A Study on Culture and Media Information Literacy of High School Students of Tripura, India

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Abstract: *Media is capable to influence the minds of youth. Youth see the world through the world of Music, TV, computer games, magazines and other media, an impact that forms many behavioral and habitual aspects from their childhood. To be engaged and critical media consumers, kids need to develop skills and habits of media literacy. These skills include being able to access media on a basic level, to analyze it in a critical way based on certain key concepts, to evaluate it based on that analysis and, finally, to produce media oneself. This process of learning media literacy skills is media education. Empowerment of people through Media and Information Literacy is an important prerequisite for fostering equitable access to information and knowledge and promoting free, independent and pluralistic media and information systems. Media literacy is the capability to access, analyze, evaluate, and create media. Media literate youth and adults are better able to understand the complex messages we receive from television, radio, Internet, newspapers, magazines, books, billboards, video games, music, and all other forms of media. Media literacy is, first and foremost, a critical thinking skill that is applied to the source of most of the information we receive: the channels of mass communication. However, for a variety of reasons that will be discussed later in the chapter, we often blindly accept the information that we receive through the media--with disastrous results. We develop brand loyalties that have little to do with the quality of the product. We take the word (or pictures) of journalists to provide us with a clear understanding of our world. And we vote for candidates on the basis of "gut reactions" to political spots devised by clever political media consultants. The proposed study intends to seek how culture is related to media literacy and how far the status of media information literacy among High School students is bringing a convergence of old and new media.*

Keywords: Media Literacy, Mass Media, High School Students, Tripura

Introduction

Media Literacy: The spread of mass media and new technology has resulted in significant modifications in human communication procedures and behaviour. Media Literacy seeks to permit citizens by equipping them with the competences (knowledge, skills & attitude) required to interact with conventional media and new technology. It contains the following components or learning outcomes:

• Have a thorough understanding of how the media operates in democracies;
• Recognize the circumstances in which media can perform their tasks;
• Analyze media content critically;
• Use media to express oneself and participate in democracy; and
• Examine the ICT skills required to create user-generated content.

To achieve Article 19 of the Universal Declaration of Human Rights, one must have access to high-quality media and information resources and engage in media and communication networks. Every other right rests on this. The Grunwald Declaration, which was first released in 1982 and emphasizes the necessity for governmental and educational structures to support

civilians' critical comprehension of "the phenomena of communication," was founded by UNESCO, an organization with a long history of promoting media literacy. (UNESCO, 2017) UNESCO has adjusted its policy to treat Media and Information Literacy (MIL) as a composite term in light of the tight relationship between media literacy and information literacy. In order toward minimize confusion with higher level media studies; we have also stopped referring to this type of instruction as "media education." Since then, the Organization has funded a variety of activities aimed at establishing MIL as a dynamic civic education movement and a resource for lifelong learning.

People that possess information literacy are able to comprehend and draw valid conclusions from information sources as users, as well as transition into independent information producers. People who are information literate have access to knowledge about their surroundings, their education, their jobs, and their health, which enables them to make important decisions about their life, such as captivating more responsibility for their individual health plus education. Information literacy calls for users to possess the abilities to utilize information and communication technologies and their applications to access and produce information in a digital environment. For example, using the Internet and directing hypertext multimedia tools require both technical Internet usage abilities and reading skills to comprehend the content.

In our current world, the type of information we get greatly influences our selections and subsequent actions, including our capacity to recognize essential flexibility and the potential for growth. Driven by technological advancements in broadcast communications, there is also an increase in media and other data sources, allowing users to access and exchange an infinite amount of material and knowledge. The difficulty of determining the information's relevance and dependability without placing any restrictions on people' exercise of their rights to information and freedom of speech is a problem that arises from and contributes to this phenomenon. The demand for Media and Information Literacy (MIL) must be understood in this perspective since it expands the civic education movement and includes teachers as the primary change agents.

The process, through which people acquire media literacy, or the capacity to grasp the nature, methods, and effects of media messages and outputs, is known as media education. The content of a digital media file is referred to as media information in general. The following are some typical forms of media data for music files: Title, (name of the song) Album (the name of the album on which the song appears).

According to Article 19 of the Universal Declaration of Human Rights, everyone has the right to freedom of thought and expression, which includes the capacity to do so without restrictions and the ability to look for, receive, and exchange information and ideas across frontiers and via any media. Citizens are better able to seek and fully enjoy this fundamental human right if they are media and information savvy.

Benefits and Requirement of MIL

As stated in Article 19 of the Universal Declaration of Human Rights, "Everyone has the right to freedom of opinion and expression. This right includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any media and regardless of frontiers," media and information literacy improves people's ability to exercise their fundamental human rights.

The key benefits of MIL are that:

1. It gives instructors more information to empower future citizens during the teaching and learning process.

2. Media & information literacy teaches essential information about the roles played by media and information channels in democracies, a reasonable comprehension of the situations required on the way to carry out those roles successfully, and the fundamental skills required to assess how well media and information benefactors are performing their roles in light of the functions that are expected of them.

3. The evolution of free, independent, pluralistic media also exposed information systems is encouraged by a civilization that is media and information literate, consideration of media and information literacy as a whole, then inclusion of several competences (awareness, abilities, and attitudes).

• MIL curriculum must allow instructors to instruct students in media and information literacy with the goal of equipping them with necessary skills so they can interact with media and information sources as independent and thoughtful young nations.

• Both the creation and consumption of information, as well as their location, should be known to the public.

• Everyone must have equivalent access to information and knowledge, including women, men, and marginalised groups including those with disabilities, indigenous peoples, and racial or ethnic minorities.

MIL should be viewed as a crucial instrument for promoting intercultural communication, understanding among individuals, and cultural awareness.

Requirement of Information Literacy-

The Requirement of Information Literacy in India

1. Internet promotion of IL is necessary
2. To improve people's information literacy.
3. To become self-sufficient learners.
4. To create a popular revolution against information technology.
5. To aid in the growth and development of information literacy programmes among librarians.

Functional Definitions-

Media usages-

Information and amusement obtained through media use by a person or group. Media consumption is another name for media use.

Media awareness-

Understanding the many ways that information is presented in print, electronic, and online media, among other places, is known as media awareness.

Media Literacy-

The capability to access, scrutinize, evaluator, and produce media in a variation of ways is known as media literacy. The multifarious messages we obtain through television, radio, the Internet, newspapers, magazines, books, billboards, video games, music, and all other types of media may be better understood by kids and adults who are media literate.

New media-

The term "new media" utmost frequently refers to information that is available on-demand through the Internet, reachable on any digital device, and typically contains insightful user feedback and creative conjecture. Common patterns of new media include online news sources, blogs, wikis, computer games, and online social networking sites.

Converging-

It signifies when two or more separate things or phenomena come together. In the context of information technology, the phrase "technological convergence" discusses to the blending of two or more distinct technologies into a single device.

Yadav Anubhuti (2011) emphasized the necessity of introducing Media Literacy at the classroom level in his book Media Studies in School Curriculum: Obstacles, Challenges, and Possibilities. She stressed that students should start understanding media rather than merely being a passive spectator or reader, given the significance of media in society and their ongoing interaction with it. She emphasized the idea that, similar to how educational institutions aid students in learning language, social studies, science, and mathematics, it is crucial to regard media literacy as an essential topic in schooling given the scope of media continuity and students' ongoing exposure to it. (Das,2009)

In their collaborative study, N. Challa and Venkatachalam found that most of the students from medical education has never used online mode for their studies or to learn first-hand topics. Instead off learning about their topic, the majority of students opted to use the internet for music, movies, games, and social networking. The researchers also made other crucial recommendations, including the possibility that the internet may play a significant role in many future facets of medicine. Therefore, it was important to pay attention to how students were using it for their academic work and future careers. They also underlined that all medical institutions should use computers for education and that students need to be taught how to access useful information and knowledge from websites.

According to Adithya Kumari, H., Mahadeva Murthy, M., and Hydarali (2013), online mode is a popular also a practical tool for all pupils. The findings have revealed that learners have used the internet for a variety of purposes, and the majority of them encountered several issues when doing so. Every day, a sizable number of people accessed the internet. The researchers advised the educational institutions to inform and counsel students on using the Internet.

In their survey, Rajeev Kumar and Amritpal Kaur (2006) found that the maximum of the students for above two years were exploring online sources. They discovered that just 5% of respondents utilized the internet daily, whereas over half used it twice or more each week. The majority of people surveyed has logged into to internet for learning purposes, rest of the respondents had used the online mode for their research and a very few of them has gone online for amusements. Most of the learners also had some challenges when using the internet, including sluggish online and download speed, challenges finding accurate information, and certain privacy issues. The students valued online resources more and said that it enhanced their professional ability. Their dependence on the internet has grown as a result of the updating and immediate availability of information, and 44.8 percent of respondents believed that it has enhanced their professional competence. However, several students asserted that although the internet had undoubtedly altered their lives, libraries could not be replaced by the internet.

The most recent online communication technology is social networking sites, which let users build networks with either public or private profiles and communicate with others in those networks (Boyd & Ellison, 2008). Chronicles, wikis, mass media (audio, photo, video, and text), sharing gadgets, meshing services, and cybernetic worlds are examples of social media (Boyd & Ellison, 2008). Through virtual contact, social media platforms satisfy a variety of requirements and interests. What social media platforms do college students utilize most frequently? Convenient form of communication that allows people to maintain contact with friends and family at their own pace and schedule (Urista, Dong, & Day, 2009). Because they are one of several means of communication that let users quickly and broadly share information, social media are incredibly effective.

Objectives of the Study

1. To find the nature and extent of media information literacy among the secondary school students
2. To understand, if media information literacy is related to the culture and performance of the students
3. To demonstrate, if any convergence is taking place in media literacy.

Research Design

The secondary school students of class X, XI, XII of different Government and private as well as Bengali and English medium secondary school of Agartala city in Tripura constituted the population of the study and was conducted in the Time span of three months from September of 2022. The target population was randomly selected and the sampling design was random sampling. The analysis was piloted on 80 males as well as female students from different school in Agartala, picking the random samples from the tuition houses.

Discussion and Findings

- A total 80 number of samples were randomly drawn from different schools for the study. Students of class X to XII were taken for the survey.
- About 80% (65) of the samples were from Government Schools, whereas students from Missionary and Private schools were 9 and 6 respectively in number.
- Gender wise, 35% of the samples happened to be female whereas remaining 65% was male students.
- Bengali speaking students constituted 82.5 per cent of the total samples. Out of the Bengali Students, one third i.e. 33.33 per cent was female.
- However, Manipuri speaking students came as the second major group after Bengali speaking students which may be flagged as a limitation of sampled data as the actual second largest population is Kokborok speaking.
- In reality, as per 2001 Census reports, 67.14 % of the population of the state is Bengali speaking, 25.46% was Kokborok speaking, Hindi speaking 1.68%, Mog speaking 0.9%, and Manipuri speaking only 0.65%.
- Out of the sample, 59 percent was students of class X, 38 per cent was students of class XI, and 4 per cent was students of XII.
- Out of our 80 samples, about 81 per cent belonged to Government School, while 11 per cent was from Missionary and 7.5 per cent was from Private Schools. In a way this distribution is somewhat reflecting the overall scenario as Government School dominate the secondary and higher secondary education of Tripura.
- Our 80-person sample included 81.25% General Category students, 7.50% OBC Category students, 6.25% SC students, and 5% ST students.
- Out of 80 sample 11.25% Students average score was 40-49% on their last academic session. 31.75% students score was 50-69%, 17.5% Students score was 60-69%, 25% Students score was 70-79% and 13.75% Students score was more than 80% on their last academic session.
- Percent students do not use any social media so they said that social media is of no use. 3.75 percent students got very little satisfaction from social media.7.5 percent students are somewhat satisfied by social media. 32.5 percent students are satisfied with social media. 35 percent students are very much satisfied with social media. Only 5 percent students said that they could not live without social media.

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- Out of 80 samples, 97.5 percent Students can read their own Mother tongue, whereas 76 percent Student can write their Mother tongue.
- 40 percent student read prose outside their curriculum. 25 percent read poem outside their curriculum.
- 92.5 percent Student can sing in their Mother tongue. 35 percent students can dance their traditional dance.
- 88.75 percent Students listened Hindi song and also 88.75 percent Students can sing Hindi song, 45.75 percent Students listened English song, whereas 41.25 percent Students can sing English song.
- 26.25 percent student can have played Guitar.28.75 percent Students can have played other instruments.
- 77.5 percent Students used mobile phone for listen songs.
- 45 percent students participated in drama. 28.75 percent Students participated in recitation.

Conclusion

In this study, we found that more students at government schools read newspapers. Interestingly, the proportions of newspaper readers among students are the same for missionary and private schools. Some students from government schools, missionary schools, and private schools do not read newspapers in the overall sample. Few students spend 1--10 minutes per day reading newspapers. The majority of students read the newspaper for 10-15 minutes per day, while a few spend 15-25 minutes per day, and, interestingly, some students read the newspaper for more than 30 minutes per day.

We also found that most of the school students do not listen to radio. While only a small percentage of students listen to radio for 1-5 minutes per day, some students listen to radio for 10-15 minutes per day, and some students listen to radio for more than 30 minutes per day.

We found that most of the Students on an average spend 5`-30` time per day for Social media. Comparatively a less number Student do not spend any time for Social media. They do not use the Social media. Some Students spend 1-4Hrs for Social media per day. Whereas very less number of Students spends 4-6 Hrs and also more than 6 Hrs time for Social media per day.

Interestingly found that Government School Students spend most of the time on an average for Social Media, whereas Missionary and Private School Students spend less time for Social media.

This study found that Facebook and Whatsaap is the most popular Social Media among the students. Instagram and YouTube also popular among the Students are very less number of students used Snapshoot and Twitter. Out of all the samples, a less number of Students do not used any Social Media. A large number of Students used 2 different Social Media, while some Students used 3 and 4 different Social Media. Very less percentage of Students used only one Social media whereas some Students used 5 different Social Media.
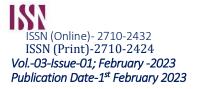
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