



Analysis of Media Consumption Pattern to Determine Student's Knowledge Sharing and Media Literacy: Case Study on College Students

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Abstract

The rapid advancement of the Internet and information and communication technologies has contributed to the widespread expansion of social networking sites (SNS) and social media, transforming global communication and information access. Social media enables users to generate, share, and engage with content, bridging geographical and cultural boundaries. The burgeoning engagement of students with it has given rise to concerns regarding its potential impact on academic performance and the sharing of knowledge. Consequently, media literacy has emerged as an indispensable competency for adeptly navigating the intricacies of the digital world effectively. This study investigates the media consumption patterns of students, their knowledge-sharing behaviour, and media literacy awareness. It addresses the gap in understanding how psychological factors, platform choices, and usage trends influence students' intellectual and academic development, while also identifying challenges such as distraction, privacy vulnerability, and addiction.

The study adopted a descriptive survey approach, drawing on primary data collected from 53 respondents (aged 12–43 years) through a systematically designed online questionnaire. The study analyzed demographic variables, social media usage, media content types, knowledge-sharing behaviour, and media literacy competencies. Quantitative and qualitative analyses, including graphical representations and Likert-scale assessments, were used to interpret the findings. An analysis of the target group's responses reveals a marked popularity of media literacy concepts and the use of such tools, especially among individuals aged 23 to 25, as reflected in their level of awareness. This period is a transitional stage between adolescence and full adulthood, with individuals still exploring their identity and life paths. They are also sensible about the consequence of overuse and have understood the complications related to media backwardness, though a few exceptional cases are existing but the change has already started and works towards the better. The study therefore considers social media use to have both positive and negative effects on students' knowledge sharing and media literacy performance.

Keywords: Media literacy, Information and Communication Technology (ICT), Communication, Socialization, Knowledge.

Introduction

The evolution of Internet led to the existence of social networking sites (SNS), as an offshoot of the advancement in Information systems and networking technologies has further promoted the transformation of the whole world into a global village in terms of information transmission and accessibility, which is also the major contributor in the world of communication. Over the years, these SNS started attracting over 2/3rd of Internet population for communication purpose. These SNS are known as social media (Boyd & Ellison,



2007). Social media in today's era are the best communication medium and play a vital role for users to create content, share content, join discussion forums, bookmark and curate content, share feedback and conduct economic activities. Social media is generally defined as being "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user generated content" (Kaplan and Haenlein, 2010).

Thus, the advancement of technology—particularly digital and mobile innovations—has enabled social media to play a vital role in transcending boundaries, allowing individuals to connect, share, and interact with diverse communities on a common platform. Advancements in technology have led to the rise of social media, prompting growing scepticism regarding its influence on academic pursuits. With increasing mediums for communication, large-scale interaction has become easier than ever before, leading to the emergence of a new media age in which interactivity occupies a central role in media functions. The affordability and widespread availability of modern technology have significantly expanded media consumption choices. Rather than relying on a limited number of news outlets, information now can be accessed by individuals from multiple sources and engage in dialogues with others through online forums about the content they encounter.

The availability of multiple media has exposed an average person to media "grip effects" which implies that an average person today consumes media contents as though living depends on it. This further increased with the popularity of mobile phones and the internet. This led Oso (2015) to observe that the audience's world is increasingly shaped by emerging information and communication technologies, whose arrival has brought significant changes in the way people live and carry out various activities in their daily lives.

Mass media have been said to be full of manipulative, make-believe, strict information selection, deliberate editing and enhancers in order to achieve certain premeditated objectives, and especially to make profits, or wield influence (Bahramian, Mazaheri, 2018). In its simplest form, media refers to a means of communication. Broadly understood, mass media comprise a diverse array of platforms, including the press, broadcasting channels, cinema, visual media, and recorded audio formats or audio recordings, and the Internet—particularly the World Wide Web and internet-based social media platforms.

An in-depth analysis of Media Consumption as a study topic has been a well explored field in this time and day for West Bengal as a state, accordingly, an effort has been undertaken by looking into the relevant papers from several like spirited scholars. The study focuses on media use by considering the reasons behind the selection of specific platforms, such as Facebook, Whats-app, Snap-chat, My-space, YouTube, Blogs, Twitter amongst others for quick dissemination of information and instant response when the need arises has removed the dependency on traditional information dissemination media such as radio, television and newspaper, the type of media or information intake with its utility, and the importance of media literacy. Which will help identifying credible sources of information and distinguishing them from unreliable ones, thereby, promoting self-growth and enabling ethical and responsible consumption and sharing of information by the young population in particular here the students. The present study discusses the awareness of ongoing students on responsible utility of information and the underlying factors influencing such choices, along with their effects on individual development, explored through a case study involving a selected sample of school and college students. It further explores the challenges and opportunities associated with media consumption in India. The probable findings of persistent barriers like distraction, spam, privacy vulnerability, cyber bullying, lack of expertise and awareness of technology may be restraining the growth of media literacy in India. The expansion of digital technology spotted through rise in internet and mobile subscription in recent years has generated hope.



The term media literacy simply refers to knowledge, skills and attitudes necessary to participate effectively in communication and information transactions in the media; ability of the audience to evaluate the credibility of information from different sources; understand the power of visual images and know how to “read” them; aware of a diverse cultural universe and appreciates multiple perspectives; express oneself clearly and creatively using different forms of media; recognize media’s influence on beliefs, attitudes, values, behaviour and the democratic process and to engage in critical thinking (Canadian Centre for Media Literacy, 2007; Raji, 2018). Media literacy helps audience to rationally and logically assess media contents, audience ability to do this signifies advancement in social value orientation which is a step ahead the usual human basic survival needs (Brown & Knight, 2006; Castellanos, 2007). India possesses a vast and highly dynamic media industry on a global scale, with over 900 satellite-based television networks, over 100,000 registered publications, and a rapidly growing digital media sector, Indians have unprecedented access to information. According to the Internet and Mobile Association of India (IAMAI), India had over 750 million individuals actively engaged in internet usage by 2023, making it the second-largest online market globally.

Rationale for the Study

Social media has now become the intrinsic part of students’ life and having an impact on their academic performance (Alshuaibi et al., 2018). A pronounced association can be observed between students’ engagement with social media and their overall performance. Although this association, particularly in relation to social media use and academic performance, contributes to the strengthening of interpersonal social behaviour (Rueda et al., 2017), it diverts learners’ attention away from their academic pursuits, drawing them into various non-academic activities. An increasing reliance on these digital platforms has become a matter of concern. The constant state of connectivity encourages frequent monitoring of online updates, fostering a pattern of overuse that ultimately hampers the learning process and adversely affects scholastic achievement. (Raut & Patil, 2016).

Incorporating media literacy into the education system is essential for equipping the next generation with the skills they need to navigate the media landscape. The Central Board of Secondary Education (CBSE) has recognized the importance of media literacy and has integrated it into the curriculum. Programs like the “Young Media Literate” initiative aim to educate students on media literacy, critical thinking, and digital citizenship. Media literacy is not just a skill but a necessity in modern India.

Literature Review

For educators and academics, student participation is a mystery. This work proposes a tentative paradigm for active learning that mentions electronics as a particularly influential component. Media consumption varies from culture to culture, but then all cultures are all “caught in the web” In US, the study of Powers, Moeller, and Yuan (2016) on students media use in getting political information shows that students mostly relied on a computer 50% in spring and 70% in fall, followed by cell phones 19% in spring; 38% in fall, and television 13% in spring; 47% in fall. Consumption through tablets and radio was minimal, while newspaper usage among the student groups was notably low.

A substantial body of literature and research has been devoted to this emerging area, predominantly at the international level and across various states of India, with comparatively limited studies conducted in West Bengal.



National-

Subramani R. et al. (2018) found Bangalore University students increasingly immerse themselves in social media platforms more for leisure, academics, and socialization, while Madras University students engage more with photos and videos. Sharma S. et al. (2022) reported social media benefits academic performance but impacts vary with personality traits (extraversion/introversion). Saini N. et al. (2023) highlighted social media's role in communication, collaboration, and learning, but noted distractions and misinformation risks. Sivakumar A. (2023) emphasized social media's potential for knowledge sharing, motivation, and engagement. Lalithambika C.K. (2024) identified informativeness, socialization, entertainment, and addictiveness as key factors affecting academic performance.

International-

Margaryan A. et al. (2015) and Richter Z.O. et al. (2015) noted MOOCs and digital media improve flexibility and access in higher education. Ojomo O. et al. (2018), Busuyi J.F. (2020), Chen M. et al. (2022), Mian S.T. et al. (2023), and Sales D.R. et al. (2024) highlighted both positive and negative academic and psychological impacts of social media. Divergent findings are due to location, variables, and usage patterns, with limited focus on intellectual enhancement and knowledge sharing across higher education.

Objectives

The objectives of the present study are:

- To determine why students, use different social media platform/ To assess social media use of students (e.g. Past experience, psychological factors, trends, values and beliefs)
- To investigate the type of media consumption of students and its utility
- To evaluate the significance of media literacy among students

Methodology

For the present study, dealing with analyzing Media Consumption Pattern to determine Students Knowledge Sharing and Media literacy, their ability to use varying media platforms and their knowledge on the spectrum to come into a conclusion to determine media fluency, both primary and secondary data has been used.

(a) Research Design:

Adopting a descriptive survey approach, the study drew upon a selected sample of respondents to evaluate their perspectives as a representative reflection of the wider population. The research design adopted was appropriate, as no variables within the research were manipulated. The study drew upon a sample of 50 participants selected through convenience sampling, with responses obtained using a systematically designed questionnaire distributed through Google Forms.



(b) Population and Sample:

A community-based survey was undertaken through the administration of an online questionnaire (Appendix) conducted from December 28, 2024 to December 31, 2024, among the population belonging to generations particularly Gen Z (12-27 years), a few Millennial's (28-43 years), from different education background and gender.

The most used platforms are youtube, Whatsapp, Instagram, Facebook a few of them uses advance technology apps like ZEB home (a smart home automation app).

(c) Tools and Techniques:

The research instrument is a self-developed questionnaire, that was structured on the basis of convenience sampling technique. It is segregated into four sections; first section contains the general demographic details of the students. Second section of the questionnaire contained 9 items related to assessing media platforms use by students and its relation to academic performance, the third section was organized according to the type of media consumption and its impact, finally the fourth section deals with media literacy. Responses were obtained via an online Google Form from a diverse cohort of students, encompassing varied genders, age brackets, and educational backgrounds. For the present study, a range of tools and techniques were employed, such as Survey questionnaire, observing or tracking mobile use and various media reports are studied regarding media literacy among students. Hypotheses placed on a Likert scale of strongly agree (SD) agree (A), disagree (D) and strongly (SD) to give an overall qualitative reliability of the statements.

Few other techniques will be implemented to visually represent the collected data through graphical representations, tables and images.

(d) Analysis of Data:

After collecting research data, some insight as to the likely factors influencing or a hindrance to gaining responsible media users. Also determine by qualitative questions how media consumption is impacting their knowledge sharing and learning capacity.

Results and Discussion

This study seeks to critically explore the dimensions of responsible digital competence among college students, based on their soft and hard skill proficiency. It considers factors influencing the use of various social media platforms, their capacity to address vulnerabilities associated with gadget usage, the effectiveness of online networks – particularly social media, in supporting education and the perceptions of the target group regarding internet literacy, all of which together provide a comprehensive understanding of this topic in fulfilment of this paper.

The validity of findings and the quality of decision-making in any research are contingent upon the rigour of data collection and analysis. Accordingly, a mixed-methods approach, integrating both qualitative and quantitative techniques, has been employed to enhance the study's effectiveness and facilitate a more streamlined analytical process. The use of quantitative analysis, in particular, offers a comprehensive perspective on the subject, thereby rendering the investigation more coherent and accessible.



Following the completion of the online survey administered to the student population through a self-developed and validated questionnaire, a range of statistical analyses and diagrammatic representations were compiled and are presented in this chapter.

The analysis is based on a dataset comprising 53 responses. A significant proportion of participants falls within the 23–24 age bracket. The study primarily concentrates on young adults aged 17–30, who are widely regarded as the most technologically adept segment of the population. (Figure 1)

About 69.8% of the participants are female, while the remaining 30.2% fall within the male category. A considerable diversity is evident with regard to educational attainment, ranging from school-level education to postgraduate qualifications, with postgraduates constituting the largest segment of the sample (41.5%).

Regarding awareness of the concept of media literacy, nearly 50.9% of participants demonstrate awareness, whereas 7.5% remain entirely unfamiliar, and the rest exhibit varying degrees of understanding. (Figure 2, 3, 4).

Table 1: ANALYSIS OF PERCEIVED INFLUENCE OF THE SOCIAL MEDIA IN TERMS OF ITS UTILITY OF KNOWLEDGE SHARING (in percentage)

ITEMS	SD	D	N	A	S A
Social media encourage socialization rather than academic performance	0	25	62.5	11.5	1
Social media allow students to express their views on social issues	1	1	22	62.5	13.5
Social media allow for easy sharing and access of learning materials	0	0	3	35	62
Leads to frequent mood swings and impulsive behaviour	12.5	0	36.5	50	1
Social media encourage laziness in some students	1	2	50	25	22
Social media promote illicit activities among students	0	1	77.5	11.5	10
Social media constitute a distraction to students' academic programme	0	1	12.5	74	12.5
Broadens students' knowledge on difficult subject matter	0	12.5	37.5	37.5	12.5
Social media facilitate quick dissemination of information	0	12.5	37.5	37.5	12.5

Table (1) presents how the pattern of Media Consumption determines Students Knowledge Sharing and information capacities. Over 80% of participants acknowledged the substantial influence of media in shaping and enriching general knowledge concerning life and societal events, (Figure 17), with its indulgence in the various platforms, i.e. Television (37.5%), Social media (87.5%), all of them (25%) (Figure 12) and only



(12.5%) engages in Newspaper, nevertheless (50%) are concerned with the articles genre, followed by news segment (25%) and entertainment (12.5%) respectively (Figure 14). For social media platform the leading genre is entertainment (62%) (Figure 13). For broadcast media (50%) are engaged in drama, news segment, music shows, cartoons evenly (Figure 15).

Majority of the population have a neutral perception on social media encouraging more of socialization rather than academic performance (62.5%), it is instead observed about (25%) disagree with the statement (Figure 5); social media allow students to express their views on social issues (76%); social media allow for easy sharing of learning materials among students (97%); social media facilitate quick dissemination of information (50%), a significant (37.5%) remains neutral (Figure 19); when asked if it leads to frequent mood swings and impulsive behaviour, majority (50%) agreed but it is observed a significant number of (12.5%) strongly disagreed and about (36.5%) remained neutral.

With regard to the influence of media content on thinking (50%) of the respondents believed it impacts in relationship with friends and opposite gender, in choice of words and language, in the way of relating with parents and siblings and education. The remaining (50%) believed the content influenced only their education (Figure 9); social media assist in broadening students' knowledge on difficult subject matter (50%) and (37.5%) remains neutral, around (12.5%) disagrees (Figure 20). As indicated by participants, media serves as a source of learning in areas such as language acquisition (25%), current affairs (87.5%), insights into scientific and technological developments (75%), as well as sexual behaviour and other domains (37%) each. (Figure 7)

Conversely, respondents were also questioned on whether social media fosters a tendency toward laziness among some students, as they increasingly depend on peers' inputs while completing academic tasks, (50%) remained neutral and another (50%) were divided between agree and strongly agree, it is to be noticed that no one disagreed on this statement (Figure 3); social media promote illicit activities among students sometimes (87.5%); a substantial majority of participants acknowledge that social media serves as a distraction to students' academic pursuits (87.5%) and again none disagrees (Figure 22).

With respect to the ultimate motive of media contents, Educational (62.5%) and Entertainment (62.5%) both are leading, closely followed by advertising and enlightening (50%) and only (25%) for credibility (Figure 18).

When the subject of web use comes to the picture, its know-how of responsible use cannot be overshadowed. Hence, "Media Literacy is a set of competencies that enable us to interpret media texts and institutions, to make media of our own, and to recognize and engage with the social and political influence of media in everyday life." (Hoechsmann & Poyntz, 2012). Within the study, approximately 62.5% of participants reported utilizing content obtained through social media channels to supplement their classroom learning. (Figure 23). With respect to awareness about (62%) are conscious to never share any personal details with anyone meeting online, about (22%) take screenshots for safety and (13.5%) don't respond or retaliate to unnecessary information (Figure 25).

A small attempt was also made to engage the sample population by requesting them to download any screen time app like Stay-Free-Screen Time etc., with their usage being recorded over a period of two days. Around 10 people participated and, it was observed maximum time invested for majority participant was on Social networking sites, like Facebook, Instagram, YouTube and it is evident on an average the total usage is more than the global daily average. (Figure 26)

The table suggests that social media use exerts both positive and negative influence on students' holistic performance, which is slowly and gradually moving towards an optimistic digital progression with age irrespective of gender and education formalities.

DISTRIBUTION OF STUDY POPULATION BASED ON DEMOGRAPHIC CHARACTERISTICS

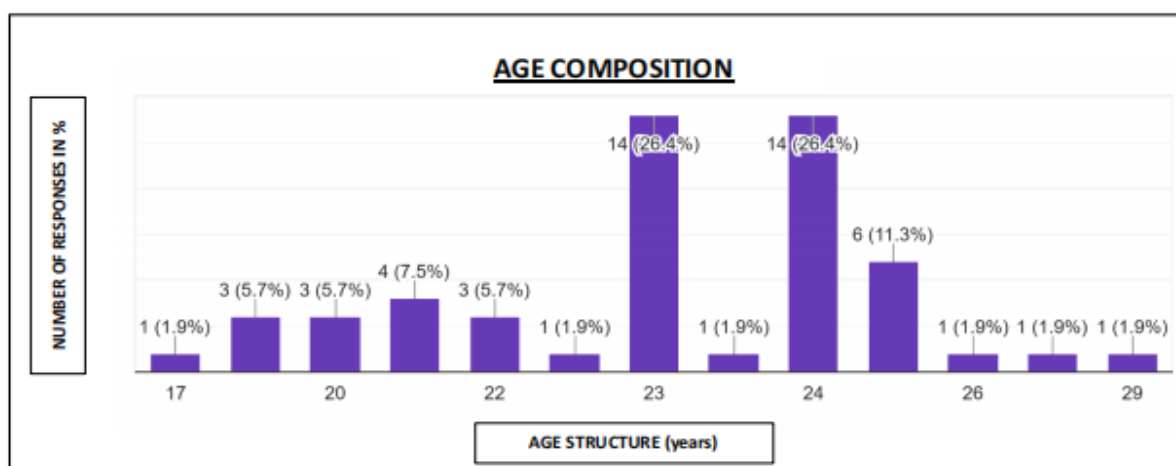


FIG: 1

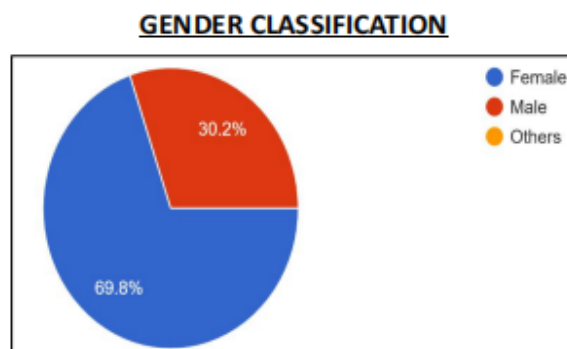


FIG: 2

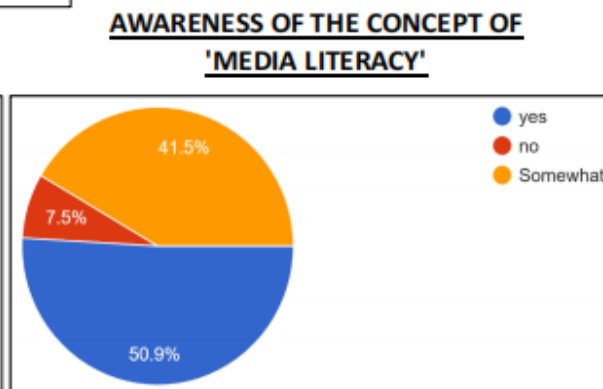


FIG: 3

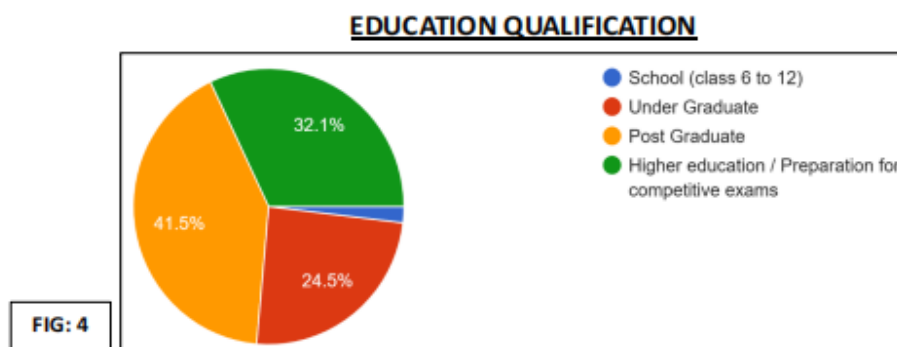


FIG: 4

SOURCE: All diagrammatic representation has been derived from online survey conducted in December, 2024

RESPONSE OF THE POPULATION ON FACTORS RESPONSIBLE FOR VARIATION IN PLATFORM USE

**SOCIAL MEDIA ENCOURAGE SOCIALIZATION AMONG
STUDENTS RATHER THAN ENHANCING ACADEMIC
PERFORMANCE**

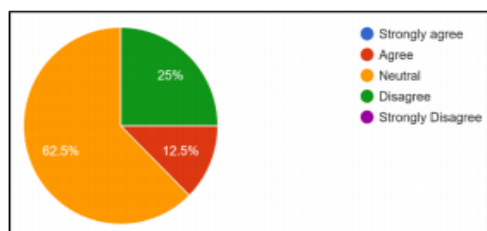


FIG: 5

**SOCIAL MEDIA ALLOW STUDENTS TO EXPRESS
THEIR VIEWS ON SOCIAL ISSUES**

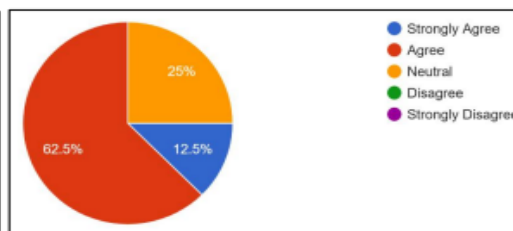


FIG: 6

SPECIFIC THINGS YOU LEARN IN THE MEDIA

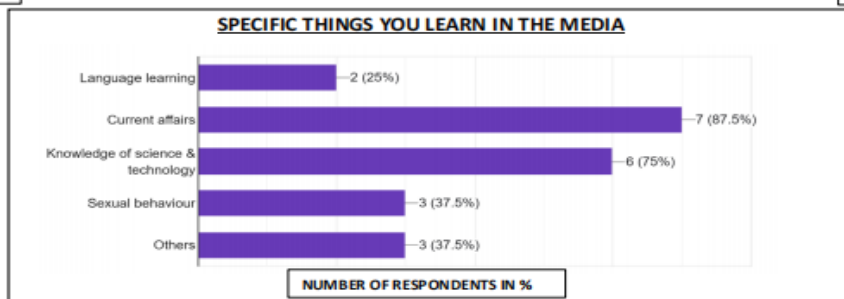


FIG: 7

**SOCIAL MEDIA ALLOW FOR EASY SHARING
AND ACCESS OF LEARNING MATERIALS**

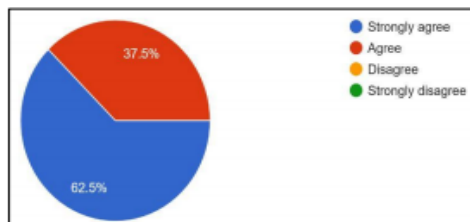


FIG: 8

MEDIA CONTENTS INFLUENCE ON THINKING

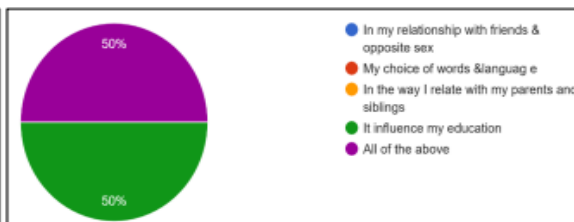


FIG: 9

SOURCE: All diagrammatic representation has been derived from online survey conducted in December, 2024

RESPONSE OF THE POPULATION ON TYPE OF MEDIA CONSUMPTION & ITS UTILITY

SOCIAL MEDIA ENCOURAGE LAZINESS IN SOME STUDENTS

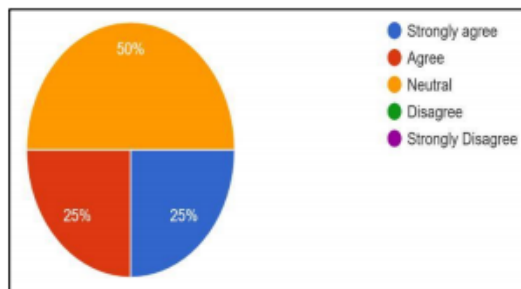


FIG: 10

LEADS TO FREQUENT MOOD SWINGS AND IMPULSIVE BEHAVIOUR DUE TO THE SOCIAL

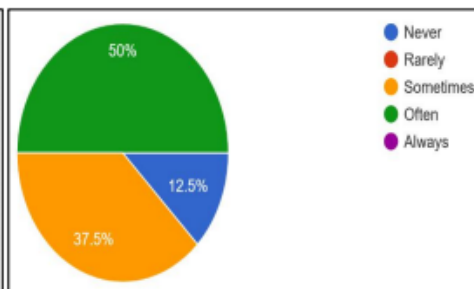


FIG: 11

FREQUENTLY USED MEDIA

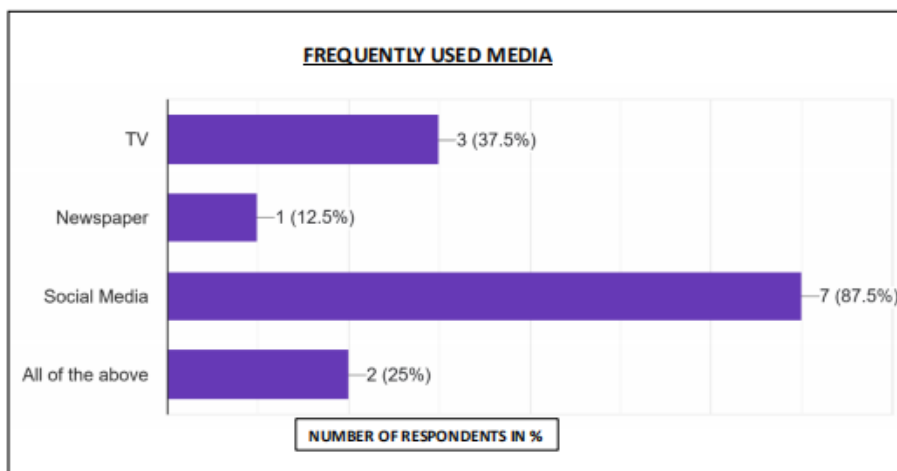


FIG: 12

SOURCE: All diagrammatic representation has been derived from online survey conducted in December, 2024

FOR SOCIAL MEDIA, THE GENRES USED FREQUENTLY

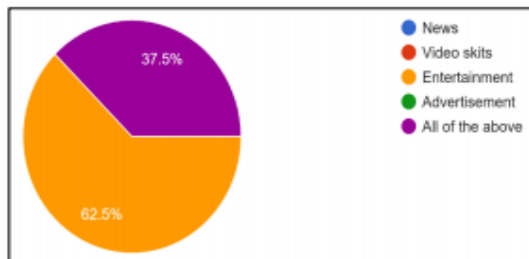


FIG: 13

FOR NEWSPAPER, THE GENRES USED FREQUENTLY

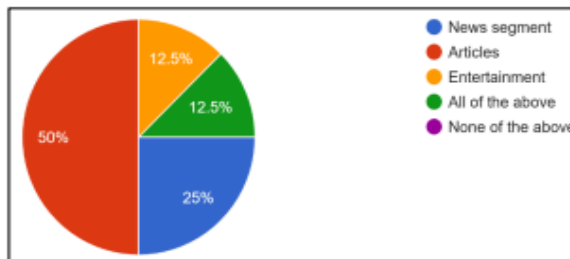


FIG: 14

FOR BROADCAST MEDIA, GENRES LISTENED/WATCHED FREQUENTLY

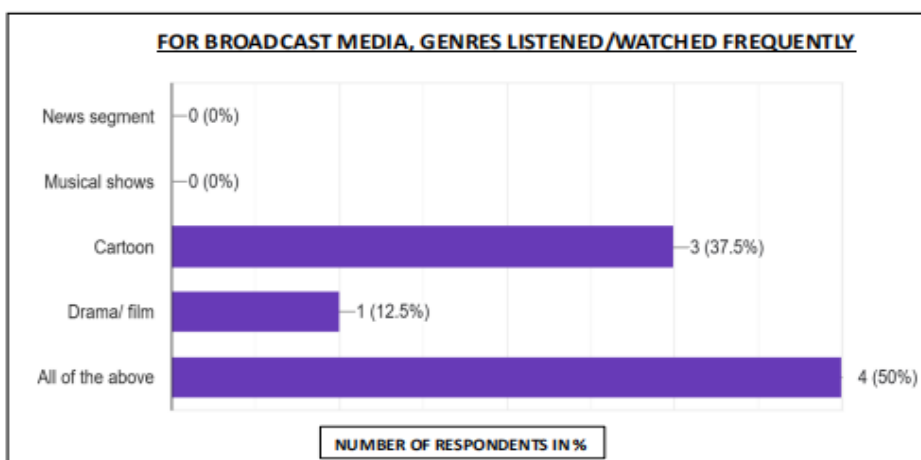


FIG: 15

DO YOU OFTEN KNOW MOTIVES BEHIND THE CONTENTS YOU SEE

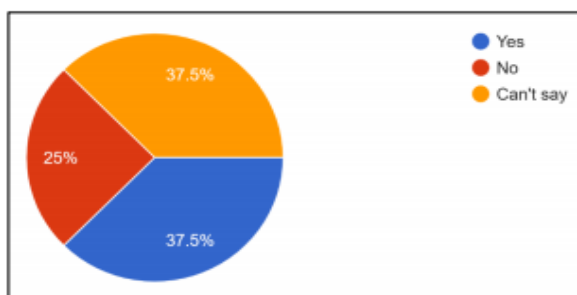


FIG: 16

FROM WHAT YOU VIEW IN THE MEDIA, YOU LEARN WHAT ENHANCES YOUR KNOWLEDGE ABOUT LIFE AND EVENTS IN THE SOCIETY

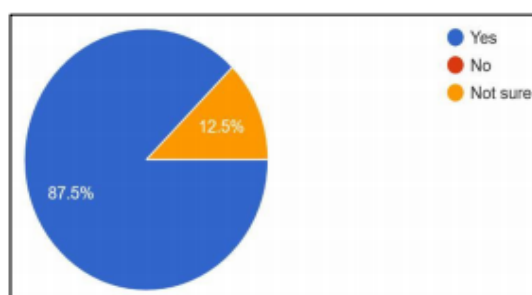


FIG: 17

SOURCE: All diagrammatic representation has been derived from online survey conducted in December, 2024

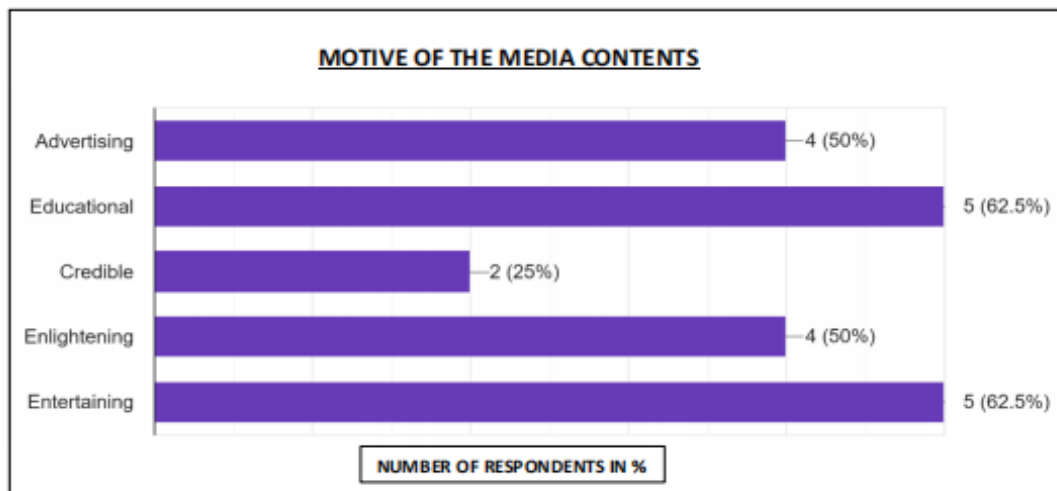


FIG: 18

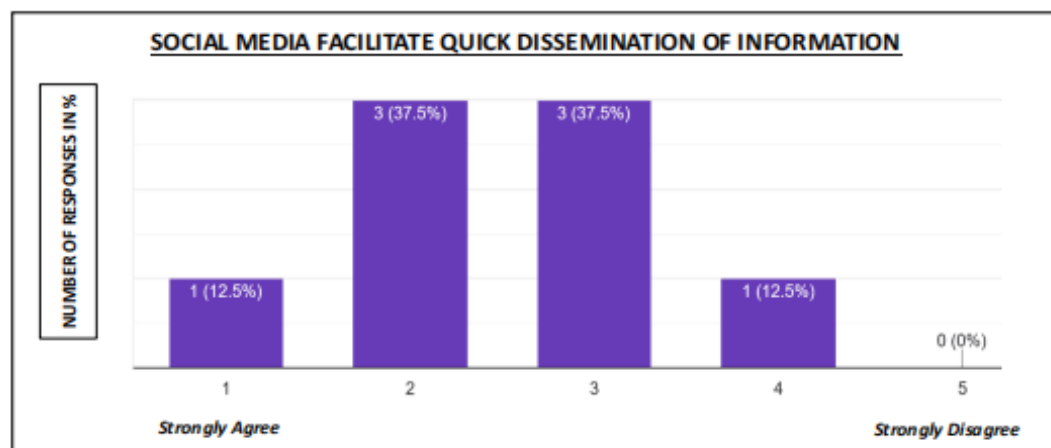


FIG: 19

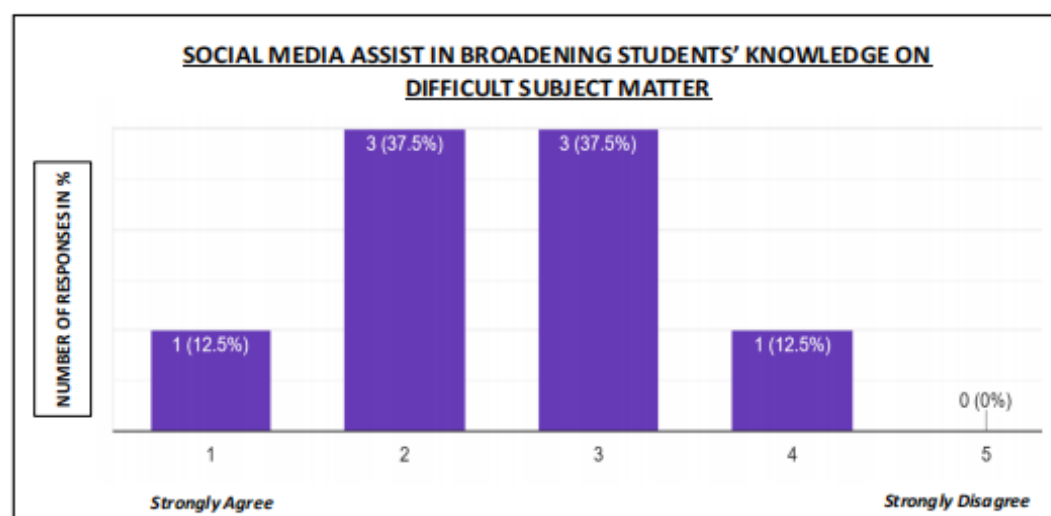


FIG: 20

SOURCE: All diagrammatic representation has been derived from online survey conducted in December, 2024

SOCIAL MEDIA PROMOTE ILICIT ACTIVITIES AMONG STUDENTS

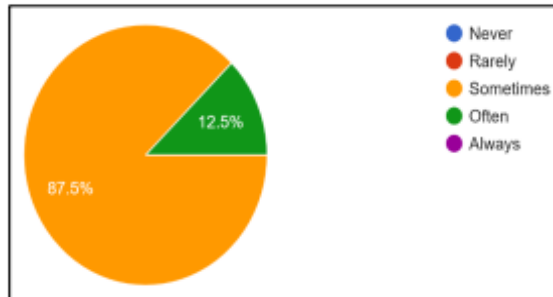


FIG: 21

SOCIAL MEDIA CONSTITUTE A DISTRACTION TO STUDENTS' ACADEMIC PROGRAMME

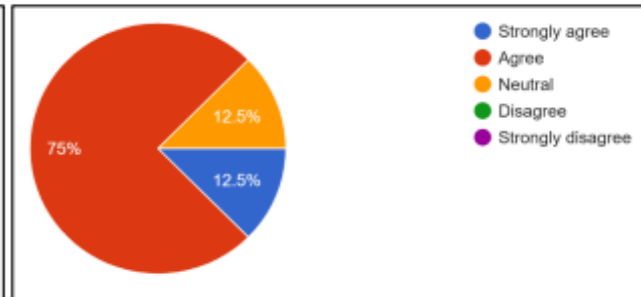


FIG: 22

RESPONSE OF THE POPULATION ON ROLE OF MEDIA LITERACY

USE MATERIALS OBTAINED FROM SOCIAL MEDIA PLATFORMS TO COMPLEMENT CLASS LESSONS

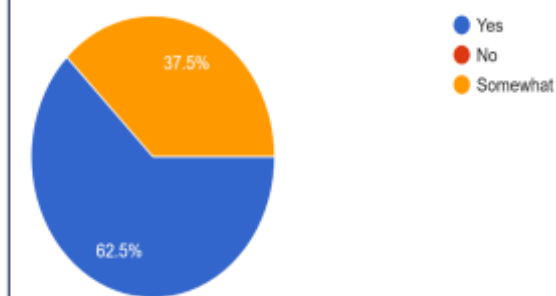


FIG: 23

KNOWLEDGE OF THE MEDIA CONTENT MOTIVE INFLUENCES THE CONSUMPTION OF THEIR MESSAGES

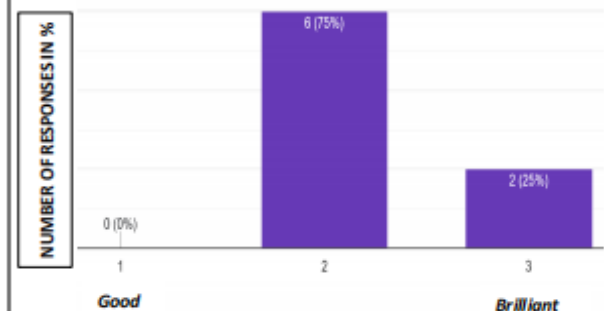


FIG: 24

AWARENESS OF VULNERABILITIES ON SOCIAL MEDIA PLATFORMS

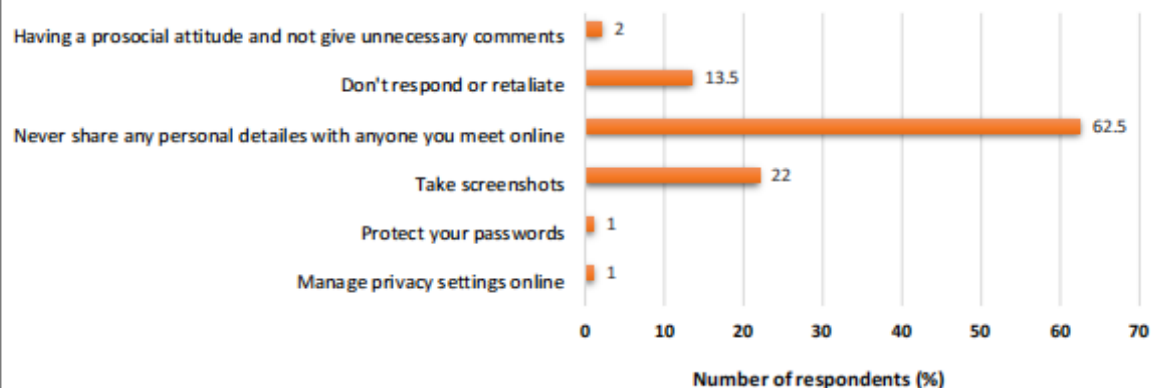
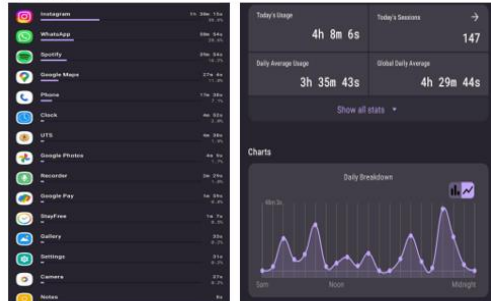


FIG: 25

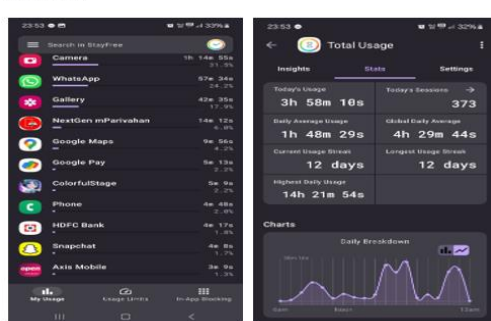
SOURCE: All diagrammatic representation has been derived from online survey conducted in December, 2024

OBSERVED SCREEN-TIME (FIGURE 26)

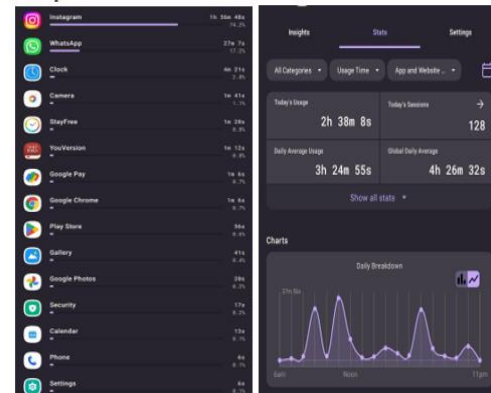
Participant 1



Participant 2



Participant 5



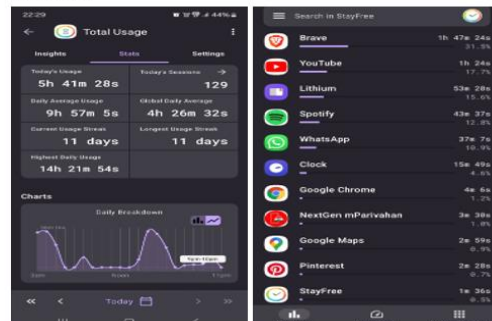
Participant 6



Participant 3



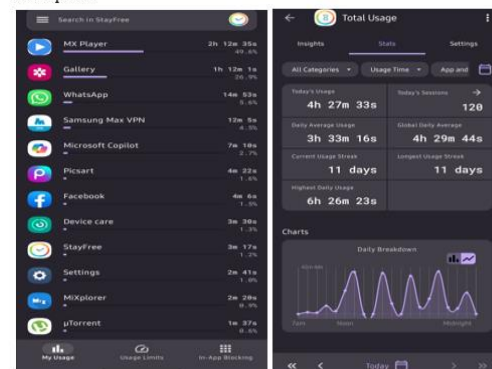
Participant 4



Participant 7



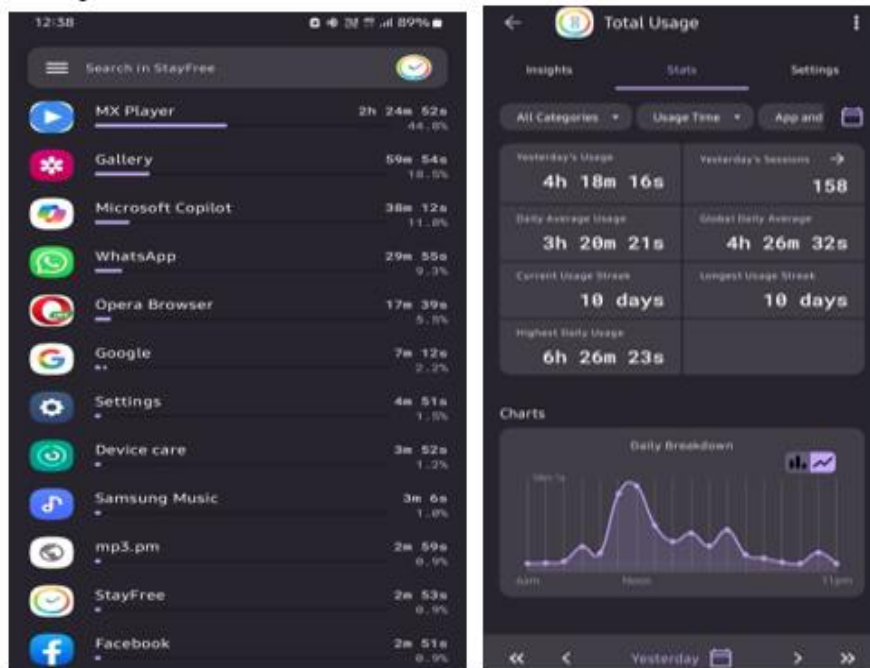
Participant 8



SOURCE: All screen time data have been derived from the mobile screen tracker app Stay Free, 2024



Participant 9



Participant 10



SOURCE: All screen time data have been derived from the mobile screen tracker app called Stay Free, 2024



Conclusion

This paper, dealing with student's media consumption pattern, focuses on factors influencing the awareness of Media literacy, on Digital skills, factors influencing the notion regarding technical competences and its over utility in a young adult's life.

By analyzing the responses of the target group, it is evident that the concept of Media literacy and use of these tools are quite popular, particularly among the 23 to 25 years age group, evident from their awareness. This period is a transitional stage between adolescence and full adulthood, with individuals still exploring their identity and life paths. It fosters informed decision-making and encourages participation in democratic processes.

The findings of the study indicate that a substantial proportion of the surveyed population demonstrates awareness of information literacy, reflecting on one's media choices, identifying sponsored content, recognizing stereotypes, analyzing propaganda and discussing the benefits, risks, and harms of media use. This indicates that most of them go online, as revealed in the study, suggesting that at some point, social media is used for communication with family, friends, classmates, and teachers. They are also utilizing it to be updated on the activities and other school work, allowing them to discuss academic matters-the same with the key indicator, Communication. In terms of social skills, the respondents are moderately influenced as well. It is because social media is also a way to interact with others on online platforms. It provides opportunities to connect with new people and supports students in enhancing their social lives.

Keeping all these intact they are also sensible about the consequence of overuse. Especially, in order to provide proper access to education and other progressive growth, this concept becomes increasingly significant. Chosen as per convenience sampling. The study population, on the whole, reflects notable advancement in media literacy, as the young adult population is seen to show keen interest in the know-how of better utility of technology and the overall digital world, and has accepted computer learning in a positive way. They have understood the complications related to media backwardness, though a few exceptional cases are existing but the change has already started and works towards the better. This paper suggests an improvement in their outlook into media literacy. The study thus posits that engagement with social media carries both beneficial and adverse effects on students' knowledge sharing and their media literacy performance.

Recommendation

Empowering students with strong media literacy is key to transforming social media from a distraction into a tool for growth. Educational institutions should integrate media literacy within their curricula, promote responsible and balanced digital engagement, cultivate awareness of privacy and online safety, and encourage critical evaluation of media content. Teachers and policymakers should strategically utilize social media to enhance knowledge sharing, improve academic performance, and promote collaborative learning. They are further expected to offer guidance on effective time management and encourage healthy digital habits to minimize distractions and prevent overreliance on social media platforms. Strengthening students' digital skills will enable them to navigate the media landscape responsibly, combat misinformation, and contribute positively to academic and personal development.

The country is projected to have the largest working-age population in the world within the next two decades. In a nation characterized by diverse cultures, languages, and perspectives, the ability to critically



assess media content is crucial for developing informed and engaged citizens, which in turn enhances productivity and promotes inclusive growth. It needs to embrace the responsible use of media, that can empower its citizens to navigate the complex media landscape, combat misinformation, and contribute to a more informed and democratic society.

QUESTIONNAIRE

1. Name-
2. Gender-
3. Age-
4. Current education status?
 - Under Graduate
 - Post Graduate
 - Higher education/ Preparation for competitive exams
5. Are you aware of the concept of Media Literacy?
 - Yes
 - No
 - Somewhat

Assess Social Media platform uses of students (Factors Responsible)-

1. From what you view in the media, you learn what enhances your knowledge about life and events in the society?
 - Yes
 - No
 - Not sure
2. If yes, what specific things do you learn in the media?
 - Language learning
 - Current affairs
 - Knowledge of science and technology
 - Sexual behaviour
 - Others
3. In what ways do the media contents influence your thinking?
 - In my relationship with friends & opposite sex
 - My choice of words and language
 - In the way I relate with my parents and siblings
 - It influences my education
 - All of the above



4. Social media allow students to express their views on social issues.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
5. Social media allow students to discuss academic issue beyond the classroom environment.
 - Yes
 - No
 - Somewhat
6. Social media allow for easy sharing and access of learning materials among students.
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
7. Group platforms formed by students on social media facilitate interaction among them. (**Specify how and if not why?**)
8. It leads to frequent mood swings and impulsive behaviour due to the social media posts.
 - Never
 - Rarely
 - Sometimes
 - Often
 - Always
9. Social media encourage laziness on the part of some students as they rely mainly on information from other students in doing their academic work.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree



Type of Media consumption & its utility-

1. Which of these media do you frequently use?
 - Television
 - Newspaper
 - Social Media
 - All of the Above
2. If it is social media, which of these genres do you use frequently?
 - News
 - Entertainment
 - Advertisement
 - All of the above
3. If it is broadcast media, which of these genres do you use listen/watch frequently?
 - News segment
 - Musical shows
 - Cartoon
 - Drama/film
 - All of the above
4. If it is newspaper, which of these genres do you use frequently?
 - News segment
 - Articles
 - Entertainment
 - All of the above
 - None of the above
5. Do you often know motives behind the contents you see in the media?
 - Yes
 - No
 - Can't say
6. Describe your knowledge of the motive of the media contents you are exposed to?
 - Advertising
 - Educational
 - Credible
 - Enlightening
 - Entertaining



7. A lot of time is wasted by unlimited access to social media and reduces students' commitment to academic activities.

	1	2	3	4	5	
Strongly agree						Strongly disagree

8. Social media have negative influence on students' grammatical expression or increases spelling errors in students' written work.

(If 'YES' how? Give example like "bro, yolo, gdnyt")

9. Social media facilitate quick dissemination of information among students.

	1	2	3	4	5	
Strongly agree						Strongly disagree

10. Social media promote collaborative work among students? (If yes how or why not)

11. Social media assist in broadening students' knowledge on difficult subject matter.

	1	2	3	4	5	
Strongly agree						Strongly disagree

12. Support your statement to the above question, if yes how and why not?

13. Social media encourage socialization among students rather than enhancing academic performance.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

14. Social media promote illicit activities among students.

- Never
- Rarely
- Sometimes
- Often
- Always



15. Social media constitute a distraction to students' academic programme.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Role of Media literacy-

1. I use materials sourced through social networking sites like you tube to support classroom learning content.

- Yes
- No
- Somewhat

2. I am aware of cyber bullying, online fraud on certain digital social networks and take appropriate measures, when necessary, like. **(Choose all relevant points below)**

- Manage privacy settings online
- Protect your passwords.
- Take screenshots
- Refrain from disclosing any personal information to individuals encountered online
- Don't respond or retaliate
- Have a prosocial attitude and not give unnecessary comments

3. I use social media that offers MOOC's (Massive open online course)

[If yes what are the courses, if no why?]

4. How has your knowledge of the media content motive influence your consumption of their messages?

	1	2	3	
Good				Brilliant

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