ShodhVichar: Journal of Media and Mass Communication
July-September 2026 2(2)
https://shodhvichar.com/

Original Article

MEDIA LITERACY AND DIGITAL MISINFORMATION: A STUDY OF YOUTH IN DELHI

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ABSTRACT

The present research examines the level of media literacy among Delhi's youth and the types of digital media that expose them to disinformation. The research entailed the integration of a structured survey, media literacy assessment test, and semi-structured interviews with media literacy experts. While the quantitative data were obtained from 185 youth respondents aged between 15 and 29 and analysed using descriptive statistics, the qualitative data were analysed using a thematic analysis approach. Results reveal that the majority of the respondents had media literacy skills, but they were at their highest when the respondent's identified misinformation and analysed information shared on the digital media. However, the study found a gap in the knowledge of media literacy (the theory) and media literacy skills (practice). Most of the respondents used their instincts or familiarity with the contents of the digital media. The highest rates of exposure to misinformation were in digital media such as WhatsApp and Instagram as well as in misinformation concerning health, politics, etc. More than 50 per cent of the respondents had shared some kind of false information but were unaware of it, at least once in their lives. The interviews with experts helped identify issues related to algorithm-driven content, lack of verification and the lack of media literacy framework. Media literacy improvement among youth and incorporating media literacy in education was the purpose of this research.

Keywords: Media Literacy, Misinformation, Youth, Social Media, Fake News

INTRODUCTION

The fast rise in the adoption of digital media has completely changed the ways of getting and sharing information by the younger generation. With almost everyone owning smartphones, cheap internet access, and social media becoming popular, the use of digital media has become essential for youth. Social media is now used as a major source for communication, entertainment, learning, and news and youth can be said to be most active users of the modern-day digital information system Livingstone et al. (2017). In India, the number of people in the age group of 15–29 is more than 27% of the total population and internet adoption is on the rise, especially among the youth MoSPIn (2023), Kemp (2025). Thus, Instagram, WhatsApp, and YouTube are some of the major social media platforms where young people get information about the ongoing issues.

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Received: 25 July 2026; **Accepted:** 21 August 2026; **Published** 29 September 2026
DOI: 10.29121/ShodhVichar.v2.i2.2026.126
Page Number: 192-201
Journal Title: ShodhVichar: Journal of Media and Mass Communication
Journal Abbreviation: ShodhVichar J. Media & Mass Commun.
Online ISSN: 3107-6408, **Print ISSN:** 3108-270X
Publisher: Granthaalayah Publications and Printers, India
Conflict of Interests: The authors declare that they have no competing interests.
Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.
Authors' Contributions: Each author made an equal contribution to the conception and design of the study. All authors have reviewed and approved the final version of the manuscript for publication.
Transparency: The authors affirm that this manuscript presents an honest, accurate, and transparent account of the study. All essential aspects have been included, and any deviations from the original study plan have been clearly explained. The writing process strictly adhered to established ethical standards.
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While these benefits have been identified, it is evident that the online environment has also increased the proliferation of misinformation. The concept of misinformation can be understood as the circulation of inaccurate or misleading information where the spreading does not take place with the intent to mislead OECD (2024). It has been proven that misinformation travels faster than accurate information on social media platforms because of algorithmically driven distribution, lack of any form of editorial control, and peer-to-peer sharing Guess et al. (2020). In India, the circulation of misinformation through social media has resulted in misunderstanding, misinformation related to health issues, and even violence Bhat and Banaji (2019).

While today's generation of young people is referred to as "digital natives," proficiency with technology does not necessarily mean that the users are able to critically assess the information available on the Internet. The research indicates that young people tend to overestimate their ability to distinguish credible information from noncredible one and use cognitive biases or emotional factors instead of thorough analysis Maksl et al. (2015), Kops et al. (2025). Consequently, media literacy skills have become a vital tool that allows people to access, analyse, evaluate, and generate media content Potter (2013).

Although the problem of misinformation and media literacy is becoming increasingly relevant for the scholarly literature, the current body of research mostly discusses it separately. Researchers pay attention to either the frequency of misleading information spread or the effect of media literacy interventions without paying much attention to the effect of media literacy on the exposure to and reaction towards misinformation among young people. Additionally, it should be pointed out that not enough work has been done in the field in India, where media literacy is assessed objectively and behaviourally.

To fill this gap, this study takes a mixed methods approach to determine the extent of media literacy of the youth in Delhi, identify the type of misinformation and the source of misinformation that is prevalent among them and the views of experts on the problem and approaches of increasing media literacy. With the help of both quantitative and qualitative findings, this study adds to the existing knowledge base about the link between media literacy and misinformation. The three objectives of this research are (1) To analyse the understanding and level of media literacy among Delhi youth, (2) To explore the types, frequency, and sources of misinformation encountered by youth (3) To understand media literacy challenges and gather recommendations for improvement.

REVIEW OF LITREATURE

It has become very important for people to be media literate in today's world which is flooded with digital media technologies. Media literacy is not just the ability to use technology but the mental, emotional, and behavioral ability of accessing, analsysing, evaluating, and creating messages using media competently Potter (2013). With increasing complexity in the media landscape of today, people are expected to critically analyse the information, identify any bias, and understand how media shapes their opinions and beliefs. Consequently, media literacy has been regarded as a multidimensional concept Mihailidis and Thevenin (2013). With digital platforms becoming even more capable of spreading misinformation, researchers have highlighted that media literacy must go beyond digital skills and be coupled with critical and skeptical thinking processes about information López-Meri et al. (2024). This is indicative of the need for people to be able to critically analyse the ever-increasing amount of misinformation available online.

Although there is an increased level of connectivity in the world today, empirical evidence has shown that digital literacy does not automatically lead to media literacy. Youth can be referred to as "digital natives" due to their fluency in technology; however, just because individuals have a good grasp of digital technology, this does not mean that they have the skills required to analyse information online Orfanidou and Panagiotou (2023). Research carried out in different nations shows that while youth are confident using digital platforms, they cannot tell reliable information from unreliable information Guess et al. (2020), Suárez-Perdomo et al. (2025). A similar trend has been observed in India where studies indicate that despite the active consumption of digital media, many young people do not have the skills required for verifying the content Sahil and Kumar (2025), Pandey et al. (2023). Moreover, even those individuals who have media literacy skills are often not able to implement them consistently when using social media platforms because of their speed and rapid consumption of information Swart (2021). Therefore, one may conclude that media literacy needs to be viewed as a behaviour skill.

The use of digital media is the main source of information among today's youth, with social media acting as major sites of communication, leisure, and information consumption. It has been found that the youth generation is subjected to huge amounts of user-generated and unedited information, leading to information overload and creating fast-paced media consumption patterns Nazim et al. (2024), Rahim and Jusoh (2025). With the growing use of social media comes greater exposure of the youth to misinformation. Social networking sites generate information environments that combine news, entertainment, and personal information, leading to greater challenges of identifying genuine and misleading information among users Salleh et al. (2024). With information being used in fragmented and decontextualized ways, the user ends up making hasty decisions without proper analysis Oliveira et al. (2025). Misleading information takes many forms like fabricated information, visual manipulation, satire, propaganda, and misleading context, among others Herrero et al. (2020), Tandoc et al. (2018). According to other studies, health, political, and social-sensitive issues are the most commonly discussed subjects through which misinformation flows, especially when there is uncertainty within the population Al-Zaman (2022). The increasing popularity of pictures, videos, and memes has contributed immensely to the power of misinformation, while applications like WhatsApp have emerged as leading platforms for disseminating misinformation due to trust between people and lack of verification Reis et al. (2020),Garimella et al. (2025).

Frequently facing misinformation carries significant cognitive and behavioral effects on young adults. Previous studies indicate that exposure is usually accidental in nature, happening through social media usage where users find themselves exposed to misinformation when browsing entertaining content or the popular topics online Mrah (2022). High engagement rates online, peer pressure, and social incentives are associated with high probability of spreading unchecked information Harjule et al. (2023), Paciello et al. (2023). Misinformation susceptibility is linked to several cognitive biases, including heuristics, emotions, overconfidence and lack of verification practices Lissens et al. (2023), Herrero-Diz et al. (2020). Platform features such as algorithmic feed curation, as well as closed messaging applications, contribute to quick spread of information while discouraging its critical evaluation Nobre et al. (2021).

In light of the above problems, media literacy has been regarded as one of the best methods for decreasing vulnerability to misinformation. It has been noted that high media literacy leads to enhanced verification abilities, critical thinking skills, and decreased intent to spread false information Vraga and Tully (2021). Education programs and digital literacy programs have had a positive impact on young people's skills to differentiate between credible and non-credible information, and experts' programs stress reflection and evaluation skills Huang et al. (2024), Suárez-Perdomo et al. (2025), Nazim et al. (2024).

Similarly, incorporating media literacy skills in educational institutions promotes responsible use of digital media and makes individuals resilient to misinformation Sachdeva and Tripathi (2019). However, there is a lack of integration between media literacy and misinformation in the current body of knowledge, where little consideration has been paid to the impact of media literacy on the everyday life of young people with regard to misinformation. Additionally, little research has been done in India that has simultaneously incorporated the objective measure of media literacy along with behavioural aspects and experts' opinions.

THEORETICAL FRAMEWORK

This research utilizes Potter's (2004) Cognitive Model of Media Literacy. Potter's model describes media literacy not as the ability to use digital tools, but as a moving edge of a person's knowledge, motivation, and thinking. Potter's model states that people critically think and then assign meaning to media messages. In an increasingly complicated digital world, cognitive skills are crucial in determining if a person critically evaluates media content.

In the case of Potter's model, knowledge structures are the actual components of the cognitive model of media literacy. Knowledge structures are built by personal experiences and media education. Potter's model states that if people are provided systematic media education knowledge, they will be able to critically evaluate media messages in a lot of different contexts, and not just in a few specific cases. The model identifies personal goal, which is the motivation and awareness person has while deciding which media to use. It is also the media a person chooses based on how much of the content a person will critically evaluate.

In regard to thinking, cognition, and Potter's model, analysis, evaluation, and comparison thinking are required to determine if media is biased, how and if media is attempting to influence and inform whom, and finally to make a decision on what media is. Potter also emphasizes that audiences are not passive, they are active participants.

This media literacy framework is especially pertinent in the current study as it helps establish a conceptual base to explore how young people from Delhi assess information online and react to misinformation found via digital means. As the media literacy test in the study captures the cognitive aspect of Potter's framework by assessing the test-takers' capability to discern fake information, analyse the sources, and detect biases, it can be said that it takes inspiration from his framework. Similarly, the survey on misinformation and verification practice tests whether the cognitive skills discussed in Potter's framework are being practiced in everyday online life. The application of Potter's Cognitive Model helps explore the media literacy level of youth as well as their link with the practice of misinformation.

METHODOLOGY

RESEARCH DESIGN

The research design used in this study was descriptive research, whose aim was to determine the level of media literacy and exposure of misinformation among the youths. The study utilized the descriptive research method in order to describe and interpret the present trends of media usage and misinformation without altering any variables. Descriptive research methodology enabled the researcher to have an understanding of the present level of media literacy and the extent of exposure of misinformation among the youth in Delhi.

RESEARCH METHOD

A mixed-method approach was used in the study. The quantitative method in this case is supposed to measure the level of media literacy, as well as patterns of misinformation exposure, while the qualitative method provides an opportunity for a more detailed insight into the challenges faced and possible ways of improving media literacy among the youth. The integration of the two methods makes the research more credible because of the interpretation of the numeric data.

POPULATION AND SAMPLING

This study was conducted on the youth population, between ages 15 and 29 years, living in the region of Delhi. This was chosen because the demographic range has a considerable connection with digital media and is constantly exposed to online sources of information. 185 participants have been randomly selected using simple random sampling whereby each individual has an equal probability of selection. In addition, this sampling technique is used to reduce any form of sampling bias. The sample included people from different age ranges, sex, and level of studies.

DATA COLLECTION METHODS AND TOOLS

Both interview and survey research methods were employed in gathering data in this study. An online questionnaire through Google Forms was used to gather all the major parts of quantitative data. The questionnaire was mostly based on multiple choice questions with 5-point Likert scale questions about media consumption, misinformation awareness, verification practice, and credibility. Additionally, in order to evaluate the practical media literacy skills of participants in terms of fake news detection, sources assessment, and bias recognition, Media Literacy Assessment Test containing 10-15 items was used. Each correctly answered question increased participants' media literacy score. The qualitative data were gathered through semi-structured interviews with media literacy experts conducted online via Zoom and Google Meet. The interviews mostly covered challenges in youth media literacy and ways of improving media literacy quality among youth.

DATA ANALYSIS

The frequencies, percentages, mean, and standard deviations were used in analyzing the quantitative data. The responses in the Likert scale were analyzed, and their distributions were presented using tables, bar graphs, and pie graphs. Thematic analysis was carried out to determine the recurring themes about misinformation exposure, youth vulnerability, skill gaps, and interventions that could be recommended for the issue.

ETHICAL CONSIDERATIONS

This research followed the principles of ethics. Participation in the study by individuals was voluntary, they were provided with all the information to get their consent, their anonymity was guaranteed, and no confidential information was collected from them. However, certain limitations of the research, including its focus on the youth of Delhi, using self-reported data, and conducting only a few interviews with experts because of time constraints, cannot be overlooked.

RESEARCH FINDINGS

This section discusses the results obtained from the study. The demographic features of the participants, their level of media literacy, usage of digital media, exposure to misinformation, verification practices and some themes that emerged during the expert interviews have been highlighted here.

DEMOGRAPHIC PROFILE

A total of 185 respondents participated in the study. The majority of the participants belonged to the age group of 22-25 years (58.9%) followed by 26-29 years (17.3%) and 18-21 years (15.7%). The percentage of participants aged 15-17 years was (8.1%). The gender composition of the sample was relatively balanced, having 50.8% females and 49.2% males. On the basis of occupation, the highest proportion consisted of the college/university students (43.2%), followed by professionals in private sector (25.9%) and self-employed individuals (11.9%). Other smaller percentages were school students (8.6%), freelancers (5.9%), professionals in government/public sector (3.8%), and working professional (0.5%).

Table 1

Table 1 Demographic Profile of the Sample (N=185)

Age group	Counts	% of Total
15-17	15	8.10%
18-21	29	15.70%
22-25	109	58.90%
26-29	32	17.30%
Gender		

Female	94	50.80%
Male	91	49.20%
Current role/status		
College/university student	80	43.20%
Freelance	11	5.90%
School student	16	8.60%
Self-employed / Business	22	11.90%
Working professional	1	0.50%
Working professional ((Government/Public sector)	7	3.80%
Working professional (Private sector)	48	25.90%

MEDIA LITERACY LEVELS

The respondents' media literacy level was evaluated through a media literacy assessment test comprising 12 items. From Table 2, it is seen that the respondents scored an average of 10.0 (SD= 2.81).

Table 2

Table 2 Overall Descriptives of Media Literacy Test Score

Statistical Metric	Value
N	185
Mean	10
Standard deviation	2.81

The respondents for further analysis of media literacy were categorized in three performance categories; Low (0-4), Medium (5-8) and High (9-12). The findings displayed in Table 3 below indicate that 78% (n=145) of the respondents belonged to the High Media Literacy category, whereas 14% (n=26) were categorized in Medium Media Literacy. 8% (n=14) respondents were categorized in the Low Media Literacy category. In general, it can be said that the respondents showed relatively higher level of media literacy as tested in the assessment test.

Table 3

Table 3 Frequency Distribution of Media Literacy Tiers (N=185)

Media Literacy Tier	Score Range	Counts	% of Total
Low	0-4	14	8%
Medium	5-8	26	14%
High	9-12	145	78%

DIGITAL MEDIA USAGE, MISINFORMATION EXPOSURE AND VERIFICATION BEHAVIOUR

From the results, it is evident that social media plays an important role in participants' lives. According to the statistics shown in Table 4, the highest percentage of respondents (37.3%) stated that they spend between 3 and 5 hours a day on social media, while 34.1% spend 1–2 hours a day on social media. In addition, 15.1% of respondents use social media for six or more hours a day, while 13.5% spend less than one hour a day.

Table 4

Table 4 Daily Time Spent on Social Media Platforms

How many hours per day do you spend on social media?	Counts	% of Total
1-2 hours	63	34.10%
3-5 hours	69	37.30%
6 or more hours	28	15.10%

Less than 1 hour	25	13.50%

Table 5 below illustrates participants' preference in terms of social media platforms. It can be seen that Instagram is the most used social media platform (84.3%) followed by YouTube (67.0%) and WhatsApp (65.9%).

Table 5

Table 5 Distribution of Platform Preferences among Respondents

Which social media platforms do you use regularly?	Counts	% of Total
Facebook	20	10.80%
Instagram	156	84.30%
Twitter/X	36	19.50%
WhatsApp	122	65.90%
YouTube	124	67%
Other	13	7%

Note: Percentages total more than 100% because respondents were allowed to select multiple platforms

Participants also reported frequent exposure to misleading information while using social media. According to Table 6, 34.6% of people strongly agreed that they frequently come across information that is misleading or incorrect, whereas 27.0% of them chose the neutral response. Only a few of those surveyed disagree with the given statement, which shows that misleading information is common when using social media platforms.

Table 6

Table 6 Frequency of Misinformation Exposure

"I see a lot of news on social media that I think might not be true or could be misleading."	Counts	% of Total
1 - (Strongly Disagree)	8	4.30%
2 - (Agree)	14	7.60%
3 - (Neutral)	50	27.00%
4 - (Disagree)	49	26.50%
5 - (Strongly Agree)	64	34.60%

Concerning the platforms where the mentioned information was observed most often (see Table 7), WhatsApp is the leading one (64.9%), followed by Instagram (50.8%), Facebook (33.5%), and YouTube (29.7%). Twitter/X (11.4%) and other platforms (1.1%) are mentioned less often.

Table 7

Table 7 Primary Social Media Platforms for Misinformation Exposure

On which platforms do you see misleading or false information the most?	**Counts**	**% of Total**
Facebook	62	33.50%
Instagram	94	50.80%
Twitter/X	21	11.40%
YouTube	55	29.70%
WhatsApp	120	64.90%
Others (News Channel, Reddit)	2	1.10%

Note: Percentages total more than 100% because respondents were allowed to select multiple platforms

Concerning the nature of disinformation Table 8, health and medicine (62.7%) were cited as the most frequent area, followed by politics and elections (54.6%), and economy and jobs (51.9%). Celebrities and entertainment (45.9%) and religious or social affairs (44.9%) were also commonly cited; however, crime and safety (23.2%) and sports (10.3%) were cited rarely.

Table 8

Table 8 Most Common Types of Misinformation Encountered

On what topics do you most commonly see misinformation about?	Counts	% of Total
Politics and elections	101	54.60%
Health and medicine	116	62.70%
Celebrity and entertainment news	85	45.90%
Religion or social issues	83	44.90%
Crime and Safety	43	23.20%

Note: Percentages total more than 100% because respondents were allowed to select multiple platforms

The process of verification used by participants showed different approaches. Even though many verified the information before its sharing, there was not always an appeal to authoritative or fact-checking sources; several participants mentioned that they relied on their own opinion in regard to the information available on the Internet. As shown in Table 9, 57.3% reported having shared a news article or social media post that they later discovered to be false or misleading, whereas 42.7% indicated they had never done so.

Table 9

Table 9 Have you ever shared a news article or post that you later found out was false or misleading?	**Counts**	**% of Total**
No	79	42.70%
Yes	106	57.30%

EXPERT INTERVIEW INSIGHTS

Thematic analysis of the expert interviews generated four interrelated themes explaining the challenges young people face in navigating digital information environments and identifying strategies to strengthen media literacy.

Theme 1. Digital Confidence Does Not Guarantee Critical Evaluation

It was noted by experts that even though young individuals are very technologically competent and can use social media efficiently, this does not automatically imply that they are able to critically evaluate information found on the Internet. The participants of the research were identified as digitally skilled, yet unable to distinguish complex instances of misinformation, especially the one created by artificial intelligence.

"Even media literacy experts sometimes struggle to distinguish deepfakes because the technology is constantly improving." (MLE1)

This finding highlights the distinction between digital literacy and critical media literacy.

Theme 2. Platform Algorithms Increase Misinformation Vulnerability

The role of platform algorithms in exposing users to misinformation was recognized as a key contributor. Recommendation systems were characterized as strengthening user preferences and beliefs through repetition of content, hence developing echo chambers. As stated by an expert:

"Social media is a curated space. The algorithm keeps showing users more of what they already believe." (MLE1)

These algorithms were perceived as making it easier for such emotionally evocative, but possibly misleading, content to spread.

Theme 3. Verification Practices Remain Inconsistent

While young individuals are aware of the issue of misinformation, the researchers found that verifying the information is not done in a systematic way. Instead of checking for the credibility of information, people use their gut feeling, their prior experience of a certain source or suggestions made by friends when trying to assess the information.

Theme 4. Media Literacy Requires Collaborative Intervention

Both these experts agreed that building up the capacity for media literacy needs a coordinated effort between educational institutions, policy makers, technology firms, and media entities. It is important to ensure that media literacy becomes an integral

part of formal education, together with developing skills like critical thinking, source verification, fact checking, and responsible online engagement.

DISCUSSION

In the current research, the level of media literacy of youth in Delhi, exposure to misinformation, and the views of experts about the ways to enhance media literacy were analysed. It appears that there is a complicated relationship between the level of media literacy and exposure to misinformation because having information about how to spot the misleading messages does not always mean responsible behaviour online. Although the participants in this study showed good results while passing the test on media literacy, it became evident that there is still a big gap between the awareness and the use of such knowledge.

From the quantitative results, it is clear that a large number of respondents had very high media literacy skills as most of them scored in the high media literacy segment. Based on the findings, one can conclude that Delhi youth have reasonably managed to develop skills for spotting fake news as well as being able to critically analyse the content online when tested objectively. Nevertheless, it must be noted that the success observed in terms of media literacy skills of Delhi youth is contrary to behaviour where more than half of the respondents had unknowingly spread misinformation.

Moreover, the research findings indicate that misinformation is now part of the everyday digital lives of the young people. Instagram and WhatsApp proved to be the major platforms where participants encountered misinformation, while health, politics, and economy were found to be the leading subjects of misinformation. Such findings can be explained based on the evidence provided by Guess et al. (2020), Garimella et al. (2025), according to whom the spreading of emotionally appealing content through algorithm-driven social networks and private messaging apps has increased without much control from the side of editors. This finding is especially important in regard to the fact that misinformation about politics and health can impact decisions in these spheres. Hence, developing the verification habits at all time should not be overlooked.

The qualitative part of the research gives us an insight about the reasons for these inconsistencies in behaviour. The experts pointed out that one may confuse digital literacy with having media literacy in reality. The young people have the ability to surf online and get information but they mostly lack in having consistent patterns in verifying the data, reflective thinking and a systematic approach to source evaluation. This is the perfect example of the study findings which indicate that the respondents often felt confident about their recognition of misinformation while at the same time relying quite a lot on their intuition and only occasionally checking facts. Combined, the two sets of results show media literacy is a continuous process of behaviour rather than a static cognitive capacity. Knowledge only might not help combat misinformation if people do not use strategies for validation regularly before the decision of taking or forwarding digital content.

The outcomes of the study basically support the research done so far on the subject, at the same time, adding new dimensions to the existing research literature. Prior research had indicated that digital natives are known to show confidence while using online channels of communication although their level of critical analysis skills appears to be only average Orfanidou and Panagiotou (2023), López-Meri et al. (2024). Moreover, Maksl et al. (2015) found a correlation between higher levels of media literacy and sceptical attitude as well as greater motivation to verify the information. Nevertheless, the current study offers new insights since it shows that individuals with high levels of media literacy based on objective criteria are also susceptible to the spreading of misinformation. It means that the difference between media literacy knowledge and media literacy behaviour may be regarded as an interesting addition to existing scholarly knowledge.

These results also support Potter's Cognitive Model by demonstrating how knowledge structures, personal locus, motivation, and cognitive process work together while consuming media. The respondents were able to detect misinformation during the structured testing process; however, they found it difficult to do so in real-life online situations due to the overwhelming amounts of information, information curation, and fast sharing. Furthermore, the interviews with the experts showed that the programs should not only include theoretical teaching but also practical verification and critical thinking activities. Thus, it is important to say that media literacy education does not only mean awareness campaigns; it also implies further education that would inspire young individuals to acquire verification behaviour.

The findings have far-reaching implications for teachers, policy makers and social media platforms. Firstly, it is crucial for educational institutions to include media literacy into their curriculums in an experiential way that will help students to develop skills of source evaluation, critical thinking and information verification. Secondly, it is crucial for policy makers to support the efforts of their governments in the sphere of media literacy in order to address not only issues of connectivity but also behaviour aspect of misinformation. Thirdly, social media platforms should improve fact checking technologies and spread reliable information sources in order to promote proper sharing behaviour among users. However, one needs to consider certain limitations of the study such as Delhi-based sample size, self-reporting and a limited number of expert interviews. Thus, it is vital for the future research to conduct longitudinal comparative analysis.

CONCLUSION

In summary, this research used a mixed method research approach through surveys, media literacy assessment and expert interviews to understand media literacy and exposure to misinformation among youth in Delhi. Due to this study, it was discovered that although youth in Delhi have relatively higher levels of media literacy and are able to spot fake news under controlled conditions, such information is not reflected in their actions in the digital sphere. In many cases, the youth continue to trust their own intuition and use unverified information and sometimes share it unwittingly.

The conclusions drawn from the qualitative analysis added more support to these findings in that media literacy cannot be confused with digital competence. According to the experts, even though the younger generation is skilled in using technology, they do not necessarily have the habit of verification, reflection, and source criticism. All in all, the findings of the qualitative and quantitative analyses suggest that media literacy can only be described as a continuous process of behavior. This research adds to the current body of knowledge in the field of media literacy.

There are implications drawn from the results that will be helpful to teachers, policymakers, and digital platforms. It is necessary for the education of media literacy to put emphasis not only on the theoretical aspect of knowledge but also on the practice of information verification and sharing as well as on critical thinking. It is necessary for collaboration between educational institutions, policymakers, and digital technology companies in order to improve the resistance of young people to misinformation. Although there are some benefits, this study is constrained in its sample, which consists only of young people from Delhi and self-reporting answers, as well as in the interview sample size.

ACKNOWLEDGMENTS

None.

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