

PREFERENCES OF MEDIA AND PERCEPTION OF MEDIA INFORMATION LITERACY OF THE STUDENTS OF IITS: AN ANALYTICAL STUDY

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Abstract: Efficient use of media technologies and digital content is not the certification of a person that he or she is adequately media literate. Lack of awareness of Media and Information Literacy (MIL) causes distress to a person and society as well. The formal and informal teaching and learning is becoming interactive through multiple media formats. Media and Information Literacy is felt necessary for improving critical thinking and media skills that will enhance democratization and civic participation of the people in the digital world. The purpose of the study is to know preferences and perception of the students of selected IITs of North for media use and Media Information Literacy (MIL) respectively. Result of the study reveals that the Internet is the most preferred media for the students. However, their perception for Media and Information Literacy is acceptable in the interest of digital participation for survive and thrive in the digital democratic world.

Keyword: Media Preferences, Perception of MIL, Critical thinking

1.0 Introduction: Media and Information Literacy (MIL) relates to all media, including television, radio, mobile phone, recorded music, print media, the Internet and other new digital communication technologies (Hobbs, 2010). Use of computer is common; cell phone, internet, and social media technologies are changing the scenario of education as well as social environment. The pedagogical practices are also being revolutionized due to the excessive use of digital contents and media information. Teaching through media aid is enhancing the intrinsic skills, capabilities and attitudes of the students to access evaluate and use the media information. Media has its own fascination to connect with the people. The purpose of being information and media literate is to engage in a digital society; one needs to be able to use, understand, inquire, create, communicate and think critically. Media Literate person's approach is more appropriate to access the information and applying their critical thinking onto the information that is retrieved for. A trend of social media is becoming popular and widely spreading in society in general and academics in particular. Social relationship and interaction via web based social networking technologies is becoming multifold along with information sharing through multi-way communication. Face book, Twitter, YouTube, LinkedIn, Myspace, whats App and LIS links are some of the well-known Social Networking Sites (SNSs) which allows users to use, produce and reproduce the information with digital democratic rights. Presently, Media and Information Literacy is being tooted and hyped globally. Media literacy is becoming a part of education in both informal and formal settings. (Hobbs, 2007)

2.0 Literature Review

“Students and youth are often more media savvy, knowledgeable, and immersed in media culture than their teachers and can contribute to the educational process through sharing their ideas, perceptions, and insights.”(Kellner & Share 2005, p.373). Alexandria proclamation (2005) described that information literacy empowers people from all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals while Media literacy skills for enhancing the ability to understand and evaluate the embedded information in various kind of formats and gadgets like audio and visual symbols received via television, radio, computers, newspapers, magazines and, of course, advertisements every day and to create personal meanings from them which depends on individuals insight. Horton, (2007) stated that media literate person should have enough understanding and skills to evaluate the information in various kind of formats e.g. PDF, HTML, TEXT FORMAT, JPEG, JIF etc. and they should have the ability to extract the original message from media. Lim & Theng. (2011) described that Singapore youths' awareness in Media Literacy skills are more exposed to new media as an entertainment and communication choice and have acquired overall fair level of skills for media consumption rather than creative expression and production. Paris

declaration (2014) emphasized that MIL is the need of hour in the digital world where digital information is overloaded.

3.0 Objective

1. To know the preferences of media and perception of Media and Information Literacy of the students’.
2. There is no significant difference with respect to perception of Media and Information Literacy between the programme and across the institutions.

4.0 Research Questions

In summary, a number of factors appear to be related to students’ media preferences and perception of MIL across the programme UG, PG and PhD and Institution of selected IITs of North India. Use of media, media as powerful tool and impact of media are important factors while MIL is human perception rather technical skills, media improves critical thinking and best for survival and thrive in the digital world. The purpose of the study was to investigate Media preferences and perception of Media and Information Literacy.

The research questions included:

- What media do the students prefer for describing information as a powerful tool and impact the society most?
- What is the relationship of MIL Perception across the programme and Institutions?

5.0 Research Methodology

The survey method was considered most appropriate for this study which helps to know the students preference of media as prominent information source and their perception of Media and Information Literacy in the present scenario of digital world. In order to determine the students’ media preference and perception of Media and Information Literacy, a structured questionnaire was distributed to the targeted population of 22095 of selected IITs (IIT Delhi, IIT Kanpur and IIT Roorkee). A sample of 1054 respondents was received across the programme and institution and later analyzed the collected data on the parameter by using Statistical Package of Social Sciences (SPSS) version 22.0 Analysis of Variance (ANOVA) and Chi-square test was used to evaluate whether there are differences between the average value, and mean, across several population groups. The chi-square (χ^2) was also used to test the goodness of fit whether a significant difference exist between the observed number of responses and an expected number of responses based on the null hypothesis (H_0) in each category or class.

6.0 Results and Discussion

6.1 Media Preferences: The scale reliability results for media preferences are shown in Table 1.1 the results show Cronbach’s Alpha of 0.821 and item-to-total correlation in the range of 0.598 to .735. The results are valid as Cronbach’s Alpha must be greater than or equal to 0.7 and item-to-total correlation must be greater than or equal to 0.5. The mean of 12.0493 shows out of 20 if all variables are loaded at Likert Scale 5. It explains 60.25 percent of the construct. It validates the content, face, and discriminant validity as all item-to-total correlations are different. The correlation of most powerful media tool is maximum and media impacts the most is minimum in case of media preferences.

Table 1.1- Media Preferences Scale Statistics and ANOVA for UG, PG and Ph.D. Programs

| Items Statistics | Mean | Std. Deviation | Corrected Item-Total Correlation | ANOVA (Between groups: UG, PG, and Ph.D.) | | | | | F≥3.84 at 0.05 level of significance |
|---|--------|----------------|----------------------------------|---|----|-------------|--------|------|--------------------------------------|
| | | | | Sum of Squares | df | Mean Square | F | Sig. | |
| Media Used Most | 3.1641 | 1.31129 | 0.652 | 23.007 | 2 | 11.504 | 6.763 | .001 | Significant |
| Media Describes Information | 2.9886 | 1.14639 | 0.599 | 27.522 | 2 | 13.761 | 10.663 | .000 | Significant |
| Most Powerful Media Tool | 2.9507 | 1.18852 | 0.735 | 22.599 | 2 | 11.300 | 8.107 | .000 | Significant |
| Media Impact | 2.9459 | 1.25402 | 0.598 | 14.553 | 2 | 7.276 | 4.659 | .010 | Significant |
| Cronbach's Alpha= 0.821, Scale Statistics (Mean= 12.0493, Variance= 15.665, SD= 3.958) | | | | | | | | | |

The table 1.1 shows that the calculated value of F of the level of media preferences with attributes like Media used most, media describe information, most powerful media tool and media impact greater than the tabulated value of F i.e. 3.84 at 0.05 level of significance. It is concluded that there is significant difference in the mean of perceived level of media preferences differs significantly across students of different programme.

Table 1.2 Media Preferences Response and Chi-Square for UG, PG and Ph.D. Programs

| Variables | Rating | Programme | | | | Chi-Square (df; C) |
|-----------------------------|---------------|--------------------|--------------------|--------------------|---------------------|--------------------------|
| | | UG N (%) | PG N (%) | Ph. D. N (%) | Total N (%) | |
| Media Used Most | Social Media | 104 (9.9) | 29 (2.8) | 18 (1.7) | 151 (14.3) | 28.943 (8; .000*) |
| | TV, Radio | 68 (6.5) | 36 (3.4) | 8 (0.8) | 112 (10.6) | |
| | Internet | 275 (26.1) | 129 (12.2) | 68 (6.5) | 472 (44.8) | |
| | Digital Media | 19 (1.8) | 24 (2.3) | 8 (0.8) | 51 (4.8) | |
| | Print Media | 146 (13.9) | 96 (9.1) | 26 (2.5) | 268 (25.4) | |
| | Total | 612 (58.07) | 314 (29.79) | 128 (12.14) | 1054 (100.0) | |
| Media Describes Information | Social Media | 89 (8.4) | 29 (2.8) | 18 (1.7) | 136 (12.9) | 33.246 (8; .000*) |
| | TV, Radio | 82 (7.8) | 26 (2.5) | 6 (0.6) | 114 (10.8) | |
| | Internet | 344 (32.6) | 176 (16.7) | 86 (8.2) | 606 (57.5) | |
| | Digital Media | 10 (0.9) | 8 (0.8) | 4 (0.4) | 22 (2.1) | |
| | Print Media | 87 (8.3) | 75 (7.1) | 14 (1.3) | 176 (16.7) | |
| | Total | 612 (58.07) | 314 (29.79) | 128 (12.14) | 1054 (100.0) | |
| Most Powerful Media Tool | Social Media | 105 (10.0) | 41 (3.9) | 21 (2.0) | 167 (15.8) | 26.903 (8; .001*) |
| | TV, Radio | 67 (6.4) | 26 (2.5) | 7 (0.7) | 100 (9.5) | |
| | Internet | 337 (32.0) | 158 (15.0) | 80 (7.6) | 575 (54.6) | |
| | Digital Media | 20 (1.9) | 15 (1.4) | 7 (0.7) | 42 (4.0) | |
| | Print Media | 83 (7.9) | 74 (7.0) | 13 (1.2) | 170 (16.1) | |
| | Total | 612 (58.07) | 314 (29.79) | 128 (12.14) | 1054 (100.0) | |
| Media Impact | Social Media | 97 (9.2) | 44 (4.2) | 21 (2.0) | 162 (15.4) | 24.052 (8; .002*) |
| | TV, Radio | 113 (10.7) | 41 (3.9) | 13 (1.2) | 167 (15.8) | |
| | Internet | 289 (27.4) | 140 (13.3) | 67 (6.4) | 496 (47.1) | |
| | Digital Media | 7 (0.7) | 11 (1.0) | 6 (0.6) | 24 (2.3) | |
| | Print Media | 106 (10.1) | 78 (7.4) | 21 (2.0) | 205 (19.4) | |
| | Total | 612 (58.07) | 314 (29.79) | 128 (12.14) | 1054 (100.0) | |

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

Media preferences response and chi-square for UG, PG and Ph.D. students is shown in the Table 1.2 The results show that item group Media used most responses- Print media (25.4), Digital media (4.8), Internet (44.8), TV, Radio (10.6) Social media (14.3), Here maximum preference is for the **Internet**. Item for media describe information responses- Print media (16.7), Digital media (2.1%), **Internet (57.5%)**, TV, Radio (10.8%), Social media (12.9%). Here maximum agreement is for the Internet. Item for most powerful media tool responses - Print media (16.1%), Digital media (4.0%), **Internet (54.6%)**, TV, Radio (9.5%), Social media (15.8%). Here maximum agreement is for the Internet. Item for and media impact most responses - Print media (19.4%), Digital media (2.3%), **Internet (47.1%)**, TV, Radio (15.8%), Social media (15.4%). Here the maximum agreement is for the Internet. Also, the chi-square is significant at level more than 95%. Hence, there is an agreement regarding applicability of these variables of the study.

Table 1.3 Media Preferences Scale Statistics and ANOVA For IITS

| Items Statistics | Mean | Std. Deviation | Corrected Item-Total Correlation | ANOVA (Between combined: IIT Delhi, IIT Roorkee, IIT Kanpur) | | | | | F ≥ 3.84 at 0.05 level of significance |
|-----------------------------|--------|----------------|----------------------------------|--|----|-------------|--------|------|--|
| | | | | Sum of Squares | df | Mean Square | F | Sig. | |
| Media Used Most | 3.1641 | 1.31129 | 0.652 | 38.780 | 2 | 19.390 | 11.502 | .000 | Significant |
| Media Describes Information | 2.9886 | 1.14639 | 0.599 | 12.389 | 2 | 6.195 | 4.747 | .009 | Significant |
| Most Powerful Media Tool | 2.9507 | 1.18852 | 0.735 | 10.194 | 2 | 5.097 | 3.626 | .027 | Not Significant |
| Media Impact | 2.9459 | 1.25402 | 0.598 | 2.664 | 2 | 1.332 | .847 | .429 | Not Significant |

Cronbach's Alpha= 0.821, Scale Statistics (Mean= 12.0493, Variance= 15.665, SD= 3.958)

The table 5.4.3 shows that the calculated value of F of the level of media preferences with attributes Media used most, media describe information greater than the tabulated value of F i.e. 3.84 at 0.05 level of significance. Therefore, it is concluded that there is significant difference in the mean of perceived level of MIL perception which does not differs significantly across the students of different programme. Attribute for most powerful media and media impact smaller than the tabulated value of F i.e. 3.84 at 0.05 level of significance. Therefore, it is concluded that there is no significant difference in the mean of perceived level of MIL perception which differs significantly across the students of different programme.

Table 1.4 Media Preferences Response and Chi-square for IITs

| Variables | Rating | Institutions | | | | Chi-Square (df; C) |
|-----------------------------|---------------|-------------------|-------------------|-------------------|---------------------|---------------------------|
| | | IIT Delhi N (%) | IIT Roorkee N (%) | IIT Kanpur N (%) | Total N (%) | |
| Media Used Most | Social Media | 81 (7.7) | 42 (4.0) | 28 (2.7) | 151 (14.3) | 187.892 (8; .000*) |
| | TV, Radio | 44 (4.2) | 37 (3.5) | 31 (2.9) | 112 (10.6) | |
| | Internet | 86 (8.2) | 117 (11.1) | 269 (25.5) | 472 (44.8) | |
| | Digital Media | 16 (1.5) | 22 (2.1) | 13 (1.2) | 51 (4.5) | |
| | Print Media | 101 (9.6) | 125 (11.9) | 42 (4.0) | 268 (25.4) | |
| | Total | 328 (31.1) | 343 (32.5) | 383 (36.3) | 1054 (100.0) | |
| Media Describes Information | Social Media | 75 (7.1) | 27 (2.6) | 34 (3.2) | 136 (12.9) | 241.379 (8; .000*) |
| | TV, Radio | 44 (4.2) | 27 (2.6) | 43 (4.1) | 114 (10.8) | |
| | Internet | 80 (7.6) | 260 (24.7) | 266 (25.2) | 606 (57.5) | |
| | Digital Media | 15 (1.4) | 2 (0.2) | 5 (0.5) | 22 (2.1) | |
| | Print Media | 114 (10.8) | 27 (2.6) | 35 (3.3) | 176 (16.7) | |
| | Total | 328 (31.1) | 343 (32.5) | 383 (36.3) | 1054 (100.0) | |
| Most Powerful Media Tool | Social Media | 81 (7.7) | 55 (5.2) | 31 (2.9) | 167 (15.8) | 174.403 (8; .000*) |
| | TV, Radio | 44 (4.2) | 25 (2.4) | 31 (2.9) | 100 (9.5) | |
| | Internet | 86 (8.2) | 222 (21.1) | 267 (25.3) | 575 (54.6) | |
| | Digital Media | 16 (1.5) | 12 (1.1) | 14 (1.3) | 42 (4.0) | |
| | Print Media | 101 (9.6) | 29 (2.8) | 40 (3.8) | 170 (16.1) | |
| | Total | 328 (31.1) | 343 (32.5) | 383 (36.3) | 1054 (100.0) | |
| Media Impact | Social Media | 81 (7.7) | 37 (3.5) | 44 (4.2) | 162 (15.4) | 140.111 (8; .000*) |
| | TV, Radio | 54 (5.1) | 65 (6.2) | 48 (4.6) | 167 (15.8) | |
| | Internet | 75 (7.1) | 190 (18.0) | 231 (21.9) | 496 (47.1) | |
| | Digital Media | 16 (1.5) | 2 (0.2) | 6 (0.6) | 24 (2.3) | |
| | Print Media | 102 (9.7) | 49 (4.6) | 54 (5.1) | 205 (19.4) | |
| | Total | 328 (31.1) | 343 (32.5) | 383 (36.3) | 1054 (100.0) | |

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

Media preferences response and chi-square for IIT (Delhi, Roorkee and Kanpur) shown in the Table 1.4 The results show that item group Media used most responses- Print media (25.4%), Digital media (4.5), Internet (44.8), TV, Radio (10.6%) Social media (14.3), Here maximum preference is for the Internet. Item for media describe information responses- Print media (16.7), Digital media (2.1%), Internet (57.5%), TV, Radio (10.8%), Social media (12.9%). Here maximum agreement is for the Internet. Item for most powerful media tool responses - Print media (16.1%), Digital media (4.0%), Internet (54.6%), TV, Radio (9.5%), Social media (15.8%). Here maximum agreement is for the Internet. Item for and media impact most responses - Print media (19.4%), Digital media (2.3%), Internet (47.1%), TV, Radio (15.8%), Social media (15.4%). Here the maximum agreement is for the Internet. Also, the chi-square is significant at level more than 95%. Hence, there is an agreement regarding applicability of these variables of the study.

6.2 Perception of Media and Information Literacy:

The scale statistics regarding perception of respondents of MIL is shown in Table 1.5. The Cronbach's Alpha is 0.757 and item-to-total statistics range 0.599 to 0.680 (Hair et al., 2009). The F values are not significant as these are less than the critical F values. Also, the mean of 11.2647 out of 15 shows 75.1 % of the construct explained.

Table 1.5- Scale Statistics Regarding Perception about Media and Information Literacy Across the Programme

| Items Statistics | Mean | Std. Deviation | Corrected Item-Total Correlation | ANOVA (Between groups: UG, PG, and Ph.D) | | | | | Remarks F≥3.84 at 0.05 level of significance |
|--|--------|----------------|----------------------------------|--|----|-------------|-------|------|---|
| | | | | Sum of Squares | df | Mean Square | F | Sig. | |
| Human Perception | 3.7989 | 0.72884 | 0.680 | 3.000 | 2 | 1.500 | 2.834 | .059 | Not Significant |
| Critical Thinking | 3.7249 | 0.87283 | 0.599 | 4.536 | 2 | 2.268 | 2.988 | .051 | Not Significant |
| Survive & Thrive | 3.7410 | 0.85861 | 0.612 | 1.504 | 2 | .752 | 1.020 | .361 | Not Significant |
| Cronbach's Alpha= 0.786, Scale Statistics (Mean= 11.2647, Variance= 4.263, SD= 2.064) | | | | | | | | | |

The table 1.5 shows that the calculated value of F perception about Media and Information Literacy with attributes like Human perception, Critical thinking, and Survive and thrive is less than the tabulated value of F i.e. 3.84 at 0.05 level of significance. Therefore, it is concluded that there is no significant difference in the mean of perceived level of MIL perception which does not differs significantly across the students of different programme.

Table 1.6- Perception About Media and Information Literacy Response and Chi-Square for UG, PG and Ph.D. Programs

| Variables | Rating | Programme | | | | Chi-Square (df;C) |
|-------------------|-------------------|-------------|-------------|--------------|--------------|-------------------|
| | | UG N (%) | PG N (%) | Ph. D. N (%) | Total N (%) | |
| Human Perception | Strongly Disagree | 18 (1.7) | 0 (0.0) | 1 (0.1) | 19 (1.8) | 24.241 (8; .002*) |
| | Disagree | 46 (4.4) | 15 (1.4) | 8 (0.8) | 69 (6.5) | |
| | Neutral | 54 (5.1) | 22 (2.1) | 10 (0.9) | 86 (8.2) | |
| | Agree | 444 (42.1) | 265 (25.1) | 102 (9.7) | 811 (76.9) | |
| | Strongly Agree | 50 (4.7) | 12 (1.1) | 7 (0.7) | 69 (6.5) | |
| | Total | 612 (58.07) | 314 (29.79) | 128 (12.14) | 1054 (100.0) | |
| Critical Thinking | Strongly Disagree | 33 (3.1) | 4 (0.4) | 2 (0.2) | 39 (3.7) | 26.096 (8; .001*) |
| | Disagree | 67 (6.4) | 25 (2.4) | 8 (0.8) | 100 (9.5) | |
| | Neutral | 21 (2.0) | 24 (2.3) | 7 (0.7) | 52 (4.9) | |
| | Agree | 439 (41.7) | 241 (22.9) | 104 (9.9) | 784 (74.4) | |
| | Strongly Agree | 52 (4.9) | 20 (1.9) | 7 (0.7) | 79 (7.5) | |
| | Total | 612 (58.07) | 314 (29.79) | 128 (12.14) | 1054 (100.0) | |
| Survive & Thrive | Strongly Disagree | 33 (3.1) | 6 (0.6) | 2 (0.2) | 41 (3.9) | 26.472 (8; .001*) |
| | Disagree | 57 (5.4) | 20 (1.9) | 12 (1.1) | 89 (8.4) | |
| | Neutral | 20 (1.9) | 19 (1.8) | 8 (0.8) | 47 (4.5) | |
| | Agree | 447 (42.4) | 258 (24.5) | 97 (9.2) | 802 (76.1) | |
| | Strongly Agree | 55 (5.2) | 11 (1.0) | 9 (0.9) | 75 (7.1) | |
| | Total | 612 (58.07) | 314 (29.79) | 128 (12.14) | 1054 (100.0) | |

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

The table 1.6 shows that the respondents' response in case of 'human perception...' With regard to MIL show strongly agree (6.5%), agree (76.9 %), neutral (8.2%), disagree (6.5%) and strongly disagree (1.8%) of the total respondents, i.e., 1054. Here is maximum agreement is for agree that MIL is human perception rather than technical skills. In the case of 'Critical thinking...' strongly agree (7.5%), agree (74.4 %), neutral (4.9%), disagree (9.5%) and strongly disagree (3.7%) of the total respondents, i.e., 1054. Here maximum response were received for agree that MIL improves critical thinking of the students. Likewise, MIL perception with in the case of 'useful to survive and thrive shows strongly agree (7.1%), agree (76.1 %), neutral (4.5%), disagree (8.4%) and strongly disagree (3.9%) of the total respondents, i.e., 1054. Here maximum agreement is for agree it means that it is agreed by all students that MIL is very useful to survive and thrive in the digital world. Also, the chi-square is significant at level more than 95%. Hence, there is an agreement regarding applicability of these variables of the study.

Table 1.7- Scale Statistics Regarding Perception About Media and Information Literacy

| Items Statistics | Mean | Std. Deviation | Corrected Item-Total Correlation | ANOVA (Between combined: IIT Delhi, IIT Roorkee, IIT Kanpur) | | | | |
|--|--------|----------------|----------------------------------|--|----|-------------|-------|------|
| | | | | Sum of Squares | df | Mean Square | F | Sig. |
| Human Perception | 3.7989 | 0.72884 | 0.680 | 7.193 | 2 | 3.596 | 6.846 | .001 |
| Critical Thinking | 3.7249 | 0.87283 | 0.599 | 6.901 | 2 | 3.450 | 4.560 | .011 |
| Survive & Thrive | 3.7410 | 0.85861 | 0.612 | 10.078 | 2 | 5.039 | 6.912 | .001 |
| Cronbach's Alpha= 0.786, Scale Statistics (Mean= 11.2647, Variance= 4.263, SD= 2.064) | | | | | | | | |

The table 1.7 shows that the calculated value of F for perception about Media and Information Literacy between IITs with attributes like Human perception, Critical thinking, and Survive and thrive is more than the tabulated value of F i.e. 3.84 at 0.05 level of significance. Therefore, it is concluded that there is significant difference in the mean of perceived level of MIL perception which differs significantly across the IITs (Delhi, Roorkee and Kanpur).

Table 1.8 Perception About Media and Information Literacy Response and Chi-Square For IITS

| Variables | Rating | Institutions | | | | Chi-Square (df; C) |
|--|-------------------|--------------------|----------------------|---------------------|---------------------|--------------------------|
| | | IIT Delhi N (%) | IIT Roorkee N (%) | IIT Kanpur N (%) | Total N (%) | |
| Human Perception | Strongly Disagree | 19 (1.8) | 0 (.0) | 0 (.0) | 19 (1.8) | 72.820 (8; .000*) |
| | Disagree | 28 (2.7) | 25 (2.4) | 16 (1.5) | 69 (6.5) | |
| | Neutral | 28 (2.7) | 25 (2.4) | 33 (3.1) | 86 (8.2) | |
| | Agree | 216 (20.5) | 281 (26.7) | 314 (29.8) | 811 (76.9) | |
| | Strongly Agree | 37 (3.5) | 12 (1.1) | 20 (1.9) | 69 (6.5) | |
| | Total | 328 (31.1) | 343 (32.5) | 383 (36.3) | 1054 (100.0) | |
| Critical Thinking | Strongly Disagree | 19 (1.8) | 14 (1.3) | 6 (0.6) | 39 (3.7) | 49.494 (8; .000*) |
| | Disagree | 28 (2.7) | 47 (4.5) | 25 (2.4) | 100 (9.5) | |
| | Neutral | 28 (2.7) | 7 (0.7) | 17 (1.6) | 52 (4.9) | |
| | Agree | 216 (20.5) | 253 (24.0) | 315 (29.9) | 784 (74.4) | |
| | Strongly Agree | 37 (3.5) | 22 (2.1) | 20 (1.9) | 79 (7.5) | |
| | Total | 328 (31.1) | 343 (32.5) | 383 (36.3) | 1054 (100.0) | |
| Survive & Thrive | Strongly Disagree | 19 (1.8) | 16 (1.5) | 6 (0.6) | 41 (3.9) | 60.620 (8; .000*) |
| | Disagree | 28 (2.7) | 41 (3.9) | 20 (1.9) | 89 (8.4) | |
| | Neutral | 28 (2.7) | 3 (0.3) | 16 (1.5) | 47 (4.5) | |
| | Agree | 216 (20.5) | 269 (25.5) | 317 (30.1) | 802 (76.1) | |
| | Strongly Agree | 37 (3.5) | 14 (1.3) | 24 (2.3) | 75 (7.1) | |
| | Total | 328 (31.1) | 343 (32.5) | 383 (36.3) | 1054 (100.0) | |
| Results are based on nonempty rows and columns in each innermost suitable. | | | | | | |
| *. The Chi-square statistic is significant at the .05 level. | | | | | | |

The table 1.8 shows that the respondents' response in case of 'human perception...' With regard to MIL show strongly agree (6.5%), agree (76.9%), neutral (8.2%), disagree (6.5%) and strongly disagree (1.8%) of the total respondents, i.e., 1054. Here is maximum agreement is for agree that MIL is human perception rather than technical skills. In the case of 'Critical thinking....' strongly agree (7.5%), agree (74.4%), neutral (4.9%), disagree (9.5%) and strongly disagree (3.7%) of the total respondents, i.e., 1054. Here maximum response were received for agree that MIL improves critical thinking of the students. Likewise, MIL perception with in the case of 'useful to survive and thrive shows strongly agree (7.1%), agree (76.1%), neutral (4.5%), disagree (8.4%) and strongly disagree (3.9%) of the total respondents, i.e., 1054. Here maximum agreement is for agree it means that it is agreed by all students that MIL is very useful to survive and thrive in the digital world. Also, the chi-square is significant at level more than 95%. Hence, there is an agreement regarding applicability of these variables of the study.

7.0 Finding of the Study

Media preferences across the programme UG, PG and PhD Table 1.2 and Media preferences across the Institutions IITs (Delhi, Roorkee and Kanpur) Table 1.4 shows that

- The Internet (44.8%) is the highest preference among the other media formats available.
- The Internet (57.5%) is the highest preference for describing the information in the group.
- The Internet (54.6%) is the highest powerful media tool in the group.
- The Internet (47.1%) has the highest impact on society in the group.
- 76.9% students are agreed that MIL is the human perception rather than technical skills. .
- 74.4% students are agreed that MIL improves critical thinking of the students.
- 76.1% students are agreed that MIL is the very useful to survive and thrive in the digital world.

8.0 Conclusion and Suggestions

Students are dependent on media and its variety of formats. No doubt that all prevailing media have its own importance but the Internet is the most preferable media among the students. In recent years, Media and Information Literacy (MIL) has been increasingly recognized as a critical element in academics and social life. This is partly due to the rapid growth in media technologies and its multiple formats and applications is changing landscape of the academic teaching and learning. The study reveals about the student's perceptions for Media and Information Literacy towards its traits and effectiveness in higher education settings. Based on the results of the survey; it is clearly indicated that majority of the students prefer the Internet. Moreover, students agreed that Media and Information Literacy will enhance their critical thinking to survive and thrive better in the digital democratic society.

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