the Australia and United States. His finding revealed that the lack of education in media and children are adopting negative sexualized attitudes, beliefs, and behaviours in the media.

Austin & Pinkleton (2016) studied the effect and importance of media literacy in young people thinking skills. According to their study, it has strong potential and they also suggested that to conduct more media literacy training programs to the specific needs of the members.

Gretter & Yadav (2016) studied developing 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 people.

Zhang & Zhi (2016) examine the digital media literacy of primary school students of 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. Digital media literacy has a great impact and influence on the students.

Peek & Beresin (2015) conducted a study on 'How Reality Television Can Affect Youth and How a Media Literacy Curriculum Can Help'. They argued that Some television shows and media images were harmful to youth and adolescents. They also advised creating a media literacy curriculum for local citizens, educators, and health professionals, including counselling and media literacy skills.

Thomas Pfeffer (2015) in his paper "Academic media literacy and the role of universities". He argues that universities should help their students to achieve the highest levels of literacy. In this sense, academic literacy comprises all skills necessary to competently read and write academic texts. Comparing different information and communication technologies from a historic perspective, it becomes obvious that digital media create new media formats and academic genres. Therefore, Academic media literacy could be interpreted as the competence to critically use and produce new types of academic artefacts. He concludes that to be able to teach and train these skills, universities have to become more aware of the requirements of scholarly media use and media production.

Mohamed and Hossein (2015) in their paper entitled "Impact of media literacy education on knowledge and behavioural intention of adolescents in dealing with media messages according to stages of change" Discuss the impact of the media on adolescent health behaviour. The effects of a media literacy training programme on knowledge and behaviour intention among female students are assessed by the researcher. They discovered that structured education programmes are effective in improving adolescents' knowledge and behaviour intentions.

Ergun (2015) in his article on "The Importance of Media Literacy Education in the Process of Teacher Training in Higher Education". He mentioned the impact of media literacy on society, citizens, and children are both positive and bad. Teachers play a critical part in the process of media literacy education for youngsters. As a result, media literacy training for teachers in higher education is becoming increasingly important in pre-services.

Marina (2014) in a study of "Development of media literacy: an important aspect of modern education". In every culture, research the role of media and the evolution of media literacy. Digital literacy is widely employed in classrooms, curriculum, tools, and various media applications that can be applied in learning programmes and relevant activities, according to the study. The researcher concludes the study by incorporating media literacy into school curricula, thereby transforming society into a media culture that allows children and young people to become

autonomous, active agents who can choose their learning environment and build their knowledge base in the future.

Hans (2013) in his study entitled "Media Literacy Education from Kindergarten to College: A Comparison of How Media Literacy Is Addressed across the Educational System" investigated media literacy education at all levels of the educational framework, taking into account staff perceptions of understudy media education abilities, the extent to which media education is addressed in class, and the extent to which employees consider media proficiency training to be important. According to the findings, regardless of whether the assessment and strategy focus on media proficiency at the K-12 level, teachers expressed a preference for media proficiency abilities more frequently in advanced education. The findings also suggested that preparation and experience, rather than young or advanced nativity, are the factors that contribute to a desire to teach about it.

Brown (2006) remarked in the topic "Media Literacy Perspectives' the researcher point out that media literacy involves cognitive processes used in critical thinking and mention that media training should be conducted in among teacher, administrators as well as parents and children they should understand the importance of media literacy. The principle of media concepts and goals and procedures are best suited to the educational and cultural cortex and their purposes.

Livingstone (2004) in her paper "Media literacy and the challenge of new information and communication technologies" addresses three central questions currently facing the public, policymakers, and academics. First studying the definition of media literacy then examines the four components model for its applicability to the internet. The researcher identifies new some outstanding issues for new media literacy crucial to any policy of promoting media literacy among the population.

Schwarz (2001) highlighted the role of media literacy in teacher education. He believes that media literacy is important in education since it connects the school, students, and teachers. He also noted that media literacy provides new opportunities for future teachers to reach out and work for school reform. He also mentions that

media literacy allows a teacher to communicate their thoughts and experiences to the public in a variety of media, allowing them to improve their professional skills.

1.4 RESEARCH GAP

In modern society, media literacy has become a prominent subject of study. 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. This research will be the first of its kind in no time of the prominent area of research. This study will be attempted to fulfil the research gap of the proposed area of study.

1.5 STATEMENT OF THE PROBLEM

Information is necessary for the development of society and individuals can access, retrieve, disseminate, and practise a vast amount of information in libraries and information centres. Information transforms a man's personality from ordinary to outstanding. However, as technology advances, the methods for retrieving and accessing information have changed considerably. the media play an important role in communicating with the general public. One of the most famous subjects that have developed into its field of study and inquiry is media literacy.

The present study entitled "Media Literacy among Under Graduate Students of Arts and Science Disciplines at Pachhunga University College (PUC), Aizawl" is required to investigate the reasons for adopting or neglecting the culture of media literacy among the student of undergraduate students in PUC. The study focuses on and emphasises students' perceptions of the importance of media literacy in knowledge acquisition. The study will emphasise the importance of using media as a tool for the growth and improvement of literacy among PUC students. The research will be the first of its kind in Mizoram to look into undergraduate students' media literacy.

1.6 OBJECTIVES OF THE STUDY

To accomplish the study, the objectives are to:

1) Understand the use and application of media literacy among the undergraduate students of PUC, Aizawl;

2) Study the student perception about media literacy for the academic and personal development;

3) Study about the satisfaction of the students in seeking information from various types of media available to them; and

4) Find out the strategies adopted and the mechanism to be designed to encounter the problems in seeking media literacy.

1.7 RESEARCH METHODOLOGY

Research methodology is a systematic mechanism to adopt the technique and tools in solving the research problem. It helps the researcher in finding out the probable answer to the strategic research problem. Numerous methods are available for the researcher to carry out its research activity but he/she need to choose an appropriate methodology so that it can accomplish the research within a definite time frame.

The main purpose of the present study is to study media literacy among undergraduate students of Arts and Science disciplines. The proposed study is descriptive.

The present study is carried out with the following method.

1. **Data Sources**

The present study is undertaken by surveying the students and the primary data is collected through a questionnaire method that are given in Appendix I and II. There are 20 departments in PUC (11 Arts and 9 Science). From both, the discipline ten (10) students have been randomly selecting to answer the questionnaires.

2. **Sampling**

The random (purposive) sampling method has been used for collecting required information data. The sample selected students are from Arts and science discipline. Altogether there are 20 departments (11 Arts and 9 Science departments)

in PUC, 5 departments were from the Arts discipline, and five (5) from science discipline were selected for the study. From both, the discipline ten (10) students have been randomly selecting to answer the questionnaires. Therefore, 100 questionnaires were distributed to the selected students.

3. Data Analysis and Interpretation

For this study, the questionnaire was created based on the objectives and delivered to the selected departments of Arts and Science. A total of 100 questionnaires were circulated, with 10 copies provided to each department. The data analysis and interpretation were based on the objective of the study. The primary data collected were analysed and interpreted with the help of Microsoft Excel 2010 and SPSS software package.

1.8 CHAPTERISATION

The Characterisation of the present study are as follows:

Chapter 1: Introduction the overview of Media Literacy, significance and scope of the study, review of the literature. Statement of the problem, objectives of the study, and methodology adopted

Chapter 2: Media Literacy and Librarianship, study information literacy and media literacy and also deals with various media which are available in Mizoram.

Chapter 3: Pachhunga University College: An Overview, study from the history of growth and development of PUC and also study PUC library services and functions respectively.

Chapter 4: Data Analysis and Interpretation, the research data are analysed and interpreted from the data revived.

Chapter 5: Finding's Conclusion and Suggestion, from the analysis of data findings, conclusions and suggestions are given respectively.

1.9 CONCLUSION

Media literacy is important because of the beneficial and bad effects of media on young adults and children, media literacy is critical. Understanding the impact of media on our society and knowing how to critically analyse various media platforms and tactics for obtaining new knowledge and learning in the information age is what it means to be a media literate person in the new twenty-first century.

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2.1   INTRODUCTION

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 comprehending and communicating ideas through numerous media formats such as radio, television, newspapers, magazines, websites, and social media etc. The United Nations Educational, Scientific and Cultural Organisation defined literacy as Literacy is defined as the ability to recognise, comprehend, interpret, produce, communicate, and compute utilising printed and written materials in a variety of circumstances. 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, literacy 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. Literacy has a critical role in social practice and relationships, as well as knowledge, language, and culture.

2.2 INFORMATION LITERACY

People must master critical thinking skills and information gathering procedures 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.

2.2.1 DEFINITION OF INFORMATION LITERACY

Association of College and Research Libraries (2015) defined "information literacy as the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued and the use of information in creating new knowledge and participating ethically in communities of learning."

According to American Library Association, "Information literacy is a set of abilities requiring individuals to recognise when information is needed and can locate, evaluate, and use effectively the needed information." This definition has been commonly cited and adopted by those researching the field of Library and Information Science.

CILIP (2004) also defined "Information Literacy as knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner."

2.3 TYPES OF INFORMATION LITERACY

1. **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, videotape, films, drawing, maps, symbols, signs logos, gestures, photography etc. Visual literacy is defined as the ability "to understand and use images, including the ability to think, learn and express oneself in terms of images" (Braden & Hortin, 1982).

2. **Computer Literacy**: Communication by using the process of computer is also the essential need of peoples. For this purpose, people need some skills and abilities. Computer literacy is defined as the ability to create and manipulate documents and data via word processing, spreadsheets, databases and other software tools. A computer is a tool that facilitates and extends our abilities to learn and process information. (Eisenberg & Johnson, 1996). Computer literacy is the ability to understand how computers work, operate and use a computer.

3. **E-Literacy**: The term electronic 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.

4. **Digital Literacy**: Digital literacy is the ability to understand and use information in multiple formats. The ability to effectively locate, evaluate, create and use information using a range of electronic tools, systems, devices and resources such as social media, multimedia, mobile devices, online platform etc.

5. **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 World Wide Web (ACRL, 2000). It is also the ability to understand the systems of which networked information is generated, managed and made available.

6. **Media Literacy**: Media literacy is defined as the ability to "access, analyse and produce information for specific outcomes"(Aufderheide, 1993). Media literacy is the skills and knowledge to understand all the mediums and formats of information. The ability to know data, information and knowledge are created, stored, communicate and presented such as print, newspapers, journals, magazines, radio, television broadcasts, cable TV, CD-ROM, DVD, mobile devices, PDF text formats, images, multimedia tools.

2.4 MEDIA LITERACY

The term media is the plural form of 'medium' which comes from the Latin word "medius," which meaning "middle" or "between two things." Marshall McLuhan (1911-1980), a Canadian, was the first to coin the phrase "media as a vehicle of mass communication". 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.
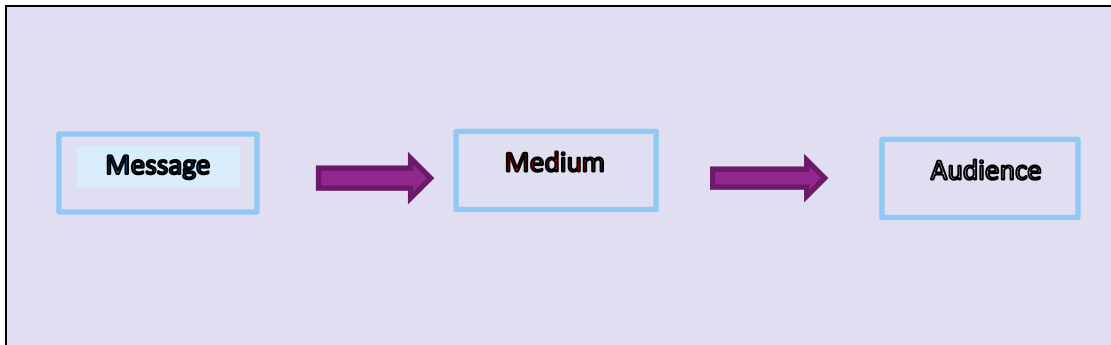
Fig 2.1: Steps Involves in the Transmission Channel

In the past, the term media can be referred to as 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 apps, and other types of communication that are sent electronically throughout the world via a computer network and fibre optic cable. 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:

1. **Traditional media**: It 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.

2. **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.

3. **Computer media**: It is used to describe the electronic devices used to store data such as hard drives, USB drives, DUDs, CD-ROM, 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.

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

5. **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 smartphone.

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, now a days media literacy is not only the ability to read and write it also to understand the concept, instruction, function, way of communication and to know how to use the various medium 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. According to the Centre for Media Literacy "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 instruction 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.

2.4.1 DEFINITION OF MEDIA LITERACY

Media literacy is one of the most important concepts which have emerged in the field of library and information science in recent decades. The definition has been given by numerous authors and thinkers. The following are a few of the definitions defined by the experts in their ways:

According to The National Association for Media Literacy Education media literacy is "the ability to access, analyse, evaluate, create and act using all forms of communication that empowers people to be critical thinkers and makers, effective communicators and active citizens"

Livingstone Sonia (2004) also defined media literacy as "the ability to access, analyse, evaluate and create messages across a variety of contexts, the ability to encode and decode the symbols transmitted via media and the ability to synthesize, analyse and produce mediated messages".

The United Nations Education, Scientific and Cultural Organization (UNESCO) defined media literacy as the following elements:

- Understanding the role and function of media in democratic societies
- Understanding the condition under which media can fulfil their function,
- Critically evaluate media content,
- Engaging with media for self-expression and democratic participation,
- Reviewing skills (including ICTs Skills) needed to produce user-generated content.

2.5 MEDIA IN MIZORAM

Mizoram is one of Northeast India's seven sister states. It is surrounded by a hilly mountain with a diverse range of forest resources. The Scheduled Tribes make up the majority of the population in Mizoram. The state of Mizoram is divided into eleven 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, most of whom speak different languages and have their own culture, tradition, and way of life. The language was once the most prevalent means of communication among the Mizo people.

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 age and above can both read and write with understanding any language is treated as literate. According to the 2011 census literacy rate has been an increase overall, the country literacy rate is 74.04 per cent, out of this literacy rate a total number of 82.14 per cent are males whereas some 65.46 per cent are females. Kerala state has taken the first position with a 93.91 per cent literacy rate followed by Lakshadweep with 92.28 per cent. Mizoram has also grown the literacy rate occupied the third position in the 2011 census i.e., 91.58 per cent.

The following types of media are seen in Mizoram:

1. **Print Media**:

   From the previous research survey and cast study, print media is the first form of communication through media. According to the Registrar of Newspapers in India (RNI), there are a total number of 204 pieces of literature are 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 (Vanamamalai, 2018). All the District are having individual newspapers, 14 newspapers are published from Lunglei, 6 from Mamit, 11 from Saiha, 7 from Lawngtlai, 9 newspapers are published from

Champhai District, 9 from Serchhip and 6 from Kolasib District, Aizawl District has the most newspapers publication with 34 newspapers (MJA Annual Report 2011-2012). In Mizoram, there are many print media (newspapers) such as Aizawl Post, Mizo Aw, Mizo Arsi, Dingdi, Vanglaini, Romei, Sunday Times, Zalen, Zozam and so on. Highlander, News Link and Mizoram Post are published in English. The Mizoram Post and Vanglaini have occupied the highest circulated daily newspapers between 40000-50000. Among all the published newspapers Vanglaini is the largest circulated newspaper that can reach all the districts.

2. **Electronic Media**:

Electronic media such as TV and Radio is the fastest growing communication channels in Mizoram. The field of electronic media has grown rapidly in the twenty-first century of the modern world. As a result, electronic media encompasses a wide range of outlets, including online platforms, websites, smartphones, blogs, email, and social media etc. Electronic media can be divided into three broad categories which areas discussed in the following ways:

- **Radio**: 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 (Media in Mizoram, 2013). In 1995, the FM radio station was launched with 6 KW and FM radio has become one of the most popular radio programmes in Mizoram (Media in Mizoram, 2013). On 20 March 1995, Prasar Bharti has set up an FM transmitter in Lunglei. All India Radio covers a total percentage of 75% of the population of Mizo through five transmitters such as medium wave, short wave and FM. Public broadcasting can cover 59.56 per cent of the area of the Mizoram state and it can also cover 73.27 per cent of the total population. All India Radio covers 45.71 per cent of the area and 58.14 per cent of the total population (Bharati, 2009). All India Radio Aizawl and Lunglei broadcast programmes in different languages such as Mizo language,

English and Hindi languages, and also in other ethnic languages such as Hmar, Paomih, Mara, Chakma (Bharati, 2007).

- **Television**: Television is one of the popular and the most accessed channels in Mizoram. Doordarshan Kendra Aizawl is the first television channel in Mizoram, and the headquarters is located in Durtlang 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 and they are broadcasting different types of programmes and entertainment for 24 hours. This cable channel has around 96.8 per cent of viewers all over the state in Mizoram (Vanamamalai, 2018).

- **Social Media**: 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. Social media is a strong communication platform that allows users to interact and communicate with one another. Currently, millions of individuals use social media platforms as part of their daily lives all around the world. According to the Pew Research Centre, Nowadays, social media has more users among young people, with 90% of 18- to 29-year-olds using at least one social media programme. (Dollarhide, 2020)

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. (Online education, online seminar, online lecture, zoom meeting etc.). The most popular social media platforms in 2021 are:

Fig.2.2: Most Popular Social Media Platform in 2021. Retrieved from
https://www.oberlo.com/statistics/most-popular-social-media-platforms
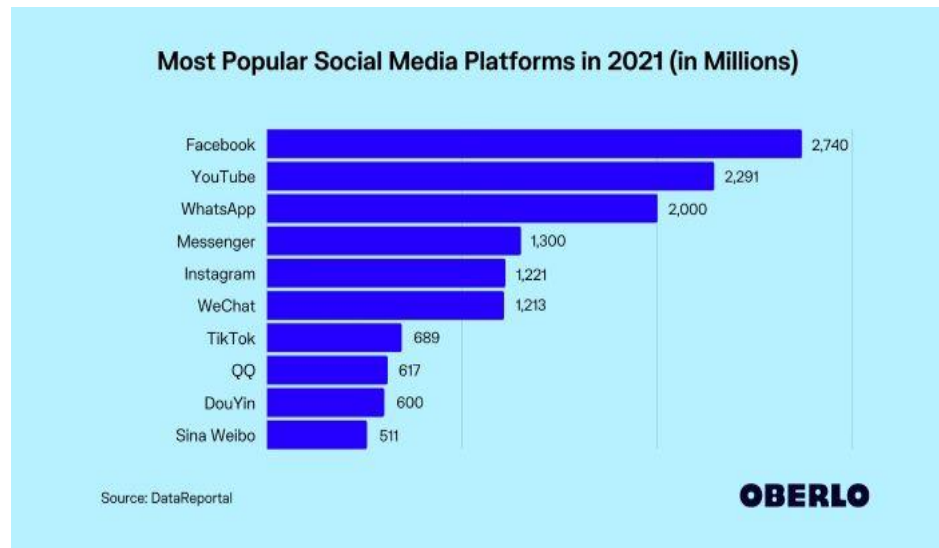
2.6 MEDIA AND SOCIAL MEDIA IN LIBRARY PROFESSIONAL

People's daily lives have been made easier by the growth of 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. Some libraries utilise it to promote library resources and services, as well as to communicate with their patrons. Some libraries are utilising it to promote library resources and services, as well as to reach out to library patrons who live in rural areas.
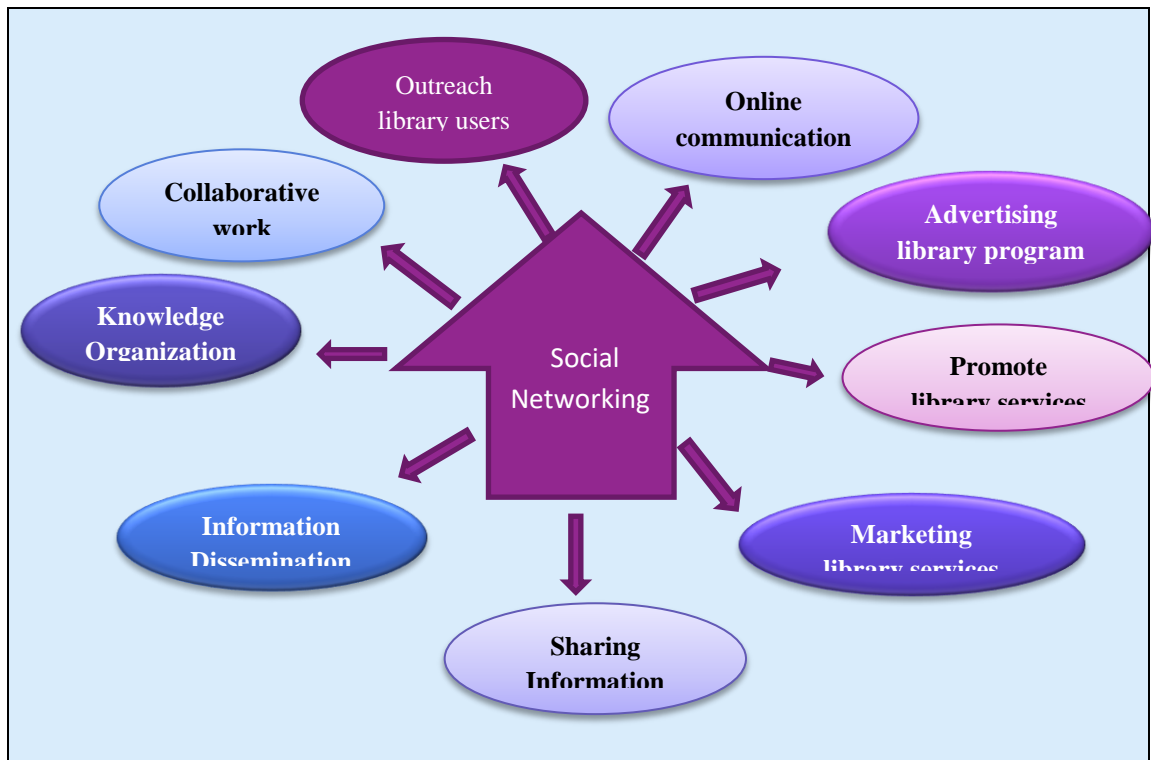
Fig. 2.3: **Social Networking Tools in Library.**

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 don't 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 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.

2.7 CONCLUSION

The present world has become a global village and ICT world everyone can access the internet and can also communicate with each other via various social media. Literacy education has also become important to the daily life of people activities. The librarians and library professionals are creating a bridge between the library users and library sources, services through social networking tools.

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3.1 INTRODUCTION

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. 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 have 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 will commemorate its Diamond Jubilee.

Fig.3.1: **Pachhunga University College**

3.2 HISTORICAL DEVELOPMENT OF PACHHUNGA UNIVERSITY COLLEGE

(1957-2021).

The Christian religious doctrines laid the foundation for education in Mizoram. On January 11, 1894, two missionaries, Rev. F.W. Savidge (Sap Upa) and Rev. J.H. Lorrain (Pu Buanga), arrived in Mizoram, sent by the Arthington Aborigines Mission. The two missionaries prepared the Mizo alphabet A, AW, B, and opened a road for education and literacy for the Mizo peoples. The first school building, known as Boy's Middle English School, was built in 1907. It is also known as Sikul Pui. As time passed, the educated Mizo leaders were appointed as members of the Organising Board, Mr Pacchunga as Chairman and Mr H.K. Bawichhuaka as Secretary. The interested leaders have organised the first meeting in June 1957 at the Boy's Middle English School in Aizawl, when they explored the possibility of establishing a college.

Deputy Commissioner Mr L.S.Ingty inaugurated the first college in Mizoram, called 'Aijal College,' in the Aijal Theatre Hall, now known as 'Vanapa Hall,' on August 15, 1958, for the first time in the state's history. During this time, Brother Godfred was named the college's principal. The initial college admissions were held on August 25, 1958, but regular classes began on September 1, 1958, from 5:30 p.m. to 8:30 p.m. They were using Aizawl Theatre Hall as the primary college office and classroom at the time; power was not available at the time, thus classes were held under the petromax light. The college had also face countless problems and financial difficulties.

When the year 1960 arrived, Rev. Alwyn Roberts was named Principal, and he oversaw many quick educational advancements at the college. A college was relocated to a new beautiful site in College Veng Aizawl, Mizoram, in 1965, and the college quickly expanded to include a new separate classroom, library, administrative facilities, staff and student common areas, and other amenities. As a result, on July 1, 1965, the Pachhunga Memorial College was provincialized by the Assam government, and the college was renamed Pachhunga Memorial Government

College (PMGC). Since Mizoram became a Union Territory, the college has been a government institution.

In 1972, Mizoram was elevated from a District Council to a Union Territory, and the college was transferred from the Government of Assam to the Government of Mizoram, where it opened the Science Stream for the first time in Mizoram. North-Eastern Hill University (NEHU) was designated as a 'Constituent College' for twenty years on April 19, 1979. In 1984, the institution celebrated its silver jubilee and launched the Bachelor of Commerce programme. When Mizoram got its own Central University in 2001, the institution became "A Constituent College of the Mizoram University" and was called "Pachhunga University College (PUC)." After leaving NEHU, Mizoram University appointed regular teachers and college administrators. Dr.H. Lallungmuana was appointed as the first principal of Pachhunga University College in December 2004, and the college celebrated its Golden Jubilee in 2008.

Dr Tawnenga was thereafter appointed as the principal of Pachhunga University College. It improves its infrastructure and implements novel teaching and learning methods for students and faculty members. In 2011, the college received B accreditation from the National Assessment and Accreditation Council's first cycle, and in 2016, the college received A+ accreditation from the NAAC's second cycle. In the same year, the college got the Indira Gandhi NSS Award for exceptional community service, as well as the distinguished title of College with Potential for Excellence from the UGC (Diamond Jubilee Report 1958-2018). 2016 marked the college's golden year. The institution had to expand its community services and now offers skill development and credential programmes. Its community services are becoming increasingly well-known. In 2018, the college will commemorate its Diamond Jubilee on its campus.

Fig 3.2: PUC, Diamond Jubilee Monument

Pachhunga University College was the first Post Graduate College in Mizoram when it opened Post Graduate Courses in the departments of Mizo, Philosophy, and Life Sciences on August 1, 2018. In 2020, the college added a postgraduate programme in geophysics, and in

March 2021, Prf. H. Lalthanzara, Professor, Department of Zoology, took over as Principal of the College. He has over 15 years of teaching and research experience. The institution is still regarded as one of the best in Mizoram in terms of research and publication, sports, and other extracurricular activities. The college has a well-equipped IT and Internet infrastructure with projectors and internet equipment in all departments and classrooms.

3.3 INFRASTRUCTURE

Pachhunga University College has a good infrastructure in terms of building and various units and also has many support units such as Research & Instrument Centre, Internet Resource Centre, Language Laboratory, Zoological Museum, Computer Laboratory, Biotech Hub, IGNOU Study Centre, and Bioinformatics Laboratory (Diamond Jubilee Report, 2018).

Table 3.1 Infrastructural Development After 2008

Sl. No.	Items	Year
1.	Academic Block II	2013-2014
2.	Jubilee Hall	2013-2014
3.	Language Laboratory	2014-2015
4.	Multi-complex Auditorium	2013-2017
5.	Physical Science Block	2013-2014
6.	Research & Instrumentation Centre	2014-2015
7.	New Boy's Hostel (Zawlbuk)	2013-2014
8.	New Girl's Hostel (Senhri)	2014-2012
9.	Boundary Fencing	2011-2012
10.	Sports infrastructure (Gymnasium)	2011-2012
11.	Boy's Hostel (MZU)	2014-2016
12.	Library Building	2013-2014
13.	Waiting Shed near Physical Science	2011-2012
14.	College Fountain	2015-2016
15.	New Seminar Hall	2015-2016
16	DBT Advance Level Biotech Nub	2016-2017

Source: Diamond Jubilee Report, 1958-2018

Apart from this, there are many support units which are discussed below:

- **Tutorial space:**

  In classrooms, seminar halls, and laboratories, the college provides dedicated instructional space.

- **Specialized facilities and equipment for teaching:**

  The institution provides students with Wi-Fi and internet access, as well as boards and LCD/LED projectors in their classrooms and laboratories.

- **Laboratories:**

The college has well equipped with a good laboratory in some of the departments which are mention in **Table. 3.2** below-

Table 3.2 Departmental-wise Laboratory

Sl. No.	Departments	Laboratory
1.	English	Language Lab
2.	Geography	2
3.	Psychology	1
4.	Botany	2
5.	Biotech	1
6.	Chemistry	4
7.	Environmental Science	1
8.	Geology	1
9.	Mathematics	1
10.	Physics	2
11.	Zoology	2

Source: PUC website https://pucollege.edu.in/)

- **Botanical Garden:**

The college has a botanical garden which is called PUC Zo Huan, at present 271 different species of plants and wildflowers are available there.

- **Extra-curriculum activities:**

The institution has organised a variety of activities for students, including sports such as outdoor and indoor games, cultural events, yoga, health and hygiene, public speaking, and the development of communication skills, among others. The college has designated a separate room on campus for the NSS, NCC, Red Ribbon Club, Evangelical Union, and Students Union**.**

- **College Hall:**

At present, the college has two fully equipped seminar halls and the college organised many events and seminars related to the education programme, student's activities etc.

- **Transportation:**

The college provides three bus services to the students, faculties and staff. The college bus has to start their services from 8:45 a.m. to till at 4:15 p.m. (PUC website, https://pucollege.edu.in/)

3.4 ACADEMIC ADMINISTRATION

The college offers undergraduate courses in 23 areas of Arts, Science and Commerce, there are 11 Departments in Arts stream, 9 Departments from Science and 1 Commerce Department. The college also offers Bachelor of Business Management (BBA) and Postgraduate courses in the departments of Mizo, Philosophy, Life Science and Geophysics which are mention in below **Table. 3.3 and Fig 3.3**

Table.3.3 Departments/Subjects wise with the Year of Inception

ARTS STREAM		
Sl. No.	**Name of Department**	**Year of Establishment**
1	English	1958
2	Economics	1958
3	History	1958
4	Philosophy Logic and Philosophy	1958 & 1976
5	Political Science	1958
6	Mizo	1967
7	Education	1971
8	Geography	1972
9	Sociology	1982
10	Psychology	1983
11	Public Administration	2005
SCIENCE STREAM		
Sl. No.	**Name of Department**	**Year of Establishment**
1	Mathematics	1971
2	Zoology	1973
3	Botany	1973
4	Chemistry	1973
5	Physics	1974
6	Geology	1984
7	Statistics	1993
8	Environmental Science	2012
9	Biotechnology	2012
MASTER DEGREE		
Sl. No.	**Name of Department**	**Year of Establishment**
1	Mizo	2018
2	Philosophy	2018

3	Life Science	2018
4	Geo-Physics	2020
OTHERS STREAM		
Commerce		1981
Bachelor of Business Administration (BBA)		2018

Source: Diamond Jubilee Report, 1958-2018

The academic programme is a choice-based credit system and includes continuous assessments, frequent class quizzes, seminars, assignments, remedial courses, field studies, and other activities that are all part of the academic programme. The college also encourages students to participate in study excursions both inside and outside of the state.
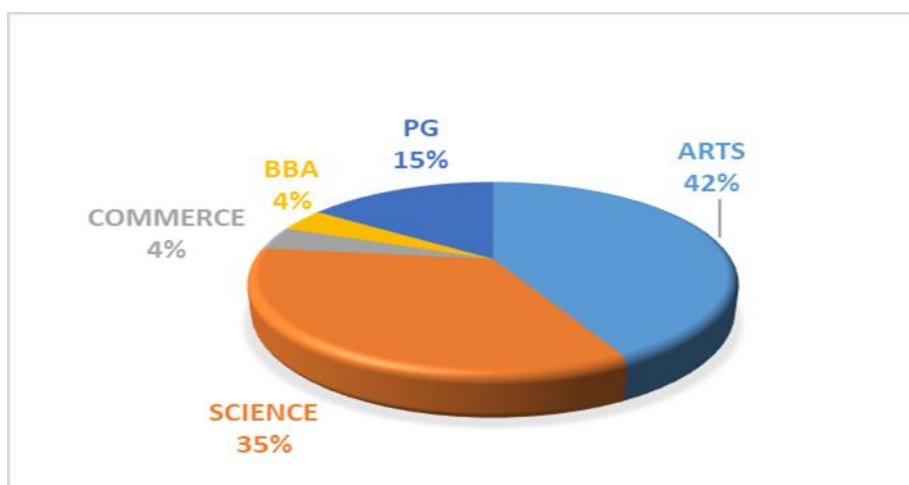
Fig 3.3: **Course Offer/Departments**

The Pachhunga University College has also provided various courses in the different streams which are as follows:

1. Mushroom Cultivation (Diploma)
2. Human Rights (Certificate)
3. Spoken English (Certificate)
4. Finishing School (Certificate)
5. Life Skills Development (Certificate)
6. Molecular Biology Techniques (Certificate)
7. Pisciculture (Certificate)
8. Mizo Culture Studies and Performing Arts (Certificate)

9. Certificate Course in Repair and Maintenance of power supply, UIP, Inverter, etc.

10. Certificate Course in House Keeping

11. Certificate Course in Mizo Traditional Handicraft.

3.5 STUDENT ACTIVITIES

The college has many activities, achievements and different clubs/departments undertaken by students which are as follows:

1. Evangelical Union
2. Chess Club
3. Environmental Club
4. Literature Club
5. Red Ribbon Club
6. Student's Self-Support Union (SSU)
7. Youth Adventure Club
8. Cultural Department
9. Common Room Department
10. Debating Department
11. Games & Sports Department
12. National Service Scheme (NSS)
13. National Cadet Corps (ARMY)
14. National Cadet Corps (AIR WING)

3.6 RESEARCH AND PUBLICATION

In terms of research publishing and activity, the college has become one of the tops all colleges in Mizoram State. There are now more than 17 PhDs on staff. In PUC's college, research scholars are working on their projects. The college had many literature publications under various papers in the 2018 Diamond Jubilee Report, which are listed below. **Table 3.4**.

Table.3.4 Research Publication

Sl. No.	No. of Items	No. of Publications
1.	Research paper in peer-reviewed journals	217
2.	Total citation of publications	135
3.	Total Impact Factors (57 journals)	113.209
4.	Books with ISBN	85 (20)
5.	Chapters in Books	104
6.	Books published	15
7.	Books published (with ISBN)	13

Source: Diamond Jubilee Report, 1958-2018

After this year (2018), The PUC college has been developing in research and publication,

3.7 PACHHUNGA UNIVERSITY COLLEG LIBRARY

Pachhunga University College Library is one of Mizoram State's greatest college libraries. The library was founded in 1958 and is still in operation now under the direction of Dr Lalthanmawii, Asst. Librarian. From the beginning of PUC, the library was housed in a small room within the college building, but in 1960, the library was moved to a new distinct facility on campus. The PUC Library currently boasts a beautiful facility and a fresh setting, with over 20,000 library users. The library also has a large document collection. There are around 6,03,548 books and documents related to different disciplines in the library. The library also organises various awareness and user orientation programmes for the students, faculty and researchers in the library.

Fig.3.4: PUC, Library

The library's building and infrastructure were well-developed, with computerised library sources and services, as well as Wi-Fi connectivity for students inside the library. The library employed SOUL 2.0 software to automate the library, which delivers a variety of services to library employees and patrons. The PUC library uses the 23rd Edition of Dewey Decimal Classification (DDC) scheme for classifying their records, and the Anglo-American Cataloguing Rules (AACR 2) 1978 Revived Edition for cataloguing their books and papers. Users can also use OPAC to find the papers they need. The library has subscribed N-List (INFLIPNET) for Electronic Resource Management package. The library has one computer room with six computers and two laptops allowing users to access e-resources and e-journals, as well as three OPACs. In addition, the library includes a specific machine/software called JAWS (Job Access With Speech) 2018 that caters to the needs of visually impaired and blind users. Some of the developments in the library are:

- **Automation of User Registration**: The library has a new PC-based automated book registration system that will replace the User Registration Books.

- **Donation of Books**: The library has donated 83 books to City College in Aizawl City, which is a private college with no money.

- **IAS Coaching**: The library has also set aside one room for IAS Coaching for college students, with lectures and other essential activities are done for a selected group of students (20), as well as a separate Book Self with 175 books.

- **Earn While Learn**: The library has accompanied the project of Earn While Learn project for helping the students to earn by cleaning the library.

- **Implementation of RFID Management System**: A new Management system has been introduced for which Rapid Radio a firm from Kolkata. This system has been approved by Mizoram University.

- **Upgrade the Security System**: The library has three new security cameras (CCTV) inside the library building for observation and maintenance of the library.

- **Establishment of Little Free Library**: The cooperation of the library and Dr Z.R. Thiamsanga MLA & Chairman, Health and Family Welfare Board inaugurated Little Free Library on 14th Nov 2019 at the College Campus.

3.7.1 Library Staff:

- Asst. Librarian – 1, Professional Assistant – 1, Semi-Professional – 1
- Library Assistants – 3, Library Attendants – 3

3.7.2 Library Timing:

The library remains open on all days of the year except on the National holiday. The library remains open during academic working hours from Monday to Friday 9:30 am to 5:00 pm.

3.7.3 Library holdings:

The library has a rich collection of more than 603548 documents related to different disciplines. The library has subscribed to 28 different Journals and Magazine/Newspapers- 20 and also subscribes to N-LIST INFLIPNET for accessing e-journal.

3.7.4 Library membership:

The PUC library is having more than 20,234 members and it comprises students, research scholars, teachers and non-teaching staff of the university.

Table.3.5 Library Membership at PUC for the Year 2020-2021

Category of Members	No. of Members
Students	20,000
Research scholars	23
Teachers	118
Non-teaching staffs	83 + 10 (MR)

3.7.5 Loan privileges:

The library members can borrow books and others documents from the library. Therefore, the library has made some guidelines about loan privileges, the details are given in the **Table**. **3.6** below-

Table 3.6 Loan Privileges of Library

Category 0f Members	No. of Books Issued	Maximum Period of Loan
Diploma students	5	15 Days
Undergraduate students	5	15 Days
Post-graduate students	10	15 Days
Research scholars	5	1Month

Teaching staffs	10	6 Months (1 Sem)
Non-teaching staffs	5	6 Months (1 Sem)

3.7.6 Different sections of the library:

- Establishment Section
- Acquisition section
- Technical section
- Circulation section
- Reference section
- Periodical section
- Computer section
- Bound Volume section
- Reprography section

3.8 CONCLUSION

Pachhunga University College is one of Mizoram's most prestigious institutions. PUC is a public university in Aizawl that began with an intermediate course and then expanded to include a bachelor's degree in arts, science, and commerce. The PUC is Mizoram's first postgraduate institution, offering master's degrees in Mizo, philosophy, life science, and geophysics. The institution has garnered numerous awards from the Indian government; it is the hub of a student-centric study centre, and student welfare is the college's top focus. The library is also one of the best among the various college libraries in Mizoram, and they are doing their best to meet and fulfil the demands and requirements of their students, as well as offering the greatest services to their college students and employees.

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CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter deals with the data analysis and interpretation of the research data. This data was acquired from Pachhunga University College undergraduate students, and a questionnaire was issued to the PUC Arts and Science Disciplines to collect the required data.

The random sampling method has been used for collecting required information data. The sample selected students are from Arts and science disciplines. Altogether there are 20 departments (11 Arts and 9 Science departments) in PUC, 5 departments were from Arts discipline, and five (5) from science discipline were selected for the study. From both, the discipline ten (10) students have been randomly selecting to answer the questionnaires. Therefore, 100 questionnaires were distributed to the selected students.

After gathering the necessary information using questionnaires, the data were analysed in light of the study's objectives, with Microsoft Excel 2010 and the SPSS software package being utilised in the analysis. As seen below, the sample data was displayed in several tables and figures. The results and recommendations are also included in the letter section of the chapter.

100 questionnaires were distributed among the student of Arts and Science in PUC, and 96 questionnaires were received from the respondents. The detailed information is recorded in **Table 4.1.**

Table 4.1 Students Respondent Rate

Name	Questionnaire Distributed	Questionnaire Received	Percentage (%)
Department of Education	10 Copies	10	10.42%
Department of Economics	10 Copies	10	10.42%
Department of English	10 Copies	9	9.38%
Department of Geography	10 Copies	10	10.42%
Department of History	10 Copies	10	10.42%

Department of Biotechnology	10 Copies	8	8.33%
Department of Botany	10 Copies	10	10.42%
Department of Chemistry	10 Copies	10	10.42%
Department of Environmental Science	10 Copies	10	10.42%
Department of Geology	10 Copies	9	9.38%
Total	**100 Copies**	**96**	**100%**

Source: Research Questionnaire

Table 4.1 shows that out of the total 100 questionnaires, 96 were received from the respondents. 10 copies of questionnaires were distributed to every department which was mention in **Table 4.1**.

4.2 ANALYSIS AND INTERPRETATION OF DATA

The data received from the students' respondents are analysed and interpreted into 6 parts according to the research objectives:

4.2.1 Personal Information (Part 1).

4.2.2 Media Literacy (Part 2).

4.2.3 Use and Application of Media Literacy (Part 3).

4.2.4 Student Perception about Media Literacy (Part 4).

4.2.5 Satisfaction of Seeking Information Sources (Part 5).

4.2.6 Strategies and Mechanism (Part 6).

4.2.1 Personal Information (Part 1).

The general information was collected from the students based on gender, age and residential area. The data were reported in **Table. 4.2,4.3, and Table 4.4** respectively.

4.2.1. (a) Gender-wise Analysis of the Students.

The below **Table.4.2** represent the number of male and female questionnaire respondents in the research study

Table 4.2 Gender-wise Analysis of the Students

Streams	Gender	No of student	Percentage	Total
Arts	Male	24	49%	49
	Female	25	51%	
Science	Male	22	46.8%	47
	Female	25	53.2%	

Table 4.2. shows that out of 49 respondents from Arts stream, 24 (49%) are male and 25 (51%) are female respondents. On the other hand, from science stream out of 47 respondents i.e.,22 (46%) is male and 25 (53%) are female respondents. In this table, the student's gender-wise respondents are divided into Arts and Science streams. Therefore, female respondents are higher than male respondents.

Table 4.2.1. (b) Age group of Arts & Science students

The study data of age group among the students were analysed into two streams i.e., Arts and Science. The analysed age ratio is based on three different age group, Group 1 consist of students between 16-18 age, group two between 19-21 age and group 3 between 22-24 age. The detailed information of the student's respondents was recorded below in **Table 4.3.**

Table 4.3. Age Group of Arts & Science Students.

Streams / Age		16-18	19-21	22-24	Total
Arts	No. of Students	1	36	12	49
	Percentage (%)	2.04%	73.47%	24.49%	
Science	No. of Students	-	34	13	47
	Percentage (%)	-	72.34%	27.66%	

In the above **Table, 4.3** declared that only 1 (2.04%) Arts students is belonging to the age group of 16 to 18 years. Therefore, 36 (73.47%) of Arts students and 34 (72.34%) of science students are available in the age group of between 19 to

21 years. Similarly, a total number of Arts students i.e.,12 (24.49%) and 13 (27.66%) of science students belongs to the age group of 22 to 24 years.

This study result shows that most of the students of PUC are between the age of 19 to 21 years.

4.2.1. (c) Residential Area

The residential area of the students was based on three different categories viz. urban, semi-urban and rural area. The detailed information was presented in **Table 4.4.**

Table 4.4. Residential Area of the students

Area	No. of Student Residents	Percentage (%)
Urban	54	56.25%
Semi-Urban	11	11.46%
Rural	31	32.29%
Total	**96**	**100%**

This table shows that a total number of 96 students are living in different areas i.e. Urban, Semi-urban and Rural areas. Out of 96 students, some 54 students i.e. (56.25%) are residing in an urban area and 11 (11.46%) students are also lived in a semi-urban area, with the rest a total number of 31 (32.29%) of students belongs to the rural area. Therefore, it is found out that out of 96 students, 54 students are coming from urban areas.

4.2.2 Media Literacy (Part 2).

Table 4.5. Represent student's view on the term media literacy. The question was designed based on option i.e., yes or no about media literacy related. From the student who selects yes option, the student's media literacy skills were also analysed in

Table 4.5 Rating on the Media Literacy

Option	No. of Respondents	Percentage (%)
Yes	78	81.25%
No	18	18.75
Total	**96**	
Option	**No. of Respondents**	**Percentage (%)**
Excellent	2	2.08
Good	31	32.29
Average	61	63.54
Poor	2	2.08
Total	**96**	**100%**
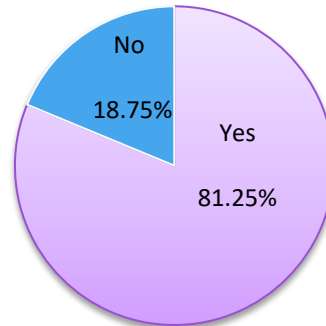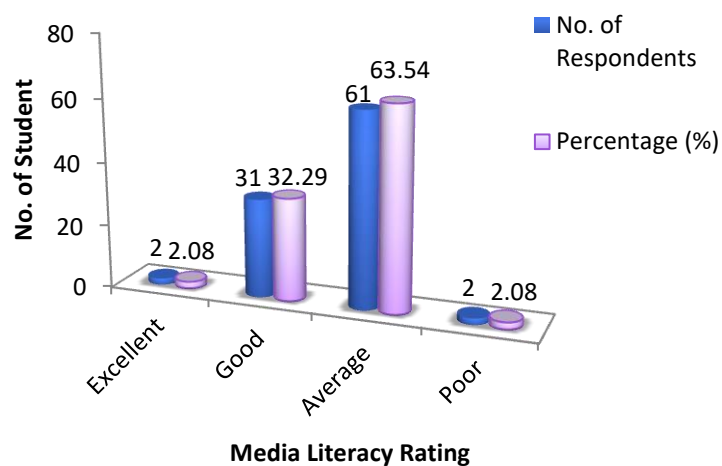
Fig 4.1: Media Literacy: (a) Student view (b) Rating of students with their percentage.

The above **Fig 4.1**. Media literacy (a) student's view, it can be understanding that the student's view about the term media literacy. In **Fig 4.1**(a), 81.75% of students have heard the term media literacy and out of 96 students, 18 respondents are who never heard the term media literacy. From the students who heard the term media literacy, it analysed their literacy skills. In this above Fig8(b) shows that out of those who heard media literacy, 2 (2.08%) respondents had excellent media literacy skills, 61 (63.54%) are average respondents and 31 (32.29%) respondents are also

had good media literacy skills. Therefore, a total number of 2 (2.08%) respondents are very poor in this media literacy.

From the above table, it can be observed that out of 96 student's respondent half of the student's media literacy skills are average. It declared that the students of PUC media literacy skills are not too low.

4.2.3 Use and Application of Media Literacy (Part 3).

This part deals with the student's view on the use of media access point/location and finding reasons in **Fig 2** below**.** It also studied the duration of use of media platform in a week and daily time spends on media platform are recorded in **Table 4.6.** They analysed the students access to media programmes in **Table 4.7** and also studied the students most visited social media platforms which is recorded in **Fig 4.2.**
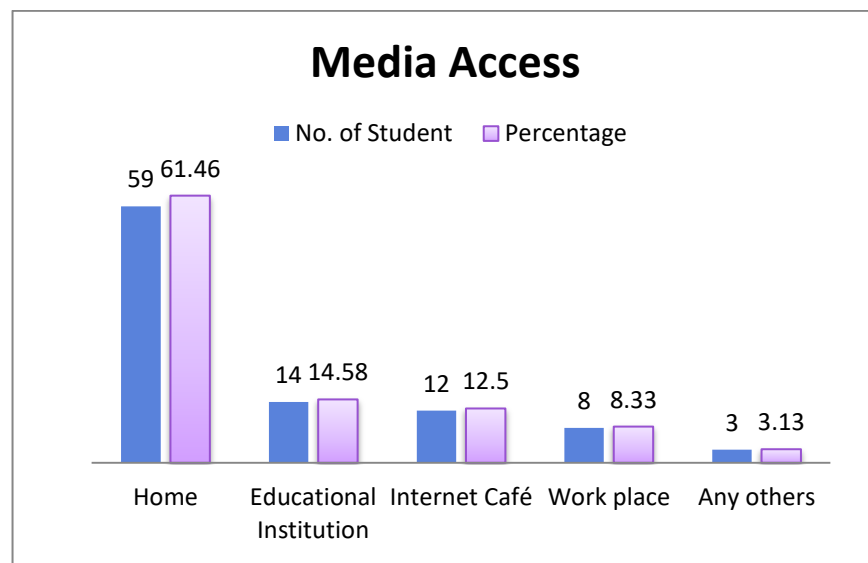

Fig 4.2: **Students Preference on the Location of Media Access.**

The above **Fig 4.2** shows that a majority of the respondents i.e.,59 (61.46%) has stated that they had use media at home. Whereas the respondents of 14 (14.585) were access media from the educational institutions. Therefore 12 (12.5%) respondents were access media at an internet café and the respondents of 8 (8.33%)

accessed from working place, only 3 (3.13%) respondents were access media at another place.

Table 4.6. Duration of Use of Media Platform in a Week and Time Spend

Sl.N	Types of Media	Days in a week	Percentage (%)	Time spends on media use	Percentage (%)
1	Social Media	6-7 Days	41.67	4 Hour+	29.17
2	Print Media	2-3 Days	31.25	1 Hour	46.88
3	Electronic Media	4-5 Days	27.08	1 Hour	23.96

Weekly Access

- Social Media 6-7 Days
- Print Media 2-3 Days
- Electronic Media 4-5 Days

27% 42% 31%

(a)

Daily Time Spend

- Social media 4 Hour+
- Print media 1Hour
- Electronic Media 1 Hour

24% 47% 29%

(b)

Fig 4.3. (a): Use of Media Platform (a) Weekly Access (b) Daily time spend.
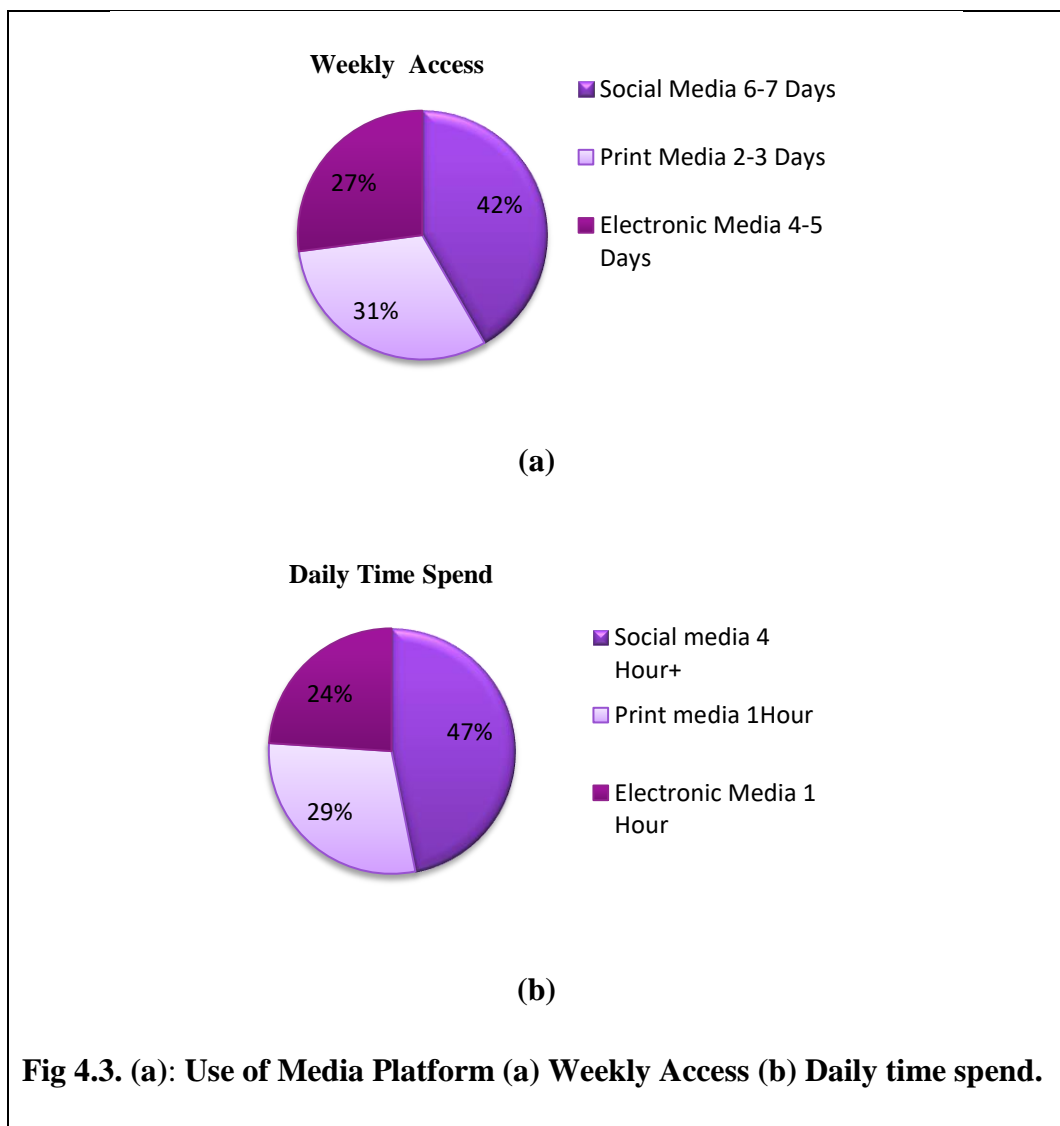
The above **Fig 4.3** use of media platform provides the view of the student's respondent about the duration of use of media platform in a day and their time spend. In **Fig 4.3 (a)** frequently access in a week, a majority of the respondent i.e.,47% had access to social media around 6-7 days a week. Similarly, total respondents of 31% were also frequently accessing print media for 2-3 days in a week and whereas 27% of respondents were access electronic media 4-5 days in a week. This diagram shows that social media occupied the first and most frequently access among the students. It means that social media plays the most important role in the opinion of the students than the other print and electronic media.

From the above **Fig 4.3 (b)** declare that duration of use in a day of social media, a majority of the respondents 47% had used social media more than 4 hours in a day. Whereas the respondents of about 29% also used print media for 1 hour and similarly 24% of the respondents used electronic media for 1 hour in a day. This finding shows that during 24 hours in a day more than 4 hours is used for accessing social media.

Table 4.7 Student's Respondents about the Frequency of Access Media Programmes

| Sl.No	Programmes	Frequency	Respondents	Percentage (%)
1	Political/Government	Occasionally	26	27.08
2	News	Occasionally	20	20.83
3	Education	Frequently	16	16.67
4	Advertisement	Rarely	12	12.50
5	Other programme	Occasionally	10	10.42
6	Sales/Notice	Occasionally	7	7.29
7	Sports	Rarely	5	5.21
		Total	**96**	**100%**
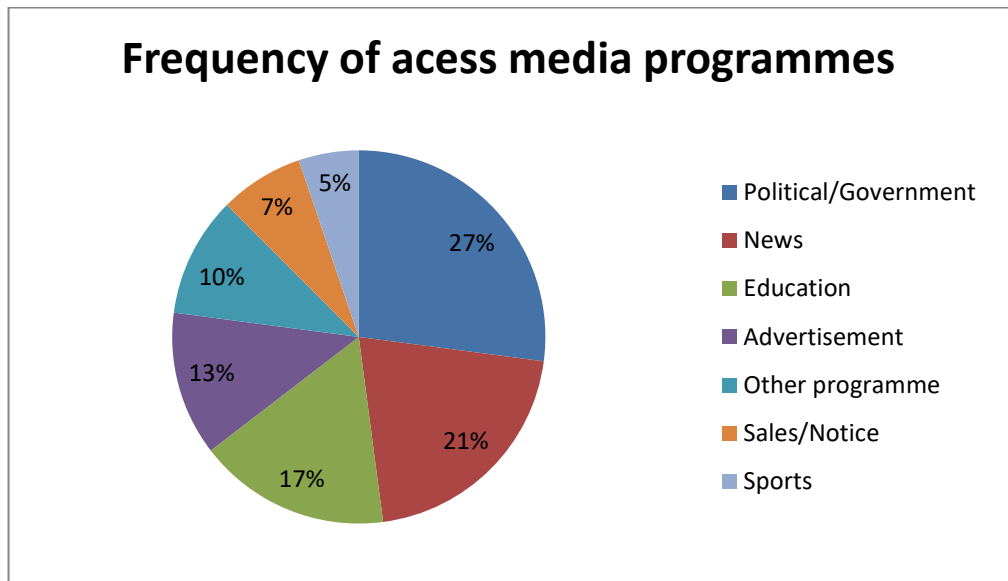
Fig 4.4: Graphical Representation of Media Access on Media Programme

The graphical political/Government programme is the most accessible programme among the students, out of 96 respondents a total number of respondents 26 (27%) were access this programme.

According to the student's preference on the most visited social media is reported below in **Fig 4.5** among the undergraduate students of PUC. WhatsApp, YouTube and Instagram were the top 3 which are most visited by students. 20 (21%) of the students used WhatsApp followed by YouTube (17%), Instagram (15%).
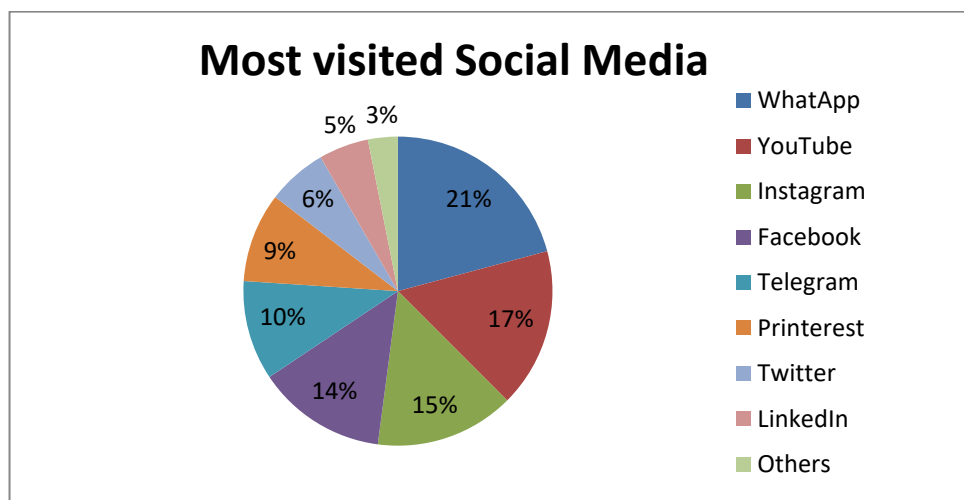

Fig 4.5: Most Visited Social Media

During the past year Facebook is also been one of the most popular among the students but now a day Instagram became more popular than Facebook. Facebook is 4th place next to Instagram a total number of 13 (14%). On the other hand, Telegram has become more popular than the rest of the social networking sites it occupied 5th place i.e.,10 (10%). Pinterest is placed 6th rank with 9 (9%) of respondents and 6 (6%) of students are using Twitter and occupied 7th rank, LinkedIn place 8th rank i.e.,5 (5%) and a total number of 3 students are preferred others social networking sites.

4.2.4 Student perception of Media Literacy (Part 4).

This part studied the student's perception of media literacy for academic and personal development. For this study the question was designed in different categories viz. study parameters of media literate person, media literacy skill is a helpful programme, the study which media is convenient and helpful for learning and education.
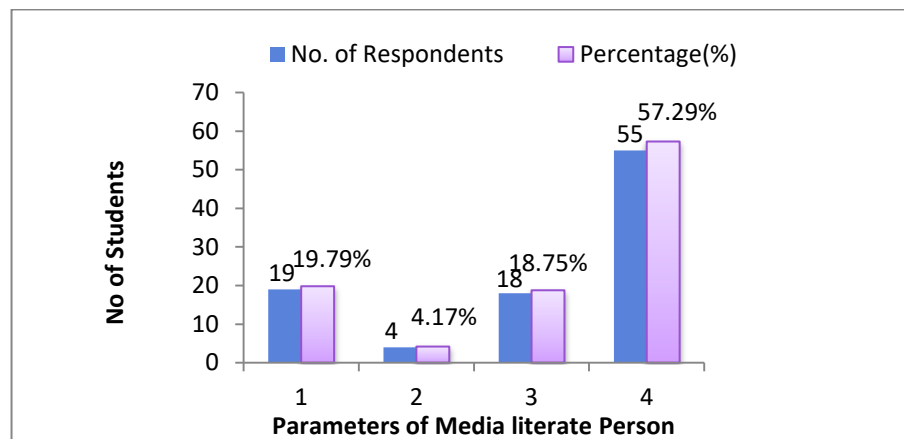

Fig 4.6: Parameters of Media Literate Person

The above **Fig 4.6** represent students' opinion on media literacy person, it found that majority of the students i.e.,55 (57.29%) is believed that media literate person can be able to identify, locate retrieve and use the information and they can also deal with information retrieval technique and others. A majority of 19 (19.79%)

students are believed that media literate people should be able to identify, locate, retrieve and use the information available in a different format. Therefore, 18 (18.75%) are believed that media literate people should know the information retrieval technique whereas only 4 (4.17%) are believed that media literate people can be able to deal with the various information evolves.

4.2.4. (a): Student opinion on media literacy skills

Table 4.8 reveal the student's view on media literacy skills, in which question was asked among the student whether they believe media literacy skills are helpful programme or not for their educational and personal development. A different option was given such as strongly agree, agree, strongly disagree and don't know.

Table 4.8 Student's View on Media Literacy Skills.

Sl.No	Opinion	No. of Student	Percentage (%)
1	Strongly agree	36	37.5%
2	Agree	59	61.46%
3	Disagree	-	0
4	Strongly disagree	-	0
5	Don't know	1	1.04%
Total		**96**	**100%**

The above **Table 4.8** shows that a majority of students 36(37.5%) strongly agrees media literacy skills are a helpful programme for education and personal development, whereas 59(61.46%) students are agreed and 1 (1.04%) is not sure about media literacy skills is helpful or not. The study reveals that the students of PUC are much aware of media literacy skills and they also believe this skill is a very helpful programme for their educational development.

4.2.4. (b) Convenient access media and helpful for learning and educational purposes.

Table 4.9 represent student's preference on types of media, question was asked among students on do they find various media are convenient to access information and they are helpful for learning and educational purposes.

Table 4.9. Convenient and Helpful Media Access

Types of Media Option		Social media	Electronic media	Print media
Convenient Access	Respondents	38	25	33
	Percentage (%)	40%	26%	34%
Helpful	Respondents	38	35	23
	Percentage (%)	40%	36%	24%
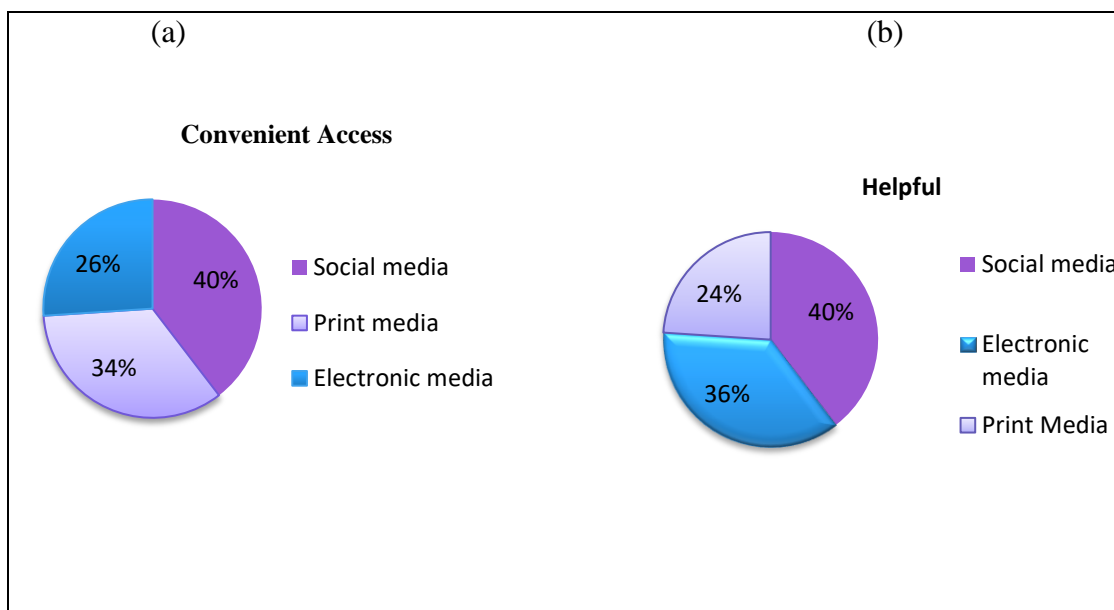
**Fig 4.7: (a) Convenient Access to Media (b) Helpful of Media for Learning and Education.**

From the above **Fig 4.7**. **(a)** the finding reveals that the students of 40% are selected social media as the most convenient medium to access information, followed by print media i.e.,34% and electronic media i.e.,26%. In the above **Fig 4.7. (b)** also reveals that 40% of students are also selected social media as helpful for

their educational purposes, followed by electronic media i.e.,36% and the students of 24% were found print media as a helpful media for their learning and education.

From this study among these three types of media, social media is selected for the most convenient and helpful access. This study finds that social media occupied the most important place for student's educational development.

4.2.5 Satisfaction of seeking Information sources (Part 5).

Satisfaction of seeking information on types of media has become important for the students. Each student was asked the question if they were satisfied or not in **Table 4.10.** Therefore, in **Table 4.11** students were also asked which media they regularly visited for seeking information. The student's responses about the impact of electronic media on literacy awareness were also recorded in **Table 4.12** below.

4.2.5.(a): Satisfaction/Dissatisfaction

The **Table 4.10** represent student's view on overall satisfaction and dissatisfaction access of print and digital resources.

Table 4.10 Satisfaction/Dissatisfaction

| Opinion	No. of Respondents	Percentage (%)
Yes	57	59.38%
No	9	9.38%
Not sure	30	31.25%
Total	**96**	**100%**
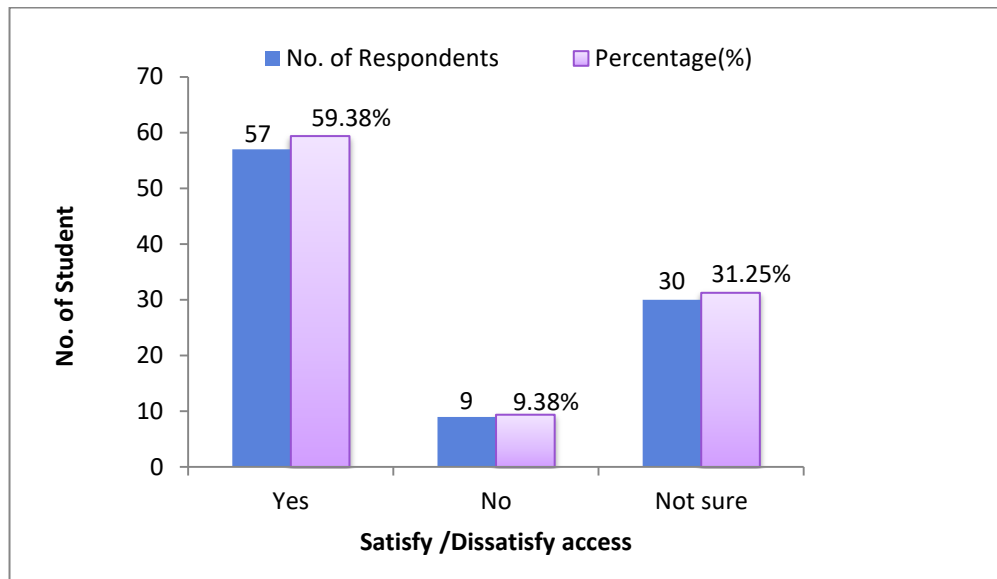
Fig 4.8: Satisfaction/Dissatisfaction

The above **Fig 4.8** declared that most of the students were satisfied with print and electronic media from those 57 (59.38%) students are answer satisfy, followed by 30 (31.25%) students are not sure about they are satisfied or not and 9 (9.38%) students answer dissatisfy on print and electronic media. This is due to a lack of awareness from the institution and library.

4.2.5. (b): Media for seeking information

Table 4.11. reveal that student's preference on media for seeking and accessing information. The question was split into five, namely internet, social media, digital media, print media and TV, Radio.

Table 4.11. Media for Seeking Information

| Sl.No	Types of Media	No. of Respondents	Percentage (%)
1	Internet	78	81.25%
2	Social Media	9	9.37%
3	Digital Media	5	5.21%
4	Print Media	2	2.08%
5	TV, Radio	2	2.08%
Total		**96**	**100%**
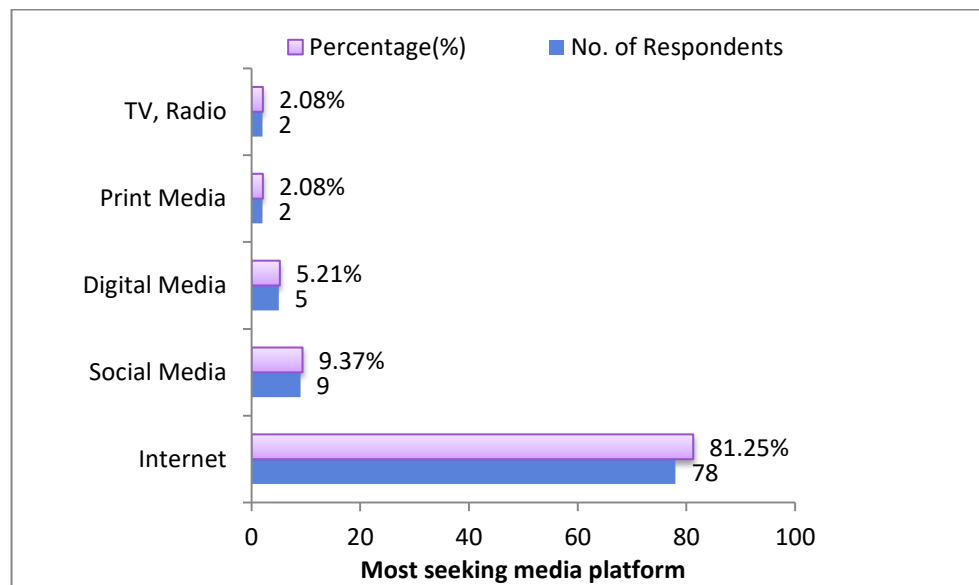
Fig 4.9: Most Seeking Media Platform

The above **Fig 4.9** shows that a majority of students 78 (81.25%) are preferred for accessing information whereas 9 (9.37%) are preferred social media followed by digital media i.e.,5 (5.21%, print media i.e.,2 (2.08%), TV, Radio i.e.,2 (2.08%) respectively. The result found that out of 96 students 78 students are using the internet to do their assignments and most of the students are used as a source of education. Internet and social networking are made our life easier and quicker, now it is impossible to attend regular classes due to some reasons, online programs and courses are organised by the institution, therefore, the students can attend classes and programmes while sitting at home and prepare their assignments and works from the Internet.

4.2.5. (c): Impact of electronic resources and services

Table 4.12 below indicate that students have an impact on electronic resources. The different option was given to choose such as, positive impact, negative impact, both positive and negative impact.

Table 4.12. Impact of Electronic Media

| Option	No. of Respondents	Percentage (%)
Positive impact	36	37.5%
Negative impact	6	6%
Both positive & negative impact	54	56.35%
Total	**96**	**100%**
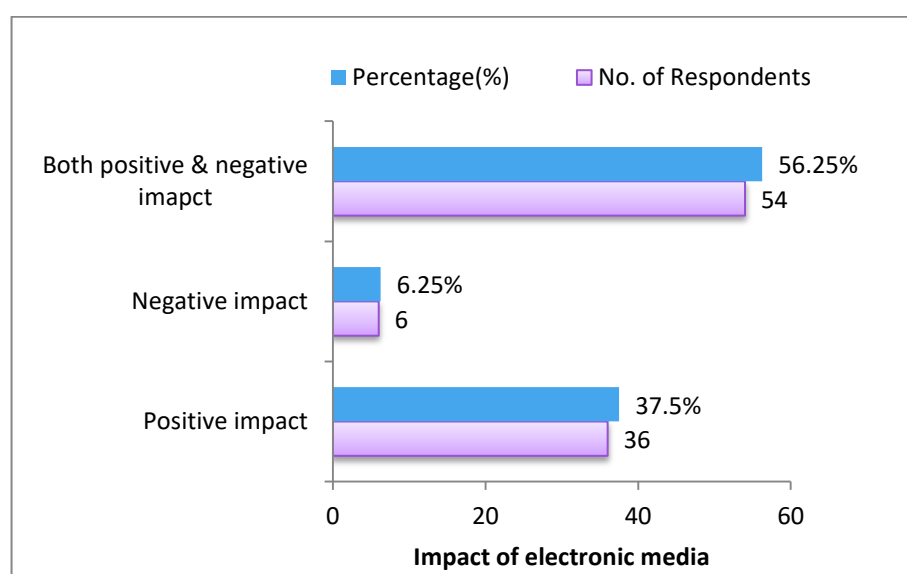
Fig 4.10: Impact of Electronic Media

The above **Fig 4.10** analysis shows that a total number of 54 (56.25%) students had both positive and negative impacts from electronic media whereas 36 (37.5%) students are gain profit from electronic media and 6 (6.25%) students had no profit. The analysis also reveals that

4.2.6 Strategies and Mechanism (Part 6).

In this part, students were asked which type of strategies and mechanisms they were adopted to encounter their media literacy seeking problems. From this question, Student's responses about the need for media literacy in the school curriculum and syllabus
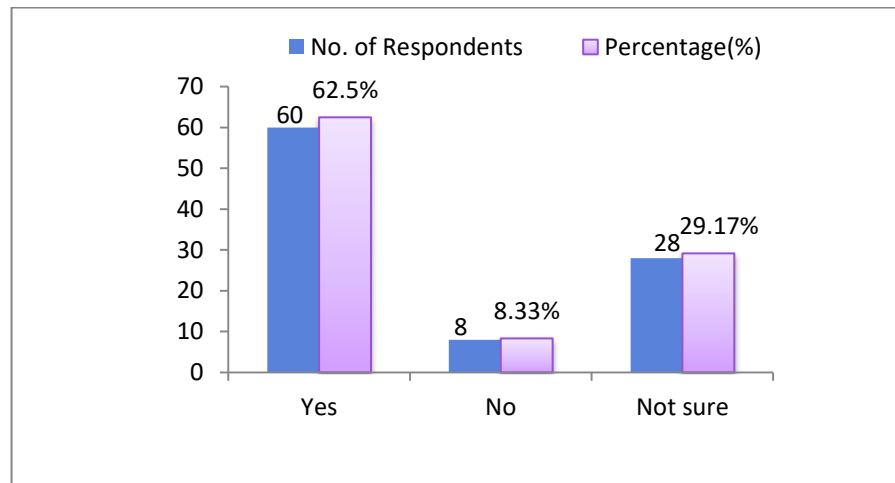
Fig 4.11: Media Literacy Education in Curriculum and Syllabus

In the above **Fig 4.11**, the students were asked about needed for media literacy education as a part of the school curriculum and syllabus. Out of 96 respondents, 60 (62.5%) of students are response as required media literacy as a part of the school syllabus and whereas 8 (8.33%) of respondents are said that not required in the school curriculum and syllabus. On the other hand, a total number of 28 (29.17%) respondents are not sure about the need for media literacy in their school curriculum and syllabus.

4.2.6. (a): Strategies and Mechanisms

Strategies and mechanisms are the basic requirements for understanding and developed the media literacy skills of students. There are some questions were asked to the students on how to develop their media literacy skills in **Table 4.13** below.

Table 4.13 Strategies and Mechanism

S.No	Strategies	No. of Respondents	Percentage (%)
1	Self-Learning	30	31.25%
2	Training Programme	20	20.83%
3	Seminars/Workshops	18	18.75%
4	Library Induction Programme	13	13.54%
5	Education Curriculum &	8	8.33%

|			
	Syllabus		
6	Lectures/Demonstrations	5	5.21%
7	Other Programme	2	2.08%
	Total	**96**	**100%**
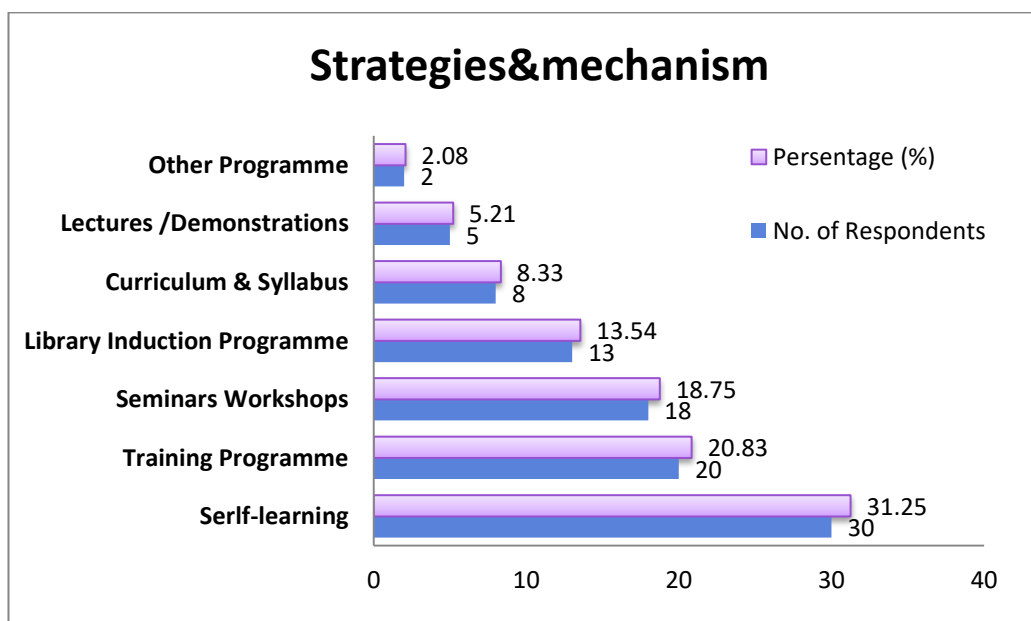
Fig 4.12: Strategies and Mechanism

Table 4.13 and Fig, shows that the students preferred strategies and mechanism programmes for developing media literacy skills. Self-learning has placed the highest rank i.e.,30 (31.25%) respondents are select self-learning for their literacy skills improvement. Training programme places the second-highest rank with 20 (20.83%) respondents are preferred to conduct training programme of media literacy skills, alongside 18 (18.75%) respondents who are also suggested to organised seminars/workshops regarding devoted student's literacy skills. The library induction programme was preferred by a student out of 96 respondents 13 (13.54%) respondents are preferred, it shows that Library plays a very important role in academic and educational development. Therefore, 8 (8.33%) respondents are select education curriculum/syllabus, from the student's respondent of 5 (5.21%) are preferred lecture/demonstrations strategies and whereas out of these 6 strategies and mechanism a total number of 2 (2.08%) respondents choose another programme.

The overall result shows that from out of the whole students, more than half students are preferred self-learning.

4.2.6. (b): Areas of Media Literacy Programmes.

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

Table 4.14. Areas of Media Literacy Programme.

| Sl.No	Areas	No. of Respondents	Percentage (%)
1	Use of electronic media, internet, social media for educational purposes	35	36.46%
2	How to access electronic books/articles by online, internet, websites etc.	28	29.17%
3	Use and evaluation of media information	18	18.75%
4	Retrieval/access of media information using search strategies.	15	15.63%
Total		96	100%

Table 4.14 analyse students answers to the area in which they need to conduct a media literacy programme. It was observed that 35 (36.46%) students wanted to conduct some programme on how to effectively use electronic media, the internet, social media for educational purposes. Whereas 28 (29.17%) students wanted to conduct a media literacy programme on how to access electronic books/articles online, internet, website, etc. Therefore 18 (18.75%) students choose to have an awareness programme on the use and evaluation of media information followed by 15 (15.63%) students were wanted to conduct an awareness programme on retrieval/access techniques by using search strategies.

4.2.6. (c): Barriers to the media literacy programme

Conducting a media literacy programme among the students has become one of the most important steps in media education and for this, the first important step is to found out what problems that can affect students learning literacy in education development. For this barrier, some questions were asked to the students about what barriers that they are facing on their media literacy development and analyse in **Table 4.15 and Fig** respectively.

Table 4.15. Barriers to the Media Literacy Programme.

Sl.No	Barriers	No. of Respondents	Percentage (%)
1	Lack of Internet/Wi-Fi connection	35	36.46%
2	Lack of Infrastructure	22	23%
3	Lack of Awareness about literacy	15	16%
4	Lack of ICT education	14	15%
5	Technical Difficulty	10	10.42%
	Total	**96**	**100%**
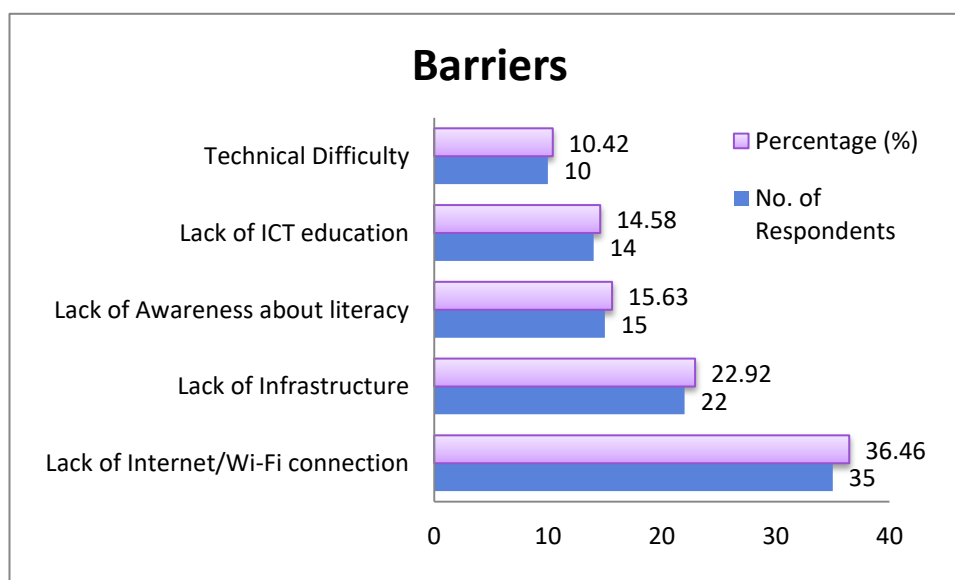
Fig 4.13: Barriers to the Media Literacy Programme

The above **Fig 4.13** indicates that a majority of students 35 (36.465) were faced internet and Wi-Fi connection problems, followed by 22 (22.92%) students

were also having problems with infrastructure, the students of about 15 (15.63%) having problems with literacy awareness and 14 (14.58%) students were also had lacking ICT education whereas 10 (10.42%) were facing technical difficulty. This study discovered that many of the college students were facing some problems for building up their media literacy skills with the help of some awareness and programme, those barriers and problems were greatly affecting the consequence of media literacy programme among the study.

5.1 INTRODUCTION

This chapter presents the findings, conclusions, and recommendations made by undergraduate students at PUC Aizawl in response to the research. The goal of the study was to determine what type of media application students should use to develop and improve their media literacy skills, as well as to learn about students' perceptions of media literacy as it relates to their educational and academic development. This research also identifies which tactics and mechanisms are most effective in resolving the challenges that students confront. The students' suggestions are also included in this chapter.

5.2 FINDINGS

In this analysis, the data found was based on the received questionnaire from the respondent of the undergraduate student of PUC, Aizawl. The result data finding in this chapter are categorised into six parts based on the search objective. The major findings of these six parts are as follows:

5.2.1 Personal Information (Part 1)

- From the gender data analysis of the students in PUC, there were 46 female respondents and 50 male respondents' students out of the total number of 96 student's respondent.

- The data analysis of the age group of the students of PUC, it is concluded that the majority of the student age is in between 19 to 21 year it is because of development in higher education many students are starting college at a young age and followed by 22 to 24 age and 16 to 18 years.

- From the study, 56.25% of students are from urban areas it means that out of 96 students the majority. Whereas 11.46% of students are left in a semi-urban area and 32.29% of students are from a rural area.

5.2.2 Media Literacy (Part 2)

- The studies reveal that most of the students of PUC i.e., 81.25% have familiar with media literacy but the rest of the students are unaware of the term media literacy. Out of 96 respondents, 63.54% of students have average media literacy skills. From the response (through questionnaire) of the students, it is clear that the student of PUC media literacy is not too poor.

5.2.3 Use and Application of Media Literacy (Part 3)

- From the study, it is observed that a maximum of the college students is accessing various media from their home and Institutions.

- The students of PUC have regularly used social media every day rather than print media and electronic media. Within 24 hours they spend 4 hours accessing the information on social media, whereas for accessing print and electronic media they spend 1 hour each.

- The study reveals that WhatsApp, YouTube, Instagram, Facebook and Telegram are the most visited sites by the students of PUC.

5.2.4 Student Perception about Media Literacy (Part 4)

- From the study of students' perception about media literacy, it is found that the majority of the students i.e., **57.29%** believed media literacy person has the skill to identify, locate, retrieved and use information effectively and skill of retrieval techniques. This study shows that out of 96 students' respondent of PUC, the majority of the students knows the concept of media literacy skills.

- The students of PUC have agreed media literacy is one of the best helpful programmes for their educational and personal development whereas some students have no idea about media literacy.

- The majority of the students are selected social media as the most convenient and helpful to access information followed by electronic and print

media. From the study, it has been concluded that social media places an important part in the student's education and performance.

5.2.5 Satisfaction of Seeking Information Source (Part 5)

- In the studies of satisfaction of students on various types of media, it has been found that the majority of students satisfaction with various types of media whereas 31.25% of students are not sure they satisfy or not. This is due to a lack of awareness of media literacy from the institution and library.

- Secondly, the students prefer the internet more than social media, print and digital media, TV, Radio for seeking information. Out of 96 student's respondents, 81.25% used the internet as a source of information and get easily the required information.

- The study revealed that the majority of students have mixed (negative & positive) responses on the impact of electronic media and about 6.25% of the student's clear response toward negative impact. From the response of the students, electronic and social media cannot fully supersede print media in educational institutions.

5.2.6 Strategies and Mechanism (Part 6)

- From the study of media literacy education is required as a part of the school curriculum and syllabus. 62.5% of the students in PUC, supported to answer media literacy are desired to include in the school curriculum activities and syllabus. This study declared in the present scenario it is very important to introduce the teaching of information or media literacy education in our higher education system.

- The majority of the students of PUC believed that self-learning is the best strategy for developing their media literacy skills whereas some of the students also answer that seminars/workshops and library induction programmes are the best way of developing media literacy skills.

- 36.46% of the students prefer to conduct media literacy programmes on the use of electronic media, the internet, social media for educational purposes.

5.3 CONCLUSION

The media has the power to mould personalities and alter our perceptions of the world and our immediate surroundings. In recent years, the mass media has risen to prominence as one of the most essential communication channels for accessing a wide range of information, and it is clear that a large number of people rely on it for information, knowledge, and wisdom. Media is omnipresent, and children are exposed to a variety of media at home and school. It 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 a society's members, 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 Pachhunga University College, having the requisite media literacy competencies and knowledge, as well as receiving media literacy education, is critically important. 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.

5.4 SUGGESTIONS

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. From this study, there are some suggestions given by the students for building their media literacy abilities.

1. The educational institutions incorporate at least one period/class a week for the students on the media and the importance of media literacy for their educational and academic purposes.
2. Teachers and staff should have to explore their students' problems regarding media literacy and try to help them whenever they need it.
3. The institution should build high and free internet/Wi-fi connection and building and infrastructure like internet, computer, ICT etc. inside the college campus it can greatly affect student's media literacy skills.
4. Electronic and social media cannot fully satisfy the student's information needs. Therefore, teachers and library staff are required to develop their teaching methods and library services and sources.
5. Among PUC students, social media is the most popular social networking tool, that surpassing both print and electronic media. To provide students with the best and most up-to-date media literacy education possible.
6. Some students were dissatisfied with various types of media due to a lack of media literacy awareness from the institution and library. There is a need for as much awareness among the students as much as possible. So that the students will aware of the important use of media literacy in the coming future.
7. Seminars, conferences, and orientation programmes 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.

Table: List of Faculty and Students at PUC, Aizawl

ARTS STREAM						
SL. No	Name of Department	No of Faculty	No of Students			Total
			1 & 11	111 & 1V	V & V1	
1.	Department of Education	5 + 1 (Faculty+Guest)	52	55	23	130
2.	Department of Economics	5	50	41	42	133
3.	Department of English	7 + 3 (Faculty +Guest)	48	39	37	124
4.	Department of Geography	5 + 2 (non-teaching)	54	43	31	128
5.	Department of History	5	48	45	39	132
6.	Department of Mizo	9	53	41	40	134
7.	Department of Philosophy	8	53	29	26	108
8.	Department of Political Science	6	48	41	32	121
9.	Department of Psychology	6	47	36	31	114
10.	Department of Public Administration	4	52	47	36	135
11.	Department of Sociology	6	49	42	40	131
Total Number of Students						**1,390**

			No of Students			
Sl.No	Name of Department	No of Faculty	1 & 11	111 & 1V	V & V1	Total
1.	Department of Biotechnology	5	24	18	12	54
2.	Department of Chemistry	7	33	29	22	84
3.	Department of Botany	7	38	34	34	106
4.	Department of Environmental Science	6	33	32	32	97
5.	Department of Geology	6	39	29	29	97
6.	Department of Physics	7	32	29	29	90
7.	Department of Mathematics	8	38	26	33	97
8.	Department of Statistics	2 + 3 Faculty+Guest)	34	26	25	85
9.	Department of Zoology	10 + 3 (Laboratory Staffs)	42	26	21	89
Total Number of Students						**799**

SCIENCE STREAM

OTHER STREAM

			No. of Students			Total
Sl.No	Name of Department	No of Faculty	I & II	III & IV	V & VI	
1.	Commerce (UG)	6	62	57	61	180
2.	BBA (UG)	4	36	39	23	98
Total Number of Students						**278**

	MASTER DEGREE				
Sl.No	**Name of Department**	**No of Faculty**	**No. of Students**		**Total**
			I & II	**III & IV**	
1.	Mizo	3	13	10	23
2.	Philosophy	4	10	4	14
3.	Life Science	10	10	11	21
4.	Geo-Physics	13	13	0	13
	Total Number of Students				**71**

Source: PUC Website, MZU Annual Report and PUC/MZU Magazine (2020-2021)

& Enrolment of Students in Even Semester 2021, PUC

Questionnaire

Dear student,

I, the undersigned, Research scholar (M.Phil.), Department of Library and Information Science, Mizoram University, Aizawl. My topic of research is Media Literacy among Under Graduate Students of Arts and Science Disciplines at Pachhunga University College (PUC) Aizawl and I would like to request you to help me in collecting the required data for research purposes. For collecting data, an enclosed questionnaire has been designed which may kindly be filled up.

I shall be very grateful to you if you could spare your time in answering this questionnaire. I also assure you that the data received from you will be used only for my research purpose and shall be kept confidential.

Thanking you in advance for your cooperation and help.

Supervisor

Dr. Amit Kumar   Lalduhzuali

Assistant Professor   Research scholar

Dept. of Library & Information Science   M.Phil.

Mizoram University

Note: -

a) Please put a tick mark (√) in an appropriate box or fill the information in the blank space.

b) A separate sheet may kindly use if the space provided is insufficient.

c) The information supplied by you will be kept confidential.

Part-1: Personal Information

Name (optional)   : _____

Name of the Department : _____

Semester   : _____

Age   : a) 16-18 [   ]   b) 19-21   [   ]   c) 22-24 [   ]

Stream   : a)   Arts   [   ]   b)   Science   [   ]

Gender   : a)   Male   [   ]   b)   Female   [   ]

Residential Areas   : a)   Urban   [   ]   b) Semi-urban   [   ]   c) Rural [   ]

Part-2: Media Literacy

1. Have you heard about the term media literacy? Please tick [√]

   a) Yes   [   ]   b) No   [   ]

2. How do you rate your media literacy skills? Please tick [√]

   a) Excellent   [   ]   b) Good [   ]   c) Average [   ]   d) Poor [   ]

Part-3: Use and Application of Media Literacy

3. Do you think that media literacy is emerging as the worst peaceful weapon in the Information society? Please tick [√]

   a) Yes   [   ]   b) No   [   ]

4. What devices do you used to access various types of media? Please tick [√]

   a) Computer   [   ]   b) Laptop   [   ]   c) Smart phone   d) Tablet computer   [   ]

5.   Where do you access print and digital/electronic media mostly? Please tick [√]

a) Home   [   ]   b) Work place   [   ]   c) Educational Institution   [   ]
d) Internet Cafe   [   ]

6.   How frequently do you read/listen/watch/access the following media format in a week? Please tick [√]

Types of media	1 day/week	23days/week	45days/week	67days/week
1. Print Media				
2. Electronic Media				
3. Social Media				

7.   How many hours do you spend for each of the following media formats in a day? Please tick [√]

Time spend on media use	1 Hrs.	2 Hrs.	3 Hrs.	4 Hrs.	4< Hrs.
1. Print Media					
2. Electronic Media					
3. Social Media					

8.   How often do you read/listen/watch/access the following media programme? (Multiple choice are permitted)

Items	Frequently	Occasionally	Rarely	Never
1. News				
2. Advertisement				
3. Political/ Government				
4. Education				
5. Sports				
6. Sales/ Notice				
7. Others Programme				

9.   From the following list, which social media sites do you use the most?
(Please rank the following in order of your usage from 1,2,3,4,5,6,7,8 & 9)

	Sites	Rank
1.	WhatsApp	
2.	You Tube	
3.	Instagram	
4.	Facebook	
5.	Telegram	
6.	LinkedIn	
7.	Pinterest	
8.	Twitter	
9.	Others	

Part-4: Students Perception about Media Literacy

10.   What is the definition of 'media literacy' according to you? Indicate the order
of preference by ranking 1,2,3,4,5 &6

S.N	Terms	1	2	3	4	5	6
1.	It is a set of skills and abilities						
2.	It is a learning concept						
3.	Using IT for retrieval and communication						
4.	Finding information resources and services						
5	Ways of interacting with the world of information						
6	Understand the role and function of various means of communication						

11.   What are the parameters of media literacy Person? Please tick [√] (Multiple
choices are permitted).

S.N	Parameters	[ ]

1.	Media literate person can identify, locate. Retrieve and use the information available in different media formats.	
2.	He/she know all the information retrieval technique.	
3.	He/she can deal with information and evolves.	
4.	All of the above	

12. Do you believe that media literacy skills are a helpful programme for your education and personal development? Please tick [√]

a) Strongly agree [ ] b) Agree [ ] c) Disagree [ ]

d) Strongly disagree [ ] e) Don't know [ ]

13. Which one of the following media formats do you find easily accessible for educational development? Please tick [√]

a) Print media [ ] b) Electronic media [ ] c) Social media [ ]

14. Which particular media do you find convenient to access information? (Give your rating in terms of preferences order 1st preference to 3rd preference, 1st preference being the maximum and 3rd preference is minimum)

a) Print media [ ] b) Electronic media [ ] c) Social media [ ]

15. Which particular media do you find helpful for the learning and education process? (Give your rating in terms of preferences order 1st preference to 3rd preference, 1st preference being the maximum and 3rd preference is minimum)

a) Print media [ ] b) Electronic media [ ] c) Social media [ ]

Part-5: Students Satisfaction of Seeking Information Sources

16. Are you satisfied accessing print and digital resources which are available in various media formats? Please tick [√]

a) Yes   [   ]   b) No   [   ]   c) Not sure   [   ]

17. Which particular media do you use most for seeking information?

Please tick [√]

a) Print media   [   ]   b) Digital media   [   ]   c) Internet   [   ]

d) TV, Radio   [   ]   e) Social Media   [   ]

18. Do you think that electronic/digital resources are more accessible and useful than printed resources?

a) Yes   [   ]   b) No   [   ]   c) Not sure   [   ]

If yes, specify the reason? (Please rank the following in order of your opinion from 1 to 6)

Reasons		Rank
1.	It is easily accessible from anywhere at anytime	
2.	It is easily distributable	
3.	The information can be shared easily using electronic resources as compared to print resources	
4.	It is easy to share images, videos, recording music etc by using electronic media.	
5.	The information contains are available free of cost	
6.	The contents are delivered faster than print media	

19. What do you think about the impact of electronic media on educational purposes for literacy awareness? Please tick   [√]

a) Positive impact   [   ]   b) Negative impact   [   ]   c) Both positive &
    Negative impact   [   ]

Part-6: Strategies and Mechanism

20. Do you think that there is needed for media literacy education as a part of your curriculum and syllabus? Please tick   [√]

a) Yes   [   ]   b) No   [   ]   c) Not sure   [   ]

21. Do you expect any help/ guidance/ instruction/training from your Institution, Teachers and Library staff for learning and encounter problems in seeking

media literacy? Please tick [   ]   a) Require [   ]   b) Not Require   [   ]

22.   What kind of strategies and mechanisms do you adopt for developing the media literacy skills of the students? (Please rank the following in order of your opinion from 1 to 7)

S.N	Strategies &Mechanism	Rank
1.	Training Programme	
2.	Seminars/Workshops	
3.	Education Curriculum/Syllabus	
4.	Lectures/ Demonstrations	
5.	Library Induction Programme	
6.	Self-Learning	
7.	Other programme, please specify _____	

23.   In which area do you prefer of Media Literacy programme? (Please rank the following in order of your opinion from 1 to 7)

S.N	Factors	Rank
1.	Awareness programme on evaluation and use of media information	
2.	Awareness programme regarding the use of electronic media, internet, website, social media for educational purposes	
3.	Awareness on retrieval/access of media information using various search strategies	
4.	Awareness on how to access e-book, e-thesis, e-dissertation, electronic articles published in the electronic media such as online, internet, website, blogs etc.	

24.   What are the barriers that can affect the useful performance of the Media Literacy Programme? Please tick   [√] (Multiple choices are permitted).

a) Lack of Internet/Wi-Fi connection   [   ]   b) Lack of ICT education [   ]

c) Technical Difficulty   [   ]   d) Lack of Infrastructure
[   ]

    e) Lack of Awareness about Literacy   [   ]

    f) Other barriers, please specify _____

25. Please suggest how Institutions or Libraries can help in building the base for Media Literacy skills?

_____

_____

_____

_____

26. What is your opinion about the ideal strategies and mechanisms required for having good media literacy skills for the students?

_____

_____

_____

_____

_____

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MEDIA LITERACY AMONG UNDER GRADUATE STUDENTS OF ARTS AND SCIENCE DISCIPLINE AT PACHHUNGA UNIVERSITY COLLEGE (PUC), AIZAWL

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PHILOSOPHY

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DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
SCHOOL OF ECONOMICS, MANAGEMENT & INFORMATION SCIENCE
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MEDIA LITERACY AMONG UNDER GRADUATE STUDENTS OF ARTS AND SCIENCE DISCIPLINE AT PACHHUNGA UNIVERSITY COLLEGE (PUC), AIZAWL

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1. INTRODUCTION

Information is the primary source of knowledge, wisdom, aptitude, and skill acquisition in 21st-century modern culture. In today's world of rapid technological change, all actions in an ICT society are managed and guided by computer technology, whether they be in education, government, farming, industries, or personal matters. Following that, persons must be literate, abilities, and students must be able to acquire and know critical thinking skills as well as other information literacy skills. People must master critical thinking skills and information gathering procedures. So that Information literacy has become as one of the most important skills in the modern society. Individuals who have information literacy skills are better able to seek, locate, analyse, produce, and apply information and digital technology to attain their personal, educational, occupational, and societal goals. CLIP (2013) defined Information Literacy 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". 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.

1. MEDIA LITERACY AND LIBRARIANSHIP

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. Now a days media literacy is not only the ability to read and write it also refers to the ability to understand the concept of media, instruction, function, way of communication, to recognise various types of media and to know how to use the various medium of communication and comprehend multimedia formats such as audio-visual media, social media, internet and so on. According to the Centre for Media Literacy "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." 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

In the field of education, Students require media literacy instruction 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. This study emphasises the student's skills of using the application of various media platforms.

People's daily lives have been made easier by the growth of ICT; millions of people are using various media platforms for their everyday activities. 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 through various media platforms. Some libraries are utilising it to promote library resources and services, as well as to reach out to library patrons who live in rural areas. 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. 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 to meet the requirements and desires of their users 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.

2. SIGNIFICANCE AND SCOPE OF THE STUDY

In today's information world, media literacy is a critical component of education. 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. 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. In the same way, conducting research and educating students on media literacy skills is becoming increasingly crucial in today's culture.

The present study looked into "*Media Literacy among Undergraduate Students of Arts and Science Disciplines at Pchhunga University College (PUC) in Aizawl.*" Students from Pachhunga University College were polled regarding their media literacy abilities, strategies, impact, and awareness for this study. In PUC, there are 4 disciplines in undergraduate course (Arts, Science, Commerce, and BBA). The present study will be focus on the students who belong to the Arts and Science disciplines (5 department from Arts and 5 departments form Science) of undergraduate students which are given in the following **Table 3.1**

Table 3.1 Lists of Faculty and Students in Arts and Science Disciplines

Sl. No	Name of Department	No. of faculty	1 & 11	111 & 1V	V & VI	Total	Selected Students
			No of Students				
	ARTS STREAM						
1.	Department of Education	5 + 1 (Faculty + Guest)	52	55	23	130	10
2.	Department of Economics	5 Faculty	50	41	42	133	10
3.	Department of English	7 +3 (Faculty+ Guest)	48	39	37	124	10
4.	Department of Geography	5 Faculty & 2 Non-teaching	54	43	31	128	10
5.	Department of History	5 Faculty	48	45	39	132	10
Total Number of Students						**647**	**50**
	SCIENCE STREAM						
6.	Department of Biotechnology	5 Faculty	24	18	12	54	10
7.	Department of Chemistry	7 Faculty	33	29	22	84	10
8.	Department of Botany	7 Faculty	38	34	34	106	10

9.	Department of Environmental Science	6 Faculty	33	32	32	97	10
10.	Department of Geology	6 Faculty	39	29	29	97	10
Total Number of Students						**438**	**50**

3. RESEARCH GAP

In modern society, media literacy has become a prominent subject of study. 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. This research will be the first of its kind in no time of the prominent area of research. This study will be attempted to fulfil the research gap of the proposed area of study.

4. STATEMENT OF THE PROBLEM

Information is necessary for the development of society and individuals can access, retrieve, disseminate, and practise a vast amount of information in libraries and information centres. Information transforms a man's personality from ordinary to outstanding. However, as technology advances, the methods for retrieving and accessing information have changed considerably. the media play an important role in communicating with the general public. One of the most famous subjects that have developed into its field of study and inquiry is media literacy.

The present study entitled "Media Literacy among Under Graduate Students of Arts and Science Disciplines at Pachhunga University College (PUC), Aizawl" is required to investigate the reasons for adopting or neglecting the culture of media literacy among the student of undergraduate students in PUC. The study focuses on and emphasises students' perceptions of the importance of media literacy in knowledge acquisition. The study will emphasise the importance of using media as a tool for the growth and improvement of literacy among PUC students. The research

will be the first of its kind in Mizoram to look into undergraduate students' media literacy.

5. OBJECTIVES OF THE STUDY

To accomplish the study, the objectives are to:

1) Understand the use and application of media literacy among the undergraduate students of PUC, Aizawl;

2) Study the student perception about media literacy for the academic and personal development;

3) Study about the satisfaction of the students in seeking information from various types of media available to them; and

4) Find out the strategies adopted and the mechanism to be designed to encounter the problems in seeking media literacy.

6. RESEARCH METHODOLOGY

Research methodology is a systematic mechanism to adopt the technique and tools in solving the research problem. It helps the researcher in finding out the probable answer to the strategic research problem. Numerous methods are available for the researcher to carry out its research activity but he/she need to choose an appropriate methodology so that it can accomplish the research within a definite time frame. The main purpose of the present study is to study media literacy among undergraduate students of Arts and Science disciplines. The proposed study is descriptive.

The present study is carried out with the following method.

1. Data Sources

The present study is undertaken by surveying the students and the primary data is collected through a questionnaire method that are given in Appendix I and II. There are 20 departments in PUC (11 Arts and 9 Science). From both, the discipline ten (10) students have been randomly selecting to answer the questionnaires.

2. Sampling

The random (purposive) sampling method has been used for collecting required information data. The sample selected students are from Arts and science discipline. Altogether there are 20 departments (11 Arts and 9 Science departments) in PUC, 5 departments were from the Arts discipline, and five (5) from science discipline were selected for the study. From both, the discipline ten (10) students have been randomly selecting to answer the questionnaires. Therefore, 100 questionnaires were distributed to the selected students.

3. Data Analysis and Interpretation

For this study, the questionnaire was created based on the objectives and delivered to the selected departments of Arts and Science. A total of 100 questionnaires were circulated, with 10 copies provided to each department. The data analysis and interpretation were based on the objective of the study. The primary data collected were analysed and interpreted with the help of Microsoft Excel 2010 and SPSS software package.

7. FINDINGS

In this analysis, the data found was based on the received questionnaire from the respondent of the undergraduate student of PUC, Aizawl. The result data finding in this chapter are categorised into six parts based on the search objective. The major findings of these six parts are as follows:

8.1 Personal Information (Part 1)

- From the gender data analysis of the students in PUC, there were 46 female respondents and 50 male respondents' students out of the total number of 96 student's respondent.

- The data analysis of the age group of the students of PUC, it is concluded that the majority of the student age is in between 19 to 21 year it is because of development in higher education many students are starting college at a young age and followed by 22 to 24 age and 16 to 18 years.

- From the study, 56.25% of students are from urban areas it means that out of 96 students the majority. Whereas 11.46% of students are left in a semi-urban area and 32.29% of students are from a rural area.

8.2 Media Literacy (Part 2)

- The studies reveal that most of the students of PUC i.e., 81.25% have familiar with media literacy but the rest of the students are unaware of the term media literacy. Out of 96 respondents, 63.54% of students have average media literacy skills. From the response (through questionnaire) of the students, it is clear that the student of PUC media literacy is not too poor.

8.3 Use and Application of Media Literacy (Part 3)

- From the study, it is observed that a maximum of the college students is accessing various media from their home and Institutions.

- The students of PUC have regularly used social media every day rather than print media and electronic media. Within 24 hours they spend 4 hours accessing the information on social media, whereas for accessing print and electronic media they spend 1 hour each.

- The study reveals that WhatsApp, YouTube, Instagram, Facebook and Telegram are the most visited sites by the students of PUC.

8.4 Student Perception about Media Literacy (Part 4)

- From the study of students' perception about media literacy, it is found that the majority of the students i.e., **57.29%** believed media literacy person has the skill to identify, locate, retrieved and use information effectively and skill of retrieval techniques. This study shows that out of 96 students' respondent of PUC, the majority of the students knows the concept of media literacy skills.

- The students of PUC have agreed media literacy is one of the best helpful programmes for their educational and personal development whereas some students have no idea about media literacy.

- The majority of the students are selected social media as the most convenient and helpful to access information followed by electronic and print media. From the study, it has been concluded that social media places an important part in the student's education and performance.

8.5 Satisfaction of Seeking Information Source (Part 5)

- In the studies of satisfaction of students on various types of media, it has been found that the majority of students satisfaction with various types of media whereas 31.25% of students are not sure they satisfy or not. This is due to a lack of awareness of media literacy from the institution and library.

- Secondly, the students prefer the internet more than social media, print and digital media, TV, Radio for seeking information. Out of 96 student's respondents, 81.25% used the internet as a source of information and get easily the required information.

- The study revealed that the majority of students have mixed (negative & positive) responses on the impact of electronic media and about 6.25% of the student's clear response toward negative impact. From the response of the students, electronic and social media cannot fully supersede print media in educational institutions.

8.6 Strategies and Mechanism (Part 6)

- From the study of media literacy education is required as a part of the school curriculum and syllabus. 62.5% of the students in PUC, supported to answer media literacy are desired to include in the school curriculum activities and syllabus. This study declared in the present scenario it is very important to introduce the teaching of information or media literacy education in our higher education system.

- The majority of the students of PUC believed that self-learning is the best strategy for developing their media literacy skills whereas some of the students also answer that seminars/workshops and library induction programmes are the best way of developing media literacy skills.

- 36.46% of the students prefer to conduct media literacy programmes on the use of electronic media, the internet, social media for educational purposes.

8. CONCLUSION

The media has the power to mould personalities and alter our perceptions of the world and our immediate surroundings. In recent years, the mass media has risen to prominence as one of the most essential communication channels for accessing a wide range of information, and it is clear that a large number of people rely on it for information, knowledge, and wisdom. Media is omnipresent, and children are exposed to a variety of media at home and school. It 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 a society's members, 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 Pachhunga University College, having the requisite media literacy competencies and knowledge, as well as receiving media literacy education, is critically important. 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.

9. SUGGESTIONS

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. From this study, there are some suggestions given by the students for building their media literacy abilities.

1. The educational institutions incorporate at least one period/class a week for the students on the media and the importance of media literacy for their educational and academic purposes.

2. Teachers and staff should have to explore their students' problems regarding media literacy and try to help them whenever they need it.

3. The institution should build high and free internet/Wi-fi connection and building and infrastructure like internet, computer, ICT etc. inside the college campus it can greatly affect student's media literacy skills.

4. Electronic and social media cannot fully satisfy the student's information needs. Therefore, teachers and library staff are required to develop their teaching methods and library services and sources.

5. Among PUC students, social media is the most popular social networking tool, that surpassing both print and electronic media. To provide students with the best and most up-to-date media literacy education possible.

6. Some students were dissatisfied with various types of media due to a lack of media literacy awareness from the institution and library. There is a need for as much awareness among the students as much as possible. So that the students will aware of the important use of media literacy in the coming future.

7. Seminars, conferences, and orientation programmes 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.

10. CHAPTERISATION

The Characterisation of the present study are as follows:

Chapter 1: Introduction the overview of Media Literacy, significance and scope of the study, review of the literature. Statement of the problem, objectives of the study, and methodology adopted

Chapter 2: Media Literacy and Librarianship, study information literacy and media literacy and also deals with various media which are available in Mizoram.

Chapter 3: Pachhunga University College: An Overview, study from the history of growth and development of PUC and also study PUC library services and functions respectively.

Chapter 4: Data Analysis and Interpretation, the research data are analysed and interpreted from the data revived.

Chapter 5: Finding's Conclusion and Suggestion, from the analysis of data findings, conclusions and suggestions are given respectively.