News Literacy in Bangladesh

National Survey

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LEAD RESEARCHER AND AUTHOR

MD Saiful Alam Chowdhury
Associate Professor, Department of Mass Communication &
Journalism, Dhaka University

FIELD SURVEY

Reslnt Bangladesh
an affiliate of ResInt Canada

RESEARCH TEAM

Ala Alizan Hossain
Programme Officer, MRDI

Modina Jahan Rime
Media Monitoring Officer, Promoting News Literacy and
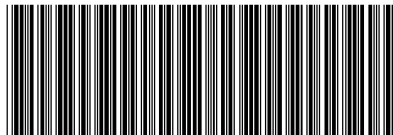Ethical Journalism, project, MRDI

MRDI   unicef

FOREWORD

We are living in an age awash in news, news that are used to make critical decisions in all aspects of our lives: in education, government, economics, public safety, politics, international development, health care, marketing and more. People today have access to more information than any generation in history, yet many lack the knowledge and critical-thinking skills needed to navigate our challenging information ecosystem. The potential for misinformation has never been greater, and the concept of news literacy has not been widely taught in Bangladesh. Against this background, at the age of information superabundance, citizens should learn to judge the reliability of news reports and other sources of information that is passed along their communication network and news media outlets. The concept of news literacy has emerged from this realization. However, as an academic terminology, the concept of news literacy is rather new in Bangladesh. A systematic and comprehensive study on news literacy is significant and cardinal. Due to the lack of public awareness and understanding, it is necessary to assess the level of news literacy for designing a program for media consumers.

MRDI is implementing a project "Promoting News Literacy and Ethical Journalism" with the support of UNICEF Bangladesh. In the first phase of the project, MRDI conducted news literacy perception survey with a very limited number of respondents. During the dissemination of the report, all the stakeholders including parliamentarians, government officials, media leaders and development partners felt the need for a wider survey on the news literacy situation of the country. Responding to the recommendation, a national survey on news literacy in Bangladesh has been conducted. The main purpose of this assessment study is to identify the present situation of news literacy among the population of Bangladesh. Apart from this, the study wants to set the benchmark against future initiatives or interventions to enhance the news literacy level in the country. Based on findings, this study provides some suggestions to contribute to formulating a national policy for designing the future plan of action. On the basis of previous literature and models of news literacy measure, this study used two methods to collect the data: survey and focus group discussion. This study is the first national survey on news literacy in the country which used the renowned Potter's model.

We are thankful to UNICEF Bangladesh for continuing partnership to research on news literacy in Bangladesh. This research, we feel, has created the need for further intervention to enhance knowledge on news literacy for the betterment of the future generation. We believe joint efforts by UNICEF and MRDI will go a long way to address the need.

MD Saiful Alam Chowdhury, Associate Professor of the Department of Mass Communication & Journalism at the University of Dhaka, Bangladesh has developed the methodology of the study and produced this report based on the field data and findings of discussions. We are thankful to him for this wonderful job.

We express our thankful gratitude to Reslnt Bangladesh, an affiliate of ResInt Canada, a reputed research organization, for conducting the survey. We are also grateful to the respondents who took part in the questionnaire-based interviews and FGD sessions.

Colleagues at MRDI worked hard for organizing FGD sessions and providing technical support to the lead researcher. They deserve special thanks for this.

This report, we believe, will help develop interventions for improving news literacy standards of Bangladeshi media consumers. It will also hopefully be used by researchers as a benchmark document to conduct further studies on news literacy. We hope the assessment will meet its purpose.

CONTENTS

EXECUTIVE SUMMARY

Media by definition is the form of communication used to influence a wide amount of people. Literacy is being able to read or write. As a part of media literacy, news media literacy is potential to foster increased news consumption, civic engagement, and democratic participation. We focus on news literacy because it addresses the knowledge and skills necessary to become a more mindful and skeptical news consumer who understand the relationship between journalists, news production, citizens, and democracy in changing media environments. The broad aims of news media literacy are to empower news consumers to seek useful and accurate information so that they may make informed decisions related to the political and social structures of society. However, news literacy is very new concept in Bangladesh. Due to lack of systematic and comprehensive study, MRDI takes the initiative to assess the current level of news literacy among the population of Bangladesh with the help of UNICEF Bangladesh. Quantitative methodologies like survey and focus group discussions have been applied to conduct the study.

Considering the nature and objective of the study, we conducted face-to-face surveys with 1,209 respondents; aged over 18 in Bangladesh, using a multistage stratified random sampling method. Moreover, MRDI conducted 10 focus group discussions (FGD) to better understand how people respond to the types of questions and to authenticate the survey findings.

The Executive Summary of the report is prepared based on key findings of the study. Quantitative data reflects audience reaction based on a survey and qualitative data is based on FGDs. Some major findings are mentioned below-

Quantitative findings: Survey

- We have classified the respondents mainly into two distinct groups: Low news literacy group and High news literacy group. This level was determined by the knowledge structure index score. Out of 1209 respondents, more than three-fourth respondents' literacy rate (76%) is considered as low. Conversely, only 24% of respondents' (n=293) news literacy rate is high.
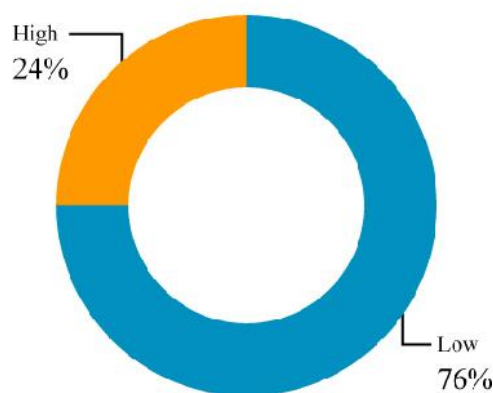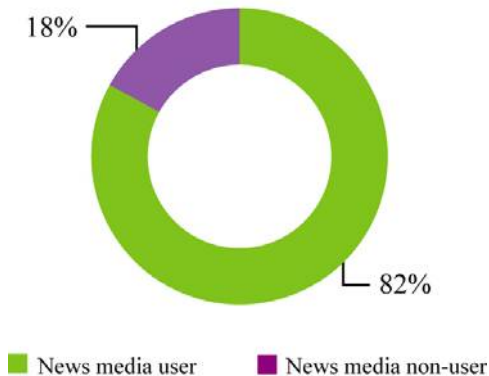

Figure 1
News Literacy Rate in Bangladesh

High 24%

Low 76%

Figure 2
Media Users in Bangladesh

18%

82%

■ News media user   ■ News media non-user

- A significant number of people (17.76%) do not use any kind of news media in Bangladesh. The number of female non-users (61.3%) of the news media is higher than male non-users (38.7%).

- 43% of non-users mentioned that they do not have enough time to use news media; 12.6% of non-users think that using news media is a waste of time or the don't believe news media. Only 9.6% of people mention that due to lack of affordability, they do not use news media.

- Television is the main source of news in Bangladesh. Of the 1209 subjects, 905 (75%) have mentioned that they are dependent on television for getting news. As a main source of news, female respondents use television more than male respondents.

- Following the television, Facebook has gained a significant position as a source of news in Bangladesh (9.4%), whereas newspaper has been regarded as a main source of news by only 8.4% of respondents. Radio has almost no significance to people as a source of news.

Figure 3
Main source of news
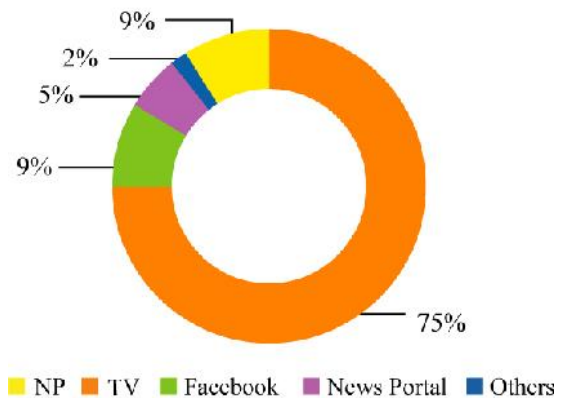
9%
2%
5%
9%
75%

■ NP ■ TV ■ Faccbook ■ News Portal ■ Others

- People have a good habit to use news media on a daily basis. Almost 27% of respondents used to consume media for more than one hour in a day. Most of the respondents use media from more than 10 minutes to 120 minutes in a day. And, more than 40 percent of respondents spent from one to four hours for consuming media per week.

- More than a quarter of respondents use more than one form of media at a time every day. This rate is much higher among males than females.

Figure 4
News Literacy in Bangladesh

24%

76%

■ Low News Literacy   ■ High News Literacy
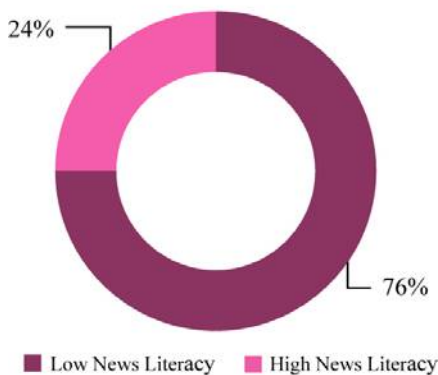
- News literacy in Bangladesh is low. 76% of people in Bangladesh have low news literacy rate and 24% of people have high news literacy.

- High news literacy group has a sound and compound knowledge on news media system, content, and media effect.

- Knowledge about the Bangladeshi media system was quite high in the high news literacy group and there is a significant difference between the scores of the high and low literacy groups regarding the score of knowledge about the news media system.

- This study found a co-relation between news literacy and knowledge on media content. High news literacy group is more likely to agree with statements that indicated they perceived themselves to be in control of media's effect on them.

- Knowledge of news media effect was high in high news literacy group and there is a notable difference between the two groups.

- Males are more news literate than females. The high literacy rate among male group is slightly higher than female group.

- The news literacy rates do not vary notably by metropolitan-urban-rural residence.

- Regarding age, the news literacy rate is varied remarkably. The younger people tend to be more news literate than older people. However, the high news literacy rate has noticed among the most senior respondents (32.14%), followed by most junior group or 18-25 years group (31.61%).

- This survey finds a co-relation between educational level and news literacy. News literacy is high among highly educated persons. The persons who have completed post-graduation have more high news literacy (43.21%). The current survey finds that the news literacy rate is gradually increasing by the level of education. The persons who have less than high school qualifications, their news literacy rate are very low. The ratio of news literacy is decreasing as low as the level of education.

- Two-thirds people have experiences of fake news. 76% of males and 51% of females have fake news experience.

Figure 5
Experience on fake news

36%
64%
Yes   No

- Fake news experience rate is higher in the rural area (66%), followed by the urban area (62.3%), and lowest at the metropolitan area (52.5%).

- Half of the people are not aware of the importance to check the accuracy of information.

- High news literacy group enjoys more likely challenging or complex situations.

- High news literacy group tends to be more likely to report being intrinsically motivated to follow the news, seeing it as a core part of their identities.

- High news literacy group consumed more medium and spent more time.

- High news literacy group has more controls to use of media.

- High news literacy group is more skeptical of the news media relative to those who are less literate.

- High news literacy group is more concerned about child issues.

- No relation found between journalism background and the news literacy.
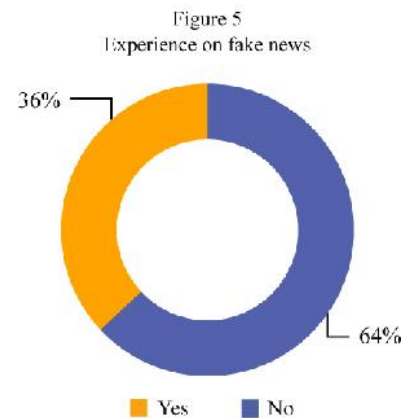
Opinion Based Findings: FGDs

- People rely on a variety of media sources.

- The younger generation is more inclined to online news. However, the rural people do not access online news that much.

- Most people do not have any idea about the ownership of the media. Only journalists have a specific idea about the ownership of the media. Except that, a few mentioned that the owners are either a politician or a businessman.

- The knowledge of media related laws is very limited. Even journalists do not have a profound knowledge on the media-related laws.

- Only a few people crosscheck the news.

- The most popular means to crosscheck news is to match the same news from more than one news source to draw a decision.

- Most participants said they do not straight away believe whatever pops up in social media.

- The participants look for who commented what on a social media post to verify a post.

- Most of the participants do not think ethical journalism is in practice in Bangladesh.
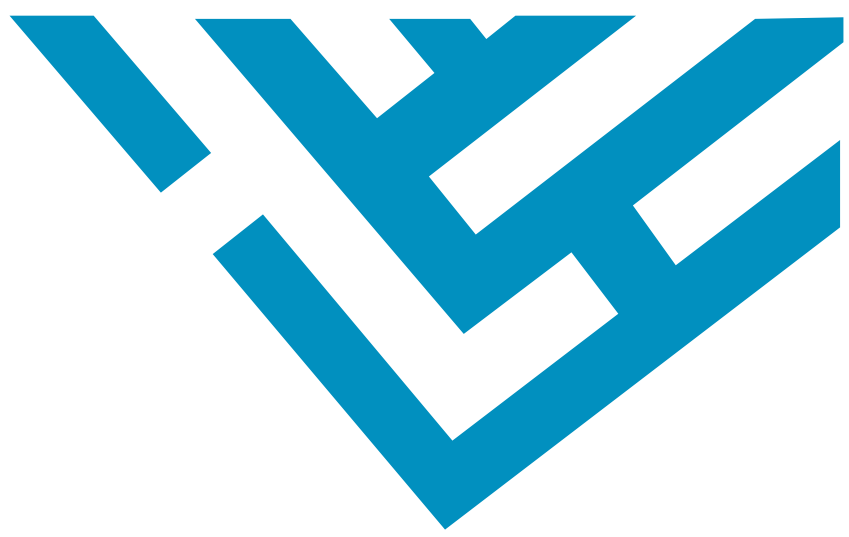
BACKGROUND

Introduction

In earlier societies, social institutions like family, school and church were the most important providers of information, tradition and moral orientation for the individual member of society. Today, these institutions have lost some of their former authority, and the media have to some extent taken over their role as providers of information and moral orientation, at the same time as the media have become society's most important storyteller about society itself (Hjarvard, 2008, p. 13).

We're not just fighting an epidemic; we're fighting an infodemic (Ghebreyesus, 2020).

We believe that news literacy education is the most effective approach to stemming the global pandemic of misinformation. – Alan C. Miller, Pulitzer Prize-winning reporter, Los Angeles Times

All at once, the above three comments represent the real picture of the current world. On the one hand, the prevalence of mass media extends the media influence to all the spheres of social life – it is our reality, on the other hand, fake news is the real problem. We think, 'media no longer just shape our culture—they are our culture' or 'our life is lived *in*, rather than *with*, media' (Deuze, 2011, p. 138), but, the 'worldwide pandemic of misinformation and disinformation is, to be blunt, a global public health crisis' (Miller, 2019, p. 5). Against this background, a growing volume of scholarly research pays special attention to the idea that people have to learn about how and why media content is produced and successfully navigating the digital age requires media education. In this context, media literacy is an umbrella concept and it has some subfields. For the last couple of years, scholars and educators have been focusing on the news media literacy/news literacy, a subset of the broader field of media literacy (Mihailidis P. , 2011, p. 4; Fleming, 2013, p. 147), in which the widespread goals and frameworks of media literacy can be applied to news content. The importance of news literacy is justified not only by the quantity of news media exposure but also the vital role of information in the development of democracy, cultural participation, and active citizenship justifies it. When we connect existing scholarship about the limitations of news media with the goals of media literacy education (Patricia, 1993; Christ & Potter, 1998; Martens, 2010), the implications for the potential importance of news literacy is clear: Audiences can be better equipped to access, evaluate, analyze, and create news media products if they have a more complete understanding of the conditions in which news is produced (Ashley, Maksl, & Craft, 2013, p. 7). Above all else, making news media literacy education accessible around the world is critical to combating the spread of misinformation.

The media market in Bangladesh has emerged as a vibrant sector over the last three decades in terms of its size and diversity. Rapidly increasing numbers of newspapers, TV channels, FM radio, and online news portals are producing news and views incessantly and reaching an audience never done before (MRDI, 2016).

Moreover, social media and digital applications have wide opened the horizon of a virtual world to a point that could not be thought possible a decade ago. Therefore, the way of getting news for Bangladeshi people has changed rapidly. Given this situation, making an informed decision, and filtering real information is crucial for Bangladeshi media users. Nowadays, verifying and cross-checking the objectivity of information is not the sole responsibility of the providers, but news consumers are also liable to filter the rumor, false, and unverified news. People need to accomplish critical skill thinking so that they can be better equipped to access, evaluate, analyze, and create news media products in Bangladesh. To carry out, news literacy can enable citizens to develop higher-order thinking skills and critical reasoning to judge the reliability and credibility of news reports from all kinds of media. Furthermore, this will make the news media more accountable to its readers.

However, the concept of news literacy as an academic terminology is rather new in Bangladesh. The present condition of this field requires analyzing through a systematic and comprehensive study. Due to the lack of public awareness and understanding, it is necessary to assess for designing a program on developing news literacy of media consumers and producers as well. More importantly, no systematic and comprehensive study has yet been done to measure the news literacy in Bangladesh. Against this background, this study is the first national survey on news literacy in the country. The main thrust of the study is to establish the present level of news literacy among the population of Bangladesh. Furthermore, this study will help to develop interventions for improving the news literacy standards of adult people in Bangladesh. It will also be helpful for researchers as a benchmark document to conduct further studies on news literacy.

Purpose of the study

The main purpose of this national survey is to identify the present situation of news literacy among the population of Bangladesh. Apart from this, the study wants to set the benchmark against future initiatives or interventions to develop the news literacy level in the country. Based on findings, this study will provide some suggestions to contribute to formulating a national policy for designing the future plan of actions to develop the national news literacy level. In order to obtain these goals, the principle research question of this study is: *How news literate is the adult population in Bangladesh?*

Conceptualizing News Literacy

> *News literacy is back in the headlines as countries around the world grapple wit*
> *how to arm their citizens with the skills and knowledge to sort fact from fiction an*
> *fake news from trustworthy content* (Newman, 2019).

Scholars note that news literacy is 'at the intersection of media and information literacy' (Malik, Cortesi, & Gasser, 2013, p. 7) that focus on a particular type of message—news. Maksl, Craft, Ashley, and Miller (2017, p. 229) claim that if a definition of news literacy is the destination, then the journey to reach it passes through several other literacy neighborhoods, such as, media, information, digital, news, and civic literacy that all share conceptual terrain with news literacy.

This study used media literacy principles to understand and explain news media literacy since it is a specialized form of media literacy. However, the important question is why we need a specific form of media literacy that we called news literacy. Some scholars claim that media literacy strategies are helpful but not enough in understanding news in the current web world (Fleming, 2013) regarding news production and consumption (Craft, Ashley, & Maksl, 2016, p. 145). Fleming (2013, p. 148) argued that the need for a specialized category in media literacy that focuses exclusively on news rests on the premise that news plays an important role in democracy and news providers, therefore, have unique responsibilities to inform self-governing citizens. News literacy does not necessarily have a governing metaphor for how we interact with all information/media (Malik, Cortesi, & Gasser, 2013, p. 7), but news literacy aims to train news consumers to

think like journalists (Miller, 2010). Moreover, the knowledge requirements of critical media literacy suggest that it may be important for news media consumers to have some specific knowledge of the normative goals of journalism and the forces that influence news media content (Ashley, Maksl, & Craft, 2013, pp. 8-9).

Another reason to focus on news literacy is enormous news sources platforms, devices, and formats including the rapidly-growing digital technologies that enable people to involve in the news through news sharing, reacting, content contributing, and interacting. These experiences, to a great extent, likely contribute to flourishing the participatory culture of news use. Intimating to modern news consumption patterns, Moeller (2012, p. 191) mentioned that today's youths are sitting like spiders in the middle of a web, often content with consuming what flies by. From this perspective, Dale (2014) argues that people need to gain news media knowledge, active senses, personal learning, and critical thinking. The changing media environment requires citizens to be more active, gain rudimentary skills (for creating and editing media), assume responsibilities (for identifying facts from fiction), and be also discerning (for analytic thinking and critically choosing) (Mihailidis P. , 2012). Depending on news media literacy education, citizens can understand the role of news media (Moeller, 2012) as it enables people to find out facts instead of fiction, credible sources, and important information from multi-platform media to meet their different purposes.

News literacy is oriented toward understanding how and why people engage with news media, how they make sense of what they consume, and how individuals are affected by their news consumption (Maksl, Ashley, & Craft, 2015, p. 29). Malik, Cortesi, and Gasser (2013) stated that the definition should include understanding the role that news plays in society, the motivations consumers have to seek out news, the ability to find and recognize news, the ability to critically evaluate news, and the ability to create news. The Radio Television Digital News Association (Bowen, Bowen, Dean, & Lange, 2019) developed a definition of news literacy with six principles:

> *News literacy is the acquisition of 21st-century, critical-thinking skills for analyzing and judging the reliability of news and information, differentiating among facts, opinions, and assertions in the media we consume, create, and distribute.*

News literacy education typically emphasizes three related aspects of news: (1) the conditions and constraints under which news is produced, (2) the goal of journalism to create an informed public capable of making democratic decisions, and (3) the responsibility of audiences to be critical thinkers when consuming news content (Vraga, Tully, Kotcher, Smithson, & Broeckelman-Post, 2015, p. 42).

Hobbs (2010) pointed that news literacy education should have seven principles: (1) start from the learner's interest by focusing on current news events, (2) connect comprehension and analysis through the close reading of news texts, (3) ask critical questions through dialogue and debate, (4) focus on how news stories are constructed, (5) link critical analysis and media composition, (6) use a variety of media to engage students, and (7) make connections between the class and the community.

News Literacy and Democracy

In a democracy, the decisions made by the people in the voting booths are based on information made available to them. That information is provided primarily by the news media. Hence, the news media are indispensable to the survival of democracy (Altschull, 1995, p. 5). Kendrick and Fullerton (2019, p. 7) note that the ability of citizens to discern credible news from other information in the media is a bedrock civic asset as news and information are vital to the functioning of democracy. In that sense, news literacy empowers people to determine whether the information is reliable and then act on it.

News media literacy is the potential to foster increased news consumption, civic engagement, and democratic participation (Hobbs & Jensen, 2009), and, by extension, to improve the conditions of citizenship and democracy (Ashley, Maksl, & Craft, 2013, p. 8). Democracy relies on informed citizens. What do we want to *achieve* with 'news literacy'? Malik, Cortesi, and Gasser (2013, p. 8) replied to this question as 'we want to

achieve empowered citizens'. The broad aims of news media literacy are to empower news consumers to seek useful and accurate information so that they may make informed decisions related to the political and social structures of society.

Media scholar Len Masterman (1985, p. 13) wrote, media education is an essential step in the long march towards truly participatory democracy, and the democratization of our institutions. News literacy is education for citizenship and education for democracy. It strengthens public awareness so that they engage with issues affecting their daily lives. Exploring how reality is represented in the news allows people to critically understand the context they live in, so they are in a better position to participate and to make decisions in public life. Awareness of issues surrounding the production, distribution, and consumption of news and information media can equip citizens with the knowledge they need to successfully navigate the digital media landscape and participate in civic life. In this sense, the future of news literacy is inextricably linked to the future of democratic life.

Potter's cognitive model of media literacy

Potter's (2004) cognitive model of media literacy offers a theoretical framework for the current study. Potter's model is useful because it considers several factors affecting overall literacy, including the knowledge that is necessary to be prepared for media exposure as well as the ways in which individual processes information once exposed (Craft, Maksl, & Ashley, 2013, p. 6). We adapted this model to focus specifically on news media literacy.

In Potter's model, five basic 'knowledge structures' in different domains – knowledge about media content, media industries, media effects, the real world, and the self. According to Potter, 'With knowledge in these five areas, people are much more aware during the information-processing tasks and are, therefore, more able to make better decisions about seeking out information, working with that information, and constructing meaning from it that will be useful to serve their own goals' (Potter W. J., 2004, p. 69).

Potter's (2004) cognitive approach to media literacy has been adapted in research conceptualizing and testing measures of news media literacy (Maksl, Ashley, & Craft, 2015; Maksl, Craft, Ashley, & Miller, 2017; Vraga, Tully, Kotcher, Smithson, & Broeckelman-Post, 2015). The news literacy scale has been validated in studies involving high school students (Craft, Ashley, & Maksl, 2013; Maksl, Ashley, & Craft, 2015), college students (Ashley, Maksl, & Craft, 2017; Maksl, Craft, Ashley, & Miller, 2017), and adults (Vraga, Tully, Kotcher, Smithson, & Broeckelman-Post, 2015).

Measuring News Literacy
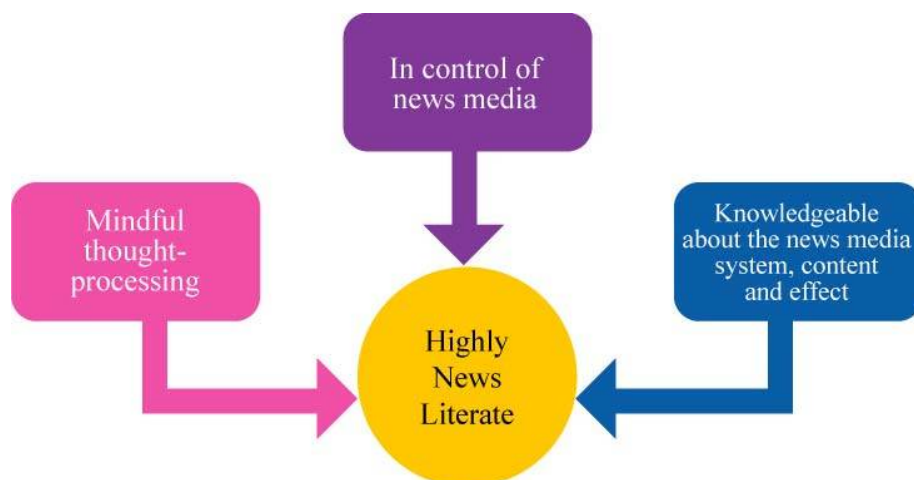
A media literate person, under Potter's model, is one who thinks deeply about her media experience, believes he/she is in control of media's influence on him/her and has a high degree of basic knowledge about media content, industries and effects. News media literacy varies according to 1) the degree to which one engages in mindful versus automatic thought-processing of news 2) the degree to which one engages in motivation for news consumption, 3) the degree to which one perceives him/herself as being in control versus the news media being in control of the influence of news media, and 4) the knowledge one has of the institutions that produce news, the way in which the content of the news is produced and the effects of that content on people. To get a clear understanding of Potter's model, we need to discuss four components in details:

1. **Automatic versus mindful thought-processing:**
   The personal locus part of Potter's model includes such concepts as mindfulness, self-efficacy, and competence. In the current study, we used the five-item 'need for cognition' scale:
   - I don't like to have to do a lot of thinking. (Item reverse-coded so that a higher score meant a greater need for cognition)
   - I try to avoid situations that require thinking in depth about something. (reverse-coded)
   - I prefer to do something that challenges my thinking abilities rather than something that requires little thought
   - I prefer complex to simple problems
   - I am thinking hard and for a long time about something gives me little satisfaction. (reverse-coded)

   Respondents were asked to respond to each of the statements by saying how much they agreed with it on a five-point scale (1=strongly disagree; 5=strongly agree). Respondents who have secured high scores are more likely to be more mindful, thinking very consciously about the media messages to which they are exposed.

2. **The motivation for news consumption:** Individual differences in motivation were linked to differential learning from the news. These results further signal the importance of including motivation in a model of news media literacy (Maksl, Ashley, & Craft, 2015, p. 31).

   In the current study, we used five-item 'motivation for news consumption' scale:
   - I don't see what news does for me
   - I follow the news because I'm supposed to
   - I follow the news for my own good
   - I follow the news because I like to
   - I need to get the news every day

   Respondents were asked to respond to each of the statements by saying how much they agreed with it on a five-point scale (1=strongly disagree; 5=strongly agree). Responses were averaged across the items to create a single score.

3. **The person in control versus media in control:** A person can be aware of or not of the media message's controlling influence. Those who are more aware of the media's controlling nature are thought to be more personal in control of their own exposure and the influences media might have on them. We used six items where respondents were asked to respond to each of the statements by saying how much they agreed with it on a five-point scale (1=strongly disagree; 5=strongly agree). The statements used to measure "media locus of control" were as follows:
   - If I am misinformed by the news media, it is my own behavior that determines how soon I will learn credible information.
   - I am in control of the information I get from the news media.
   - When I am misinformed by the news media, I am to blame.
   - The main thing that affects my knowledge about the world is what I myself do.
   - If I pay attention to different sources of news, I can avoid being misinformed.
   - If I take the right actions, I can stay informed.

Responses were averaged across the items to create a single score. A higher score would indicate more 'internal' media locus on control, meaning that control of media's influences is heavily regulated by an individual's own actions.

4. **Knowledge Structure:** In the 'knowledge structure' part, there are three categories of factual knowledge about the Bangladeshi media industries, the typical content frames in which much news is produced and the possible effects exposure to news media can have on individuals. For all sections, we created an index to assess the areas of knowledge. Survey respondents were presented with multiple-choice questions. For each question, a respondent would receive one point for each correct answer and no points for incorrect answers. Scores for each of the 18 questions were summed to make an overall Knowledge Structure Index Score. A higher score indicated more knowledge.

Each question had only one correct answer.

  A. **Knowledge Structure on Bangladeshi Media System**: The first category, about the structure of the Bangladeshi media system, focused on knowledge of business, ownership, and regulatory systems. Specifically, this section included:
  - Knowing that most media outlets are for-profit businesses.
  - Knowing that journalists are not required to be individually licensed in Bangladesh.
  - Knowing that the Ministry of Information monitors the broadcasters in Bangladesh.
  - Knowing the process of gaining access to the market of a cable operator.
  - Knowing the main difference in the news reporter's role between Google News and the prothomalo.com.
  - Knowing the complaining authority for any news organization in Bangladesh.
  - Knowing that the BTV does not depend on advertising for financial support.

  B. **Knowledge Structure on Media Content**: The second category focused on knowledge of typical content and content frames produced by news organizations. Specifically, this section included:
  - Knowing the main difference between the hard news and the column/opinion.
  - Knowing that the producer tends to be the person at a local TV station who has the most influence on what gets aired.
  - Knowing that the common criticism of journalism not being objective refers to the idea that reporters insert their own opinions into stories.
  - Knowing that news coverage tends to underestimate the proportion of minorities in Bangladesh.
  - Knowing that election campaigns tend to focus on who's winning as opposed to a more in-depth analysis of candidates and their backgrounds.
  - Knowing that a company spokesperson is more likely to write press releases compared to other media professionals.

  C. **Knowledge Structure on Media Effects**: Finally, the third category focused on knowledge that the media can have effects. Specifically, this section included:
  - Knowing that most people tend to think that news has a greater effect on others than themselves.
  - Knowing that people who watch a lot of television news tend to think the world is more violent and dangerous than it really is.
  - Knowing that the main role of news media is to inform and educate people.
  - Knowing that people tend to think topics that get more news coverage are more important than topics that get less coverage.
  - Knowing some possible effects of news media's dependence on advertising for financial gain.

5. **News Media Skepticism**: Research has demonstrated links between news media literacy and skepticism, trust, and credibility, findings that underscore how knowledge and motivations for news consumption shape understandings of news and, therefore, may shape how conspiracy narratives are interpreted or endorsed (Craft, Ashley, & Maksl, 2017, p. 392). High news literacy was found to be positively related to news skepticism (Maksl, Ashley, & Craft, 2015) while learning about news media ownership was related to lower evaluations of news credibility (Ashley, Poepsel, & Willis, 2010).

   In the current study, we used the eight-item 'news media skepticism' scale:
   - I think the news media are fair (reverse coded)
   - I think the news media tell the whole story (reverse coded)
   - I think the news media are accurate (reverse coded)
   - I don't think the news media can be trusted
   - I think the news media prioritize being first to report a story
   - I think the news media get in the way of society solving its problems
   - I trust the media to report the news fairly (reverse coded)
   - I have confidence in the people running the institutions of the press (reverse coded)

   Respondents were asked to respond to each of the statements by saying how much they agreed with it on a five-point scale (1=strongly disagree; 5=strongly agree). Responses were averaged across the items to create a single score.

6. **News Literacy and Accuracy of Information:** False, misleading, and exaggerated information can aggravate in the digital media landscape. Misleading posts are often more popular than posts with accurate information (Craft, Ashley, & Maksl, 2017, p. 389). By a survey of 397 adults, it is found that greater news literacy can help undercut the influence of fake news, even when that news aligns with one's political ideology (Craft, Ashley, & Maksl, 2017, p. 398).

   Apart from Potter's model, the current study tried to judge how respondents can check the accuracy of information. In this context, this study used five items where respondents were asked to respond to each of the statements by saying how much they agreed with it on a five-point scale (1=strongly disagree; 5=strongly agree). The statements used to measure were as follows:

   - The source of news is very important to me
   - I prefer to get the news from one primary source
   - I am certain that I can find news online that is trustworthy (reverse coded)
   - When searching news through online, I discern whether information is fact or opinion
   - When searching online, I honestly don't pay attention to the author of the information
   - I am certain that news at Facebook is more reliable than traditional mass media (reverse coded)

   Apart from this, to get more reliable data on information accuracy, we used four items where respondents were asked to respond to each of the statements by saying how much they agreed with it on a six-point scale (1=all the time; 2=most of the time; 3=some of the time; 4=rarely; 5=never; and 6=don't know). The statements used to measure were as follows:

   - Look at who shared it with you
   - Look at which news source published it
   - Look to see what evidence the story contains
   - Search for other similar news reports

   Moreover, this study also tried to know how respondents judge the quality of a source of information. Against this background, MRDI provided a published news story with the questionnaire (See Appendix A- Questionnaire) to judge the respondents opinion on news accuracy.

7. **News Literacy on Child Issues:** This is a special concern of this national survey. In the current study, we used seven-item 'news literacy child issues' scale:
   - I don't see what news does for me
   - I follow the news because I'm supposed to
   - I follow the news for my own good
   - I follow the news because I like to
   - I need to get the news every day

Respondents were asked to respond to each of the statements by saying how much they agreed with it on a five-point scale (1=strongly disagree; 5=strongly agree). Responses were averaged across the items to create a single score.

   - Bangladeshi news media are very reluctant to focus on child rights (reverse coded)
   - We get the real picture on child abuse from mews media (reverse coded)
   - Bangladeshi media are a very concern or focused on child labor (reverse coded)
   - News report on child issues get the same treatment as other issues; such as crime, politics, sports (reverse coded)
   - Underprivileged child issue representation gets proper treatment in Bangladeshi news media (reverse coded)
   - Bangladeshi journalists follow/maintain the standard of ethics to make any report on child issues
   - It is necessary to publish the name and identity of children who are involved with criminal activities like sexual harassment, murder, drug addiction, drug peddling, etc. (reverse coded)

Apart from these, MRDI provided two published news with the questionnaire (See Appendix A-Questionnaire) to judge the respondents' opinions on child issues.

Media landscape and news literacy in Bangladesh

Bangladesh is located in the north-eastern part of South Asia (see Appendix B), surrounded by India of its three parts — on the West, North and Northeast, Myanmar on the Southeast, and the Bay of Bengal on the South. The news media industry of Bangladesh primarily consists of print, television and radio broadcast, and very recently online news media. During the last three decades, the Bangladeshi media landscape has raised dramatically and significantly in size and variety. The rejuvenation of the news media in Bangladesh has seen after the reemergence of democracy after 1990. With the deregulation of press laws and the onset of the market liberalization policy, Bangladesh witnessed unprecedented growth and expansion of mass media since the 1990s, and scholars (Rahman A. , 2016, p. 326) called it a 'quantum leap' in the media sector. Television is by far the most important media though which Bangladeshis learn about what is happening in the country (84%), while newspapers are cited by a quarter (25%) as a second choice source of information (The Asia Foundation, 2016, p. 82). As of 1st January 2020, a total of 706 registered newspapers are published in Bangladesh, among them, 297 newspapers are published from Dhaka, the Capital of the country, including 254 are dailies (Department of Films and Publications, 2020). Apart from the three state-owned terrestrial television channels, the government so far has given permission for 45 television channels and 30 of them are already in operation. Among the rest of the channels, 11 still await telecast, while four are yet to get frequency allocations (Dhaka Tribune, 2019). The state-owned radio network, Bangladesh Betar, now has 15 broadcasting stations and six relay stations (Bangladesh Betar, 2019) which cover almost the entire country (BBC, 2019). Bangladesh government has licensed 28 private FM radio channels and 18 community radio stations are on-air in the country and another 14 community radio will start broadcast very soon (BNNRC, 2020). As of March 2020, the number of mobile phone subscribers are 165.337 million and the total number of internet subscribers has reached 103.253 million (BTRC, 2020). Due to mobile technology, overwhelming 80 percent internet users of Bangladesh are on the social networking website (Shams, 2017). However, more

than 97% of social media users in Bangladesh are mainly using Facebook (statcounter, 2020). There were 35.984 million Facebook users in Bangladesh in January 2020, which accounted for 21.2% of its entire population (NapoleonCat, 2020). Online newspapers and news portals have grown in Bangladesh like a mushroom. The Ministry of Information has received 2,018 applications for registration of online newspapers (BBC Bangla, 2018).

For the last couple of years, with a high volume of news media, Bangladesh has been facing a problem of information pollution. Including the spreading of fake news, information disorder is a new phenomenon in Bangladesh. Therefore, it is a significant question: what factors have influenced increased inaccuracy and bias in the news information Bangladeshi citizens daily consume? Moreover, changes in technology, such as the emergence of social media, have brought about a transformation in the way information is published, shared, and processed. We do not have the data on the correlation between a greater amount of information and the sharing of lower-quality content impacts Internet users' online news consumption. On the other hand, fake news has triggered several communal clashes resulting in deaths in Bangladesh. To combat the mis- and dis-information problem, Media literacy, digital literacy, and news literacy are a must to combat fake news. However, news literacy is a very new topic in Bangladesh. No systematic study has been done on news literacy in the country. We find two initiatives online. One from MRDI (2016), entitled 'News literacy: people's perception', a divisional city-based survey. This study tried to measure the public perception of news literacy. Due to methodological limitations in a limited scope, it was mainly investigated what kind of media and media-content people consume, perception of media ethics, and media's treatment of the child issues. Another study was done on the status of media literacy in Bangladesh by the South Asia Center for Media in Development (SACMID) (Quarryman, Hasan, & Sultana, 2018). It was a baseline survey of 438 secondary school students in the capital of the country. The main limitation of this study is methodology. The main focus of this baseline survey was what type of media are used by Bangladeshi high school going students, rather than their news literacy. Media access is a pre-condition to measure media or news literacy. However, without accessing the media knowledge of the people no study can measure the news literacy level of users.

METHODOLOGY

Based on previous literature and models of news literacy measure, this study used two methods to collect the data: survey and focus group discussion. MRDI developed a survey instrument in English designed to capture various dimensions of news literacy and Reslnt, a Canada-based research organization, translated the tool into Bangla and operated the survey. For data gathering, a structured questionnaire was used that contained mostly close-ended questions. Once drafted, the questionnaire has been pre-tested and the feedbacks have been used in the finalization of the draft. After the finalization of the survey tool, it was uploaded in the server by ResInt. After completing the questionnaire, the survey was conducted by 20 interviewers between 5th November and 20th November 2019. The interviewers were professionally trained by the research company and in compliance with the code of social research ethics. MRDI conducted 10 focus group discussions (FGD) to better understand how people respond to the types of questions and to authenticate the survey findings.

Survey method and sampling strategy

Survey research is an established method of collecting data about participants' knowledge of a given subject such as news literacy. Considering the nature and objective of the study, we conducted face-to-face surveys with 1,209 respondents; aged over 18 in Bangladesh, using a multistage stratified random sampling method. From each stratum Primary Sampling Units (PSU) were selected randomly using Probability Proportional to Population Size (PPS) method (See Appendix C for details of PSUs). The Census blocks or enumeration areas (EA) were treated as PSUs. A fixed number of five households in each PSU were randomly selected using the Systematic Random Sampling (SRS) method. In each selected household, a list of adult (18 years and above) member/s was listed out. Finally, one such HH member was randomly selected using the KISH Grid method[1].

Bangladesh has eight administrative divisions, and each division was considered as a separate cluster. Within each division, the study locations were stratified into three types: divisional headquarter (HQ), large/medium city/District headquarter, and small city/Upazila headquarter based on population. An analysis of the Bangladeshi urban population as per the 2011 estimate by Bangladesh Bureau of Statistics (BBS)[2] shows (See Table 1) that each division has a substantial population, with the newly created divisions having relatively lower population. On the other hand, the locations of the current study were treated as **urban, semi-urban,** and **rural**. Considering these factors, a total of 24 study locations/districts by division and urban, semi-urban & rural type were identified for this survey (See Table 2).

The census enumeration areas (EA), broadly, termed as *Mohallaor Mouza,* were considered as PSU. In each PSU, a random starting point was selected, and every 3rd household was selected. In a selected household, if no 18+ year's member was found, the immediate next household was contacted until a target respondent was found. At least three re-visits were made to interview the selected respondent if s/he was not available during

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[1]The Kish grid or Kish selection grid is a method for selecting members within a household to be interviewed. It uses a pre-assigned table of random numbers to find the person to be interviewed. It was developed by statistician Leslie Kish in 1949.
[2]Population and Housing Census 2011, Bangladesh Bureau of Statistics

the time of visit. Once a respondent was found, a fixed gap of three households was maintained for subsequent sample selection. As an eligible respondent was selected randomly within a sample household, male and female representation was in proportion to that existing ratio (50:50).

Table 1: Division-wise population and proportion in Bangladesh

Division	Population	Proportion
Barisal	8,489,476	6.1%
Chattogram (CTG)	27,163,631	19.5%
Dhaka	45,568,835	32.7%
Khulna	15,386,663	11.0%
Rajshahi	18,027,522	12.9%
Rangpur	15,434,619	11.1%
Sylhet	9,181,937	6.6%
Total	**139,252,683**	100%

(Note: The newly created Mymensingh division was with Dhaka)

Table 2: Study locations

Division	Divisional HQ	Large/Medium Cities/District Headquarter	Small Cities/Upazila Headquarter	Total (Districts)
Dhaka	City Corporation	Tangail	Rajbari	3
CTG	City Corporation	Comilla	Bandarban	3
Rajshahi	City Corporation	Bogra	Joypurhat	3
Khulna	City Corporation	Jessore	Meherpur	3
Sylhet	City Corporation	Sunamganj	Maulvibazar	3
Barisal	City Corporation	Patuakhali	Jhalakathi	3
Rangpur	City Corporation	Dinajpur	Thakurgaon	3
Mymensingh	City Corporation	Netrakona	Sherpur	3
Total	**8**	**8**	**8**	**24**

(Note: While selecting the PSUs within these areas, military areas
(cantonment, army officer's residential areas, security restricted areas etc.)
were excluded, as surveys are not allowed in these areas.)

Sample size

To determine a statistically reliable sample size to render an estimate high degree of precision, and certainty, the following formula was used:

$$n = \frac{P(1-P)Z^2_{1-\alpha/2}}{d^2} \times DEF$$

Z = value from standard normal distribution corresponding to the desired confidence level (Z.025=1.96 for 95% CI)

P is the expected true proportion. We have assumed it to be 0.5 as at this level the sample size is highest

d is desired precision and calculated assuming 5% allowable error range

DEF is design effect due to stratification (considering a design effect of 1.5)

Accordingly, the minimum required sample calculated was 576.

However, a nationally representative sample may also require carrying out analysis for various sub-segments of the sample like division, age, sex, or education-based, etc. For that reason, a higher number of samples (1200 sample) were determined and finally, 1209 interviews were conducted successfully (See Table 3). After confirming the age, and gender based on the allocated quota, the respondent was interviewed at the home.

Table 3: Sample Distribution

Division	Divisional HQ	Large/Medium Cities/District Headquarter	Small Cities/Upazila Headquarter	Total
Dhaka	179	40	20	239
Chattogram	130	40	20	190
Rajshahi	90	40	20	150
Khulna	90	40	20	150
Sylhet	70	30	20	120
Barisal	70	30	20	120
Rangpur	70	30	20	120
Mymensingh	70	30	20	120
Total	**769**	**280**	**160**	**1209**

A consent form was shown on the first page of the beginning of each survey. Respondents were read the consent form and instructed to return the survey to the researcher if they declined to participate. The consent form informed respondents about (a) the title of the research project, (b) the nature and purpose of the research, (c) the name of the organization, (d) approximated time it would take to complete the survey, (e) a statement that participation is voluntary, and (f) a description of steps taken to ensure subject confidentiality. After reading the consent form, the respondent had to choose between clicking on the Next button to advance to the survey or clicking the Opt Out button to quit the survey.

Demographic characteristics of the respondents

To achieve the target sample size (1,200), a total of 2,799 respondents were contacted. Among them, 1,329 respondents had refused to participate in this survey. 261 respondents were reported as not using the news media. Finally, 1209 respondents answered the questionnaire. Therefore, the refusal rate was a bit higher (31%) in this survey. As a result, the survey was conducted in 1209 people all over Bangladesh. The principal reason for non-response was their absence from home despite repeated visits to the household. The response rates do not vary notably by urban-rural residence.

Figure 6
Gender distribution of the respondent

50% — Male
50% — Female

■ Male   ■ Female
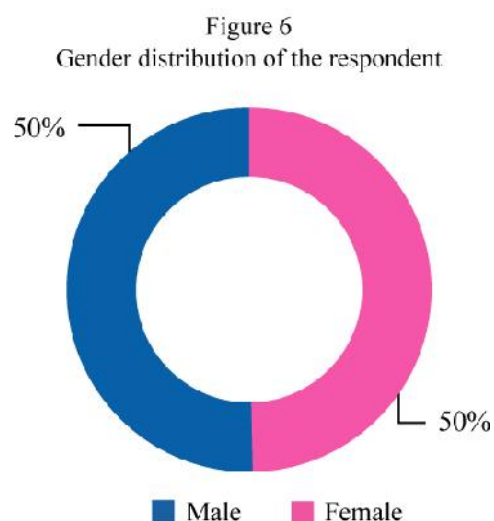
Table 4: Gender distribution of the respondent

	Metropolitan		Urban		Rural		Total	
	number	%	number	%	number	%	number	%
Male	400	50.1	125	50.0	80	50.0	605	50.04
Female	399	49.9	125	50.0	80	50.0	604	49.96
Total	799	66.09	250	20.68	160	13.23	1209	100

It can gleam from figure 6 that almost an equal number of men and women were interviewed which represents the gender balance of the respondents. The sex composition of the respondents does not vary markedly by urban-rural residence (See Table 4). Of the 1209 respondents, the number of the male was 605 and the female was 604.

Table 5 depicts that only an adult person was considered as the subject for this survey. The total respondents were classified by six different age groups and more than half of the respondents' age was from 18 to 33 years. Of the 1209 subjects, almost one third (31.9%) is under the age of 26. People aged 56 and older account for more than 4 percent of the total respondent.

Table 5: Respondents by age

Age	Man	Woman	Total	Percentage
18-25	181	205	386	31.9
26-33	160	169	329	27.2
34-41	110	136	246	20.3
42-48	54	39	93	7.7
49-56	60	39	99	8.2
56+	40	16	56	4.6
Total	605	604	1209	100

Table 6: Respondents by age

Age	Metropolitan	Urban	Rural
18-25	245	75	66
26-33	234	59	36
34-41	160	58	28
42-48	67	15	11
49-56	57	30	12
56+	36	13	7
Total	799	250	160

Education is one of the major socio-economic influences on a person's behaviors and attitudes. In general, the greater a person's educational attainment, the more knowledgeable he or she is about the use of news media. For all respondents, data were collected on the level of education last attended and the highest class completed at that level. The findings are presented in Tables 7. Almost all respondents of the national survey were literate. Only 3 persons did not want to disclose their educational background or data. Table 7 shows that more than 70% of respondents cover from the group of primary school to a college degree.

Table 7: Respondents by education

Education group	Man	Woman	Total	Percentage
Less than high school	172	250	422	34.9
High school/GED	148	157	305	25.2
Some college but no degree	151	108	259	21.4
Vocational/Technical/Associate/ Community college	27	14	41	3.4
Four-year college degree	58	40	98	8.1
Post-college/advanced degree such as master's	48	33	81	6.7
Don't Know/Not Sure	1	2	3	0.2
Total	605	604	1209	100

The sample for the national news literacy survey is nationally representative and covers the entire population in the country. Bangladesh is divided into eight administrative divisions: Barisal, Chattogram, Dhaka, Khulna, Mymensingh, Rajshahi, Rangpur, and Sylhet. Each division is divided into zilas and each zila into upazilas. Each urban area in an upazila is divided into wards, which are further subdivided into mohallas. A rural area in an upazila is divided into union parishads (UPs) and, within UPs, into wards. These divisions allow the country as a whole to be separated into rural and urban areas. Table 8 depicts that almost 20% of respondents were selected from the Dhaka division, followed by Chattogram, Khulna, and Rajshahi. On the other hand, maximum respondents were selected from metropolitan areas of the country and only 13.2% of respondents were selected from rural areas (See Table 9).

Table 8: Respondents by division

Division	Number	Percentage
Barisal	120	9.9
Chattogram	190	15.7
Dhaka	239	19.8
Khulna	150	12.4
Mymensingh	120	9.9
Rajshahi	150	12.4
Rangpur	120	9.9
Sylhet	120	9.9
Total	1,209	100

Figure 7
Respondents by type of area

Table 9: Respondents by type of area

Area	Number	Percentage
Metropolitan	799	66.1
Urban	250	20.7
Rural	160	13.2
Total	1,209	100
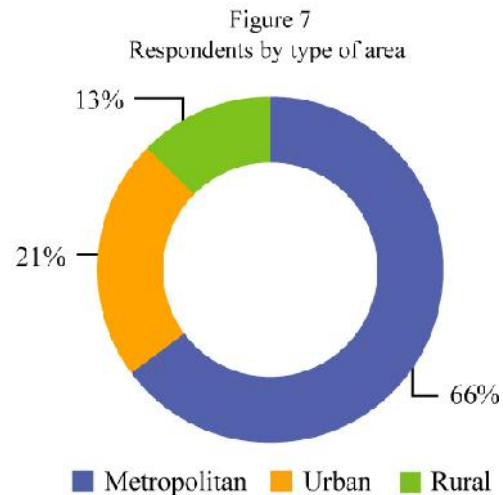
Limitations of the study

1. The concept of news literacy is rather new in Bangladesh. Therefore, this concept had to be explained to most of the respondents before starting discussions or taking interviews.
2. Awareness of media or news literacy was found to be lower among the study population. Some of the respondents found it difficult to respond to some questions and participating in discussions due to the unfamiliarity of the topic.
3. To achieve the target sample size (1,200), a total of 2,799 respondents were contacted. Among them, 858 respondents had refused to participate in this perception survey. Therefore, the refusal rate was a bit higher (31%) in this survey.

FINDINGS AND DISCUSSION

Non-users of any news media

18% of people do not consume any news media

The survey has brought out important information on news media users in Bangladesh. A significant number of people (17.76%) do not use any kind of news media in Bangladesh (see Table 10). The number of female non-users (61.3%) of the news media is higher than male non-users (38.7%). These non-user respondents were asked why they do not use any kind of news media to get the news (see Table 11). 43% of non-users mentioned that they don't have enough time to use news media whereas the same number of people think that using news media is waste of time or they don't believe news media (12.6% each). Only 9.6% of people mentioned that due to lack of affordability, they do not use news media.

Table 10: News media users

Number of news media users		Number of non-users of any news media	
1209 (82.24%)		261 (17.76%)	
Male	Female	Male	Female
605 (50.04%)	604 (49.96%)	101 (38.70%)	160 (61.30%)

Figure 8
News media users

24
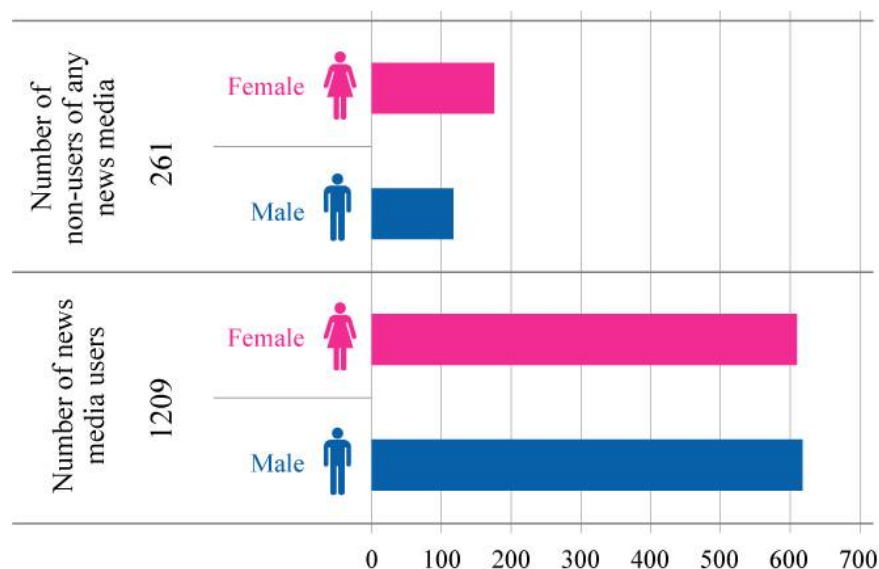
Table 11: Reasons for not using any news media

Reasons	Number	Percentage
Don't have access of any media	27	10.3
Can't afford to subscribe any media	25	9.6
Don't like any news media	33	12.6
Don't believe news media	30	11.5
Don't get time to use news media	113	43.3
Using news media is a waste of time	33	12.6
Total	261	100

News media use in Bangladesh

Access to Media

Television is the main source of news in Bangladesh
Table 12 and 13 below present the data regarding the main source of news in Bangladesh (n=1209).

Table 12: Main source of news

Medium	Male		Female		Total	
	Number	Percentage	Number	Percentage	Number	Percentage
Newspaper	76	12.6	26	4.3	102	8.4
Television	395	65.3	510	84.4	905	74.9
Radio	1	0.2	3	0.5	4	0.3
Online news portal	45	7.4	17	2.8	62	5.1
Facebook	78	12.9	36	6.0	114	9.4
Other social media	8	1.3	6	1.0	14	1.2
Family	00	00	4	0.7	4	0.3
Friends	2	0.3	2	0.3	4	0.3
Total	605	100	604	100	1,209	100

Figure 9
News media users

Newspaper
Television
Radio
Online news portal
Facebook
Other social media
Family
Friends
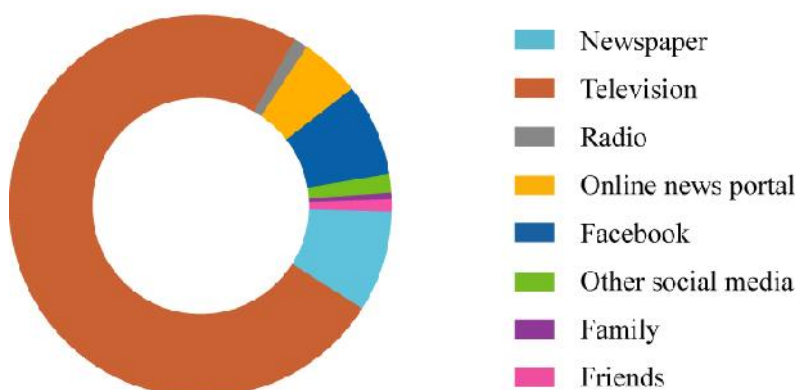
Table 13: Main source of news

Medium	Metropolitan		Urban		Rural	
	Number	Percentage	Number	Percentage	Number	Percentage
Newspaper	74	9.3	22	8.8	6	3.8
Television	582	72.8	195	78.0	128	80.0
Radio	3	0.4	00	00	1	0.6
Online news portal	44	5.5	12	4.8	6	3.8
Facebook	81	10.1	18	7.2	15	9.4
Other social media	12	1.5	00	00	2	1.3
Family	1	0.1	2	0.8	1	0.6
Friends	2	0.3	1	0.4	1	0.6
Total	799	100.0	250	100.0	160	100

It can be extracted from the previous two tables that television is considered the main source of news in Bangladesh, outstandingly. Of the 1209 subjects, 905 (75%) have mentioned that they are dependent on television for getting the news. As a main source of news, female respondents use television more than male respondents. Following the television, Facebook has gained a significant position as a source of news in Bangladesh (9.4%), whereas the newspaper has been regarded as a main source of news to only 8.4% of respondents. However, the ratio of male Facebook users is more than double than its counterpart. Another striking point is that radio has almost no significance to people as a source of news. Only 5 percent of respondents use online news portal as the main source of news.

Frequency of media consumption

People have a good habit to use news media on a daily basis

Respondents were asked that on average, how much time they spend with media on a daily basis (Internet, TV, Radio, Print, Smartphone, etc.) as well as a weekly basis. The survey has shown that all respondents have a habit to use media on a daily basis. Almost 27% of respondents used to consume media more than one hour in a day (see Table 14). Most of the respondents use media in a day from more than 10 minutes to 120 minutes. The response rates do not vary notably by metropolitan-urban-rural residence.

Table 14: Frequency of media use on a daily basis

Frequency	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 10 minutes	20	3.3	30	5.0	50	4.1
10-30 minutes	143	23.6	155	25.7	298	24.6
31-60 minutes	140	23.1	124	20.5	264	21.8
1-2 hour	166	27.4	156	25.8	322	26.6
2-3 hours	72	11.9	95	15.7	167	13.8
More than 3 hours	64	10.6	44	7.3	108	8.9
Total	605	100	604	100	1,209	100

Table 15 depicts that more than 40 percent of respondents spent from one to four hours for consuming media per week. The response rates do not vary notably by a metropolitan-urban-rural residence as well as regarding gender. Only 1.7% of respondents spent maximum time in a week for consuming media.

Table 15: Frequency of media use on weekly basis

Frequency	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
1-4 hours	219	36.2	266	44.0	485	40.1
5-8 hours	153	25.3	156	25.8	309	25.6
9-12 hours	93	15.4	76	12.6	169	14.0
13-16 hours	73	12.1	52	8.6	125	10.3
17-20 hours	18	3.0	15	2.5	33	2.7
21-24 hours	38	6.3	30	5.0	68	5.6
25-28 hours	11	1.8	9	1.5	20	1.7
Total	605	100	604	100	1,209	100

One-fourth news media users used to use more than one media

Table 16 demonstrates significant information that more than a quarter of respondents use more than one form of media at a time every day. This rate is much higher among males than females. 53.5% of respondents mentioned that they have a habit of reading newspaper on a typical weekday and this rate is higher among male than female respondents.

Table 16: Frequency of one more media use

Frequency	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Everyday	213	35.2	106	17.5	319	26.4
Every alternative day	50	8.3	25	4.1	75	6.2
1-2 times in a week	131	21.7	135	22.4	266	22.0
2-3 times in a week	55	9.1	58	9.6	113	9.3
Once in a week	104	17.2	134	22.2	238	19.7
Others	52	8.6	146	24.2	198	16.4
Total	605	100	604	100	1,209	100

Radio has less impact in Bangladesh

Table 17 shows that respondents use all kinds of media frequently on a typical weekday except radio. The number of television users is high than any other kinds of media. Respondents were asked about the habit of watching the news or news programs on television on a typical weekday. The survey gets a positive response from more than 94% of respondents. 521 respondents (45.8%) out of 1138, who watched the news program in a typical weekday, spent half an hour to one hour for watching TV news (See Table 18). Respondents spent more than 2 hours a day only for newspapers and social media.

Table 17: Habit of using media on a typical weekday

Type of Media	Yes				No			
	Male		Female		Male		Female	
	N	%	N	%	N	%	N	%
Newspaper	400	66.1	247	40.9	205	33.9	357	59.1
TV	575	95	563	93.2	30	5	41	6.8
Radio	178	29.4	117	19.4	427	70.6	487	80.6
Internet/Online News Portal	376	62.1	219	36.3	229	37.9	385	63.7
Social Media	401	66.3	272	45	204	33.7	332	55

Table 18: Frequency of using media on a typical weekday

Type of Media	Frequency													
	Less than 10 min		10-30 min		31-60 min		1-2 hour		2-3 hours		3+ hours		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Newspaper	46	7.1	239	36.9	181	28.0	115	17.8	53	8.2	13	2.0	674	100
TV	62	5.4	298	26.2	521	45.8	257	22.6	--	--	--	--	1,138	100
Radio	27	9.2	268	90.8	--	--	--	--	--	--	--	--	295	100
Internet/ Online news portal	22	3.7	145	24.4	149	25.0	--	--	--	--	--	--	595	100
Social Media	22	3.3	138	20.5	221	32.8	176	26.2	66	9.8	50	7.4	673	100

News literacy in Bangladesh

We have divided the respondents broadly into 4 different categories based on their level of news literacy: Low, Very Low, High, and Very High (see figure 10). However, most of the previous studies classified mainly into two distinct groups: Low news literacy group and High news literacy group (see Table 19). This level was determined by the knowledge structure index score. To measure news media literacy, we gauge an individual's knowledge about media industries, systems, and effects. Several studies suggest that news media knowledge is the most consistent predictor of several relevant outcomes, including skepticism, consuming news from a variety of sources, current events knowledge, political activity, and political self-efficacy. But simply having news media literacy is not enough if people do not put their knowledge and skills to use when consuming information. Other measures address attitudes toward and motivations for applying news media literacy to information consumption.

This score was calculated by how many correct answers they can provide in the 'knowledge structure' part of the questionnaire. There were three categories of factual knowledge about Bangladeshi media industries: the typical content frames in which much news is produced, how news is operated in Bangladesh and the possible effects exposure to news media can have on individuals in the survey questionnaire. For all sections, we created an index to assess the areas of knowledge. Survey respondents were presented with multiple-choice questions. For each question, a respondent got one point for each correct answer and no points for incorrect answers. Scores for each of the 18 questions were summed to make an overall Knowledge Structure Index Score. In the figure 10, you can see that we divided two groups (Low and High) proportionately: 1-9 for low literacy group and 10-18 for high literacy group. However, when we calculated by four groups (very low, low, high and very high) we categorized disproportionately. Here, a higher score indicated more knowledge. Based on the Knowledge Structure Index Score, the literacy levels are:

Table 19: News Literacy Level

News Literacy Level	Knowledge Structure Index Score
Low news literacy	**0-9**
Very Low	0-5
Low	6-9
High news literacy	**10-18**
High	10-12
Very High	13-18

Figure 10
Literacy Rate Score Index
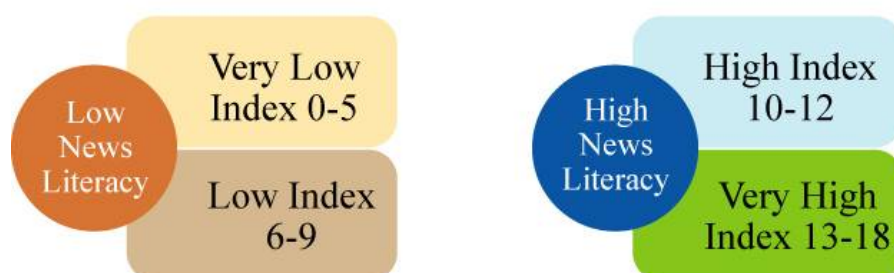
News literacy in Bangladesh is low

According to the calculation, if a respondent scored below 9, his news literacy level is low and on the other hand, scoring 10+ is regarded as high news literacy level. Based on this classification, we can calculate the news literacy rate in Bangladesh. Out of 1209 respondents, more than three-fourth respondents' literacy rate is considered as low (see Figure 11). That means they couldn't able to give the right answer to at least half of the questions. Conversely, only 24% of respondents' (n=293) news literacy rate is high. Only 4.8% respondent (n=58) is considered that they have very high news literacy rate (see table 20).

Table 20: News Literacy Rate in Bangladesh

	Low News Literacy Group				High New Literacy Group				Total
	Very Low		Low		High		Very High		
	N	%	N	%	N	%	N	%	
Total	298	24.65	618	51.11	235	19.44	58	4.80	1209

Figure 11
News Literacy Rate in Bangladesh
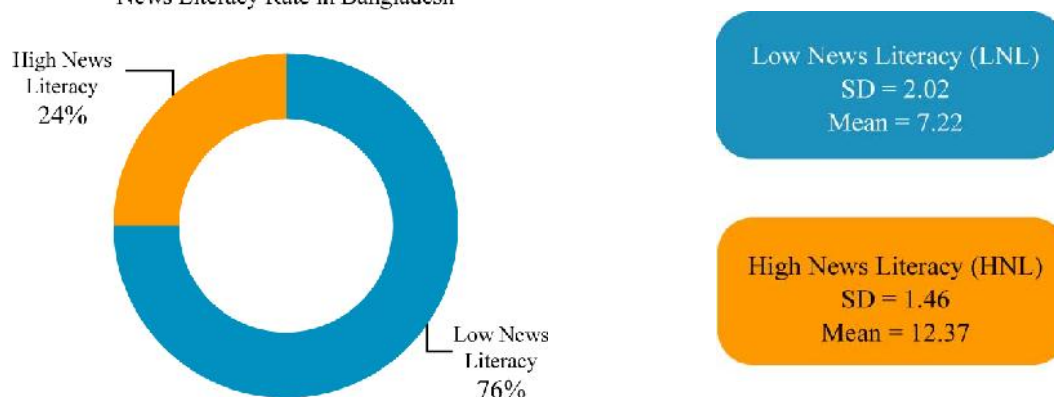
Knowledge Structure
Index Score

Count = 1209
Mean = 8.48
SD = 2.91

To measure the news literacy level, respondents were asked 18 questions. Among them, seven questions were for news media system, six questions for news media content, and the rest of the 5 questions were media effects related. Figure 7 shows that more than 60% of respondents were capable to answer correctly 6-10 questions on average.

Knowledge about the Bangladeshi media system was quite high in the high news literacy group and there is a significant difference between the scores of the high and low literacy groups regarding the score of knowledge about the news media system. Most of the members of the high literacy group were capable to give correct answers of six questions out of seven where most respondent of low literacy group was able to provide four questions (See Figure 12). 11 respondents of the low literacy group scored zero whereas the lowest score of the high literacy group started from four (see Table 21).

Figure 12
Numbers of respondents with News Media System Knowledge Score

News Media
System Knowledge Index
Low Literacy Group

Mean = 3.48
SD = 1.24

News Media
System Knowledge Index
High Literacy Group

Mean = 5.39
SD = 0.79

News Media
System Knowledge Index
Average Literacy

Mean = 3.9
SD = 1.4
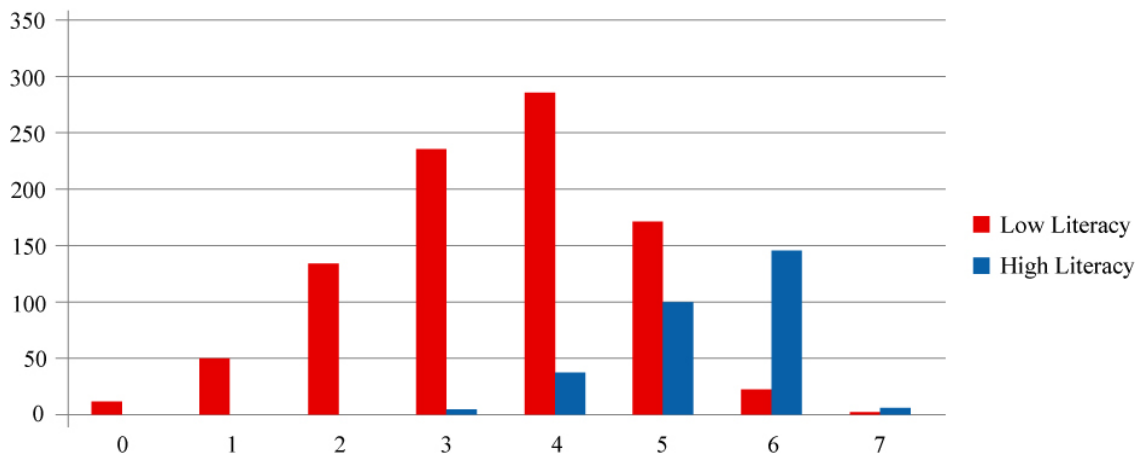
Table 21: Numbers of respondents with the Score of Knowledge about News Media System

Value (correct answer)	Low literacy		High literacy		Total	
	Frequency	Frequency %	Frequency	Frequency %	Frequency	Frequency %
0	11	1.20	00	00	11	0.91
1	49	5.36	00	00	49	4.05
2	135	14.77	00	00	135	11.17
3	236	25.82	4	1.36	240	19.85
4	287	31.40	37	12.54	324	26.80
5	172	18.82	100	33.90	272	22.50
6	23	2.52	147	49.83	170	14.06
7	1	0.11	7	2.37	08	0.66

Table 22: Numbers of respondents with the Score of Knowledge about Media Content

Value (correct answer)	Low literacy		High literacy		Total	
	Frequency	Frequency %	Frequency	Frequency %	Frequency	Frequency %
0	85	9.03	0	00	85	7.03
1	245	26.81	1	0.34	246	20.35
2	321	35.21	24	8.14	345	28.54
3	201	21.99	91	30.85	292	24.05
4	57	6.24	108	36.61	165	13.65
5	5	0.55	43	14.58	48	3.97
6	00	00	28	9.49	28	2.32

News Media Content Knowledge Index Low Literacy Group
Mean = 1.91
SD = 1.07

News Media Content Knowledge Index High Literacy Group
Mean = 1.08
SD = 3.85

News Media Content Knowledge Index Average Literacy
Mean = 3.8
SD = 1.36

Figure 13
Numbers of respondents with News Media Content Knowledge the Score
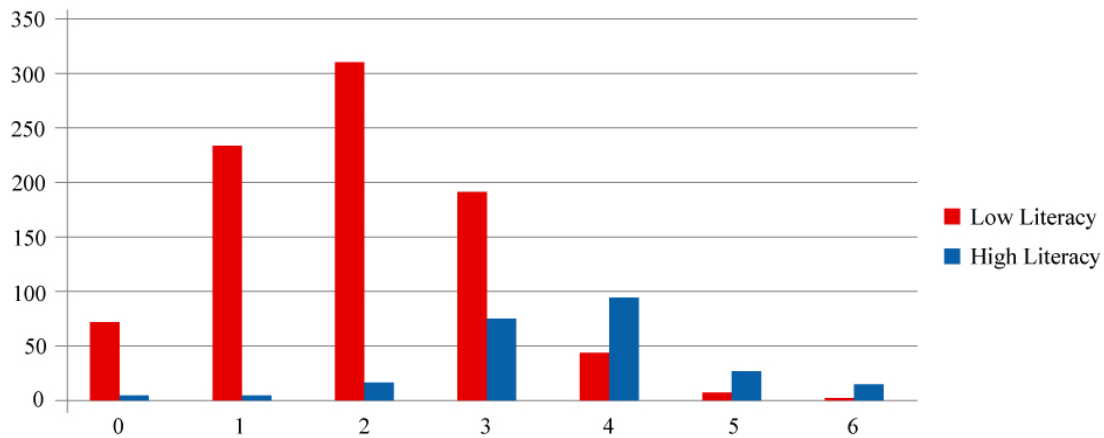
This study found a co-relation between news literacy and knowledge of media content. From Table no 22, it is extracted that 28 respondents of the high literacy group could achieve full score whereas no respondents of low literacy group secured full score in this section. More importantly, 85 respondents of this group have no score which shows the level of knowledge of this group. High news literacy group is more likely to agree with statements that indicated they perceived themselves to be in control of the media's effect on them.

Table 23: Numbers of respondents with the Score of
Knowledge about Media Effect

Value (correct answer)	Low literacy		High literacy		Total	
	Frequency	Frequency %	Frequency	Frequency %	Frequency	Frequency %
0	77	8.42	00	00	77	6.37
1	244	26.70	10	3.39	254	21.01
2	373	40.81	55	18.64	428	35.40
3	195	21.33	130	44.07	325	26.88
4	25	2.74	88	29.83	113	9.35
5	00	00	12	4.07	12	0.99

News Media Effect Knowledge Index Low Literacy Group
Mean = 1.83
SD = 0.95

News Media Effect Knowledge Index High Literacy Group
Mean = 3.13
SD = 0.88

News Media Effect Knowledge Index Average Literacy
Mean = 2.15
SD = 1.08

Knowledge of news media effects was high in the high news literacy group and there is a notable difference between the two groups. No respondents of the low literacy group could answer correctly full set of questions. Moreover, 77 respondents of this group did not get any score (see Table 23).

Figure 14
Numbers of respondents with News Media Effect Knowledge Score
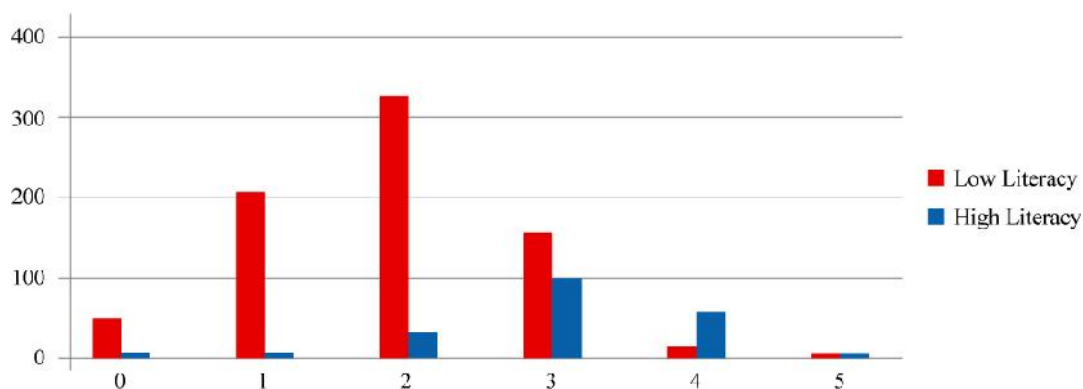
Figure 14
Numbers of respondents with each Knowledge structure index score
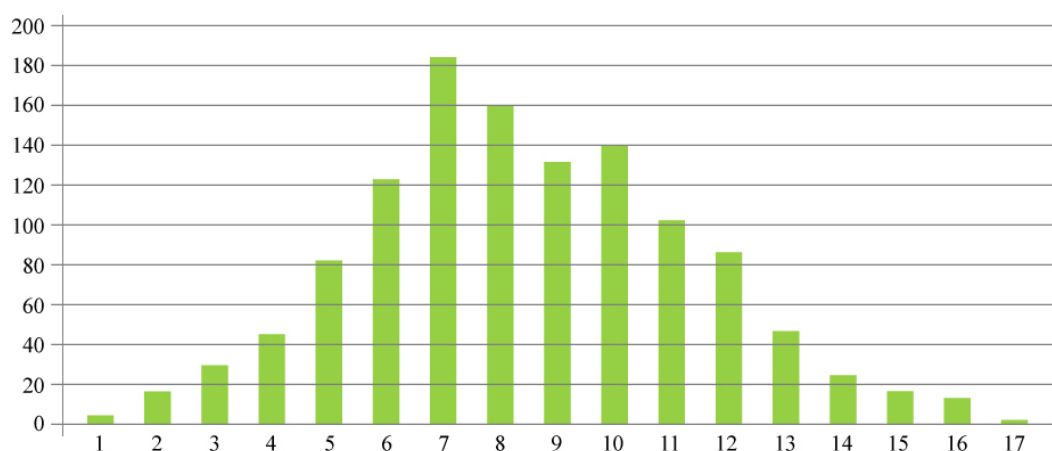
Table 24: Numbers of respondents with each knowledge structure index score

Value (correct answer)	Frequency	Frequency %	Value (correct answer)	Frequency	Frequency %
1	4	1.24	10	139	11.5
2	15	2.48	11	101	8.35
3	30	2.48	12	87	7.2
4	45	3.72	13	48	3.97
5	81	6.7	14	26	2.15
6	123	10.17	15	17	1.41
7	185	15.3	16	13	1.08
8	161	13.32	17	2	0.17
9	132	10.92	18	00	00

From table 22 to 24 represent the respondents' level of the score on three different knowledge indexes. It can be extracted from these tables that the knowledge level of the respondents on media content and media effect is comparatively low than the knowledge level on news media system. News literacy depends on sound and compound knowledge on three categories: news media system, media content, and media effect.

It can be seen from table no 25 that the number of very high literacy rates (knowledge structure index score 13-18) among males is nearly four times higher than females (see Figure 16). Only 11 female out of 604 were able to answer rightly at least 13 questions out of 18. However, more than half of the respondents' news literacy rate is low (n=618), and this rate almost the same for both males and females. On the hand, a quarter of respondent is under very low literacy group (knowledge structure index score 0-5) and female members are higher than their counterpart in this group. However, the high literacy rate among males group is slightly higher than females group.
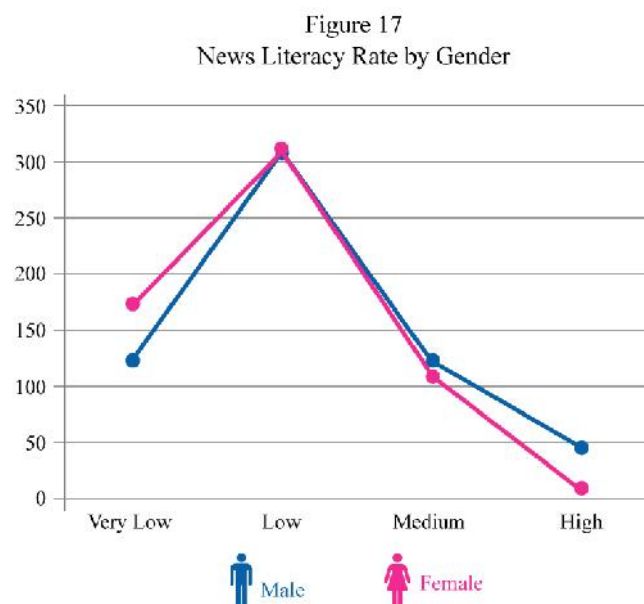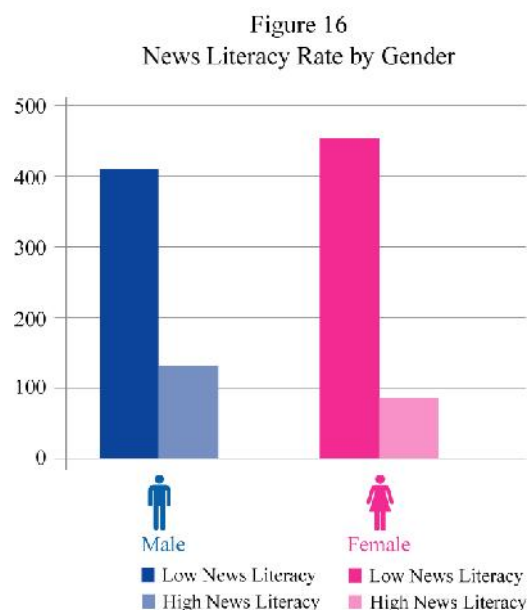
Table 25: News Literacy Rate in Bangladesh

	Low News Literacy Group				High New Literacy Group				Total
	Very Low		Low		High		Very High		
	N	%	N	%	N	%	N	%	
Male	126	20.83	308	50.91	124	20.49	47	7.77	605
Female	172	28.48`	310	51.32	111	18.38	11	1.82	604
Total	298	24.65	618	51.11	235	19.44	58	4.80	1209

Table 26: Numbers of respondents with each knowledge structure index score

Value (correct answer)	Male		Female	
	Frequency	Frequency %	Frequency	Frequency %
1	00	00	4	0.66
2	4	0.66	11	1.82
3	15	2.48	15	2.48
4	15	2.48	30	4.97
5	32	5.29	49	8.11
6	61	10.08	62	10.26
7	90	14.88	95	15.73
8	84	13.88	77	12.75

9	59	9.75	73	12.09
10	73	12.07	66	10.93
11	43	7.11	58	9.60
12	52	8.6	35	5.79
13	30	4.96	18	2.98
14	22	3.64	4	0.66
15	12	1.98	5	0.83
16	12	1.98	1	0.17
17	1	0.17	1	0.17
18	00	00	00	00

Figure 14
Numbers of respondents with each Knowledge structure index score

Knowledge Structure
Index Score (Male)

Count = 605
Mean = 8.90
SD = 3

Knowledge Structure
Index Score (Female)

Count = 604
Mean = 8.05
SD = 2.77
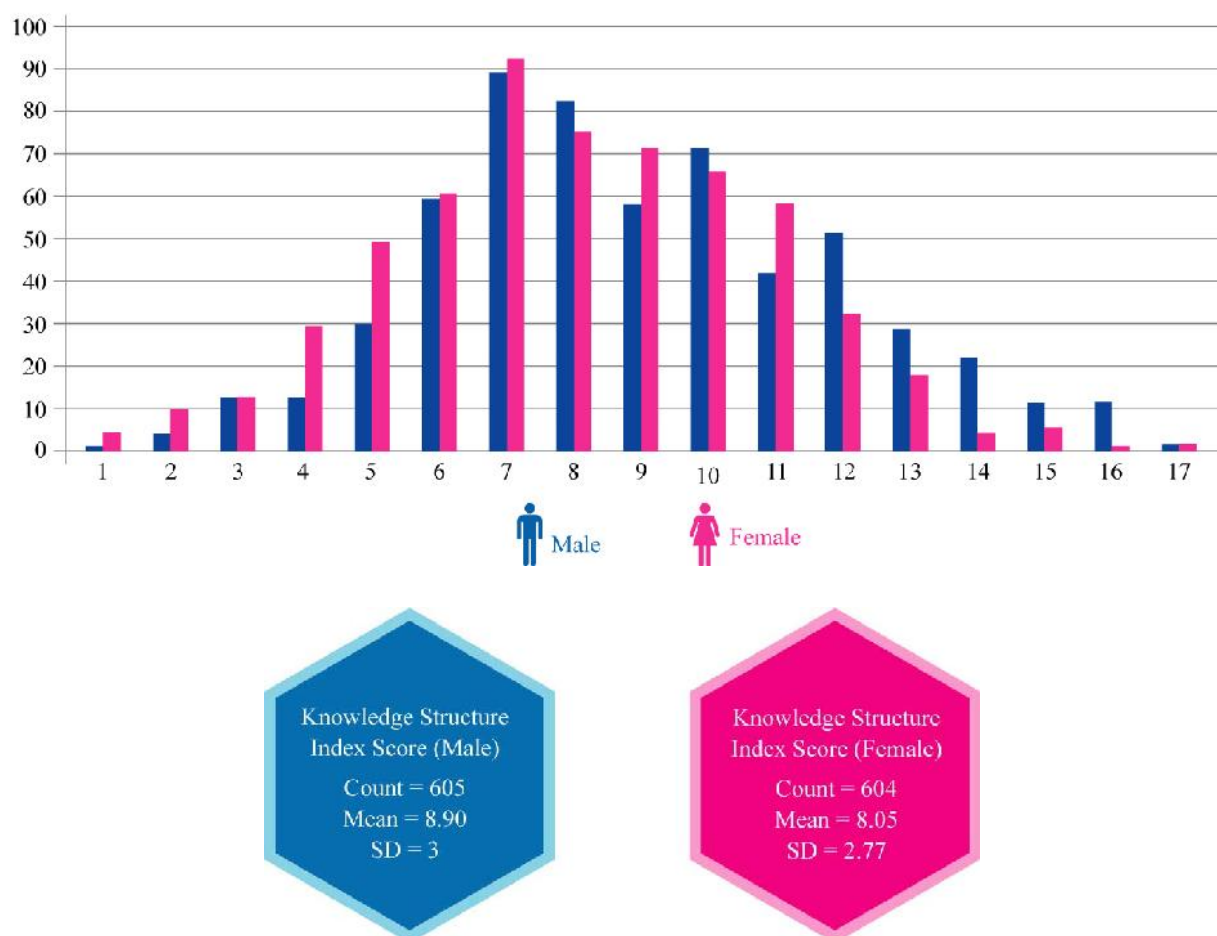
News literacy rate by area
Neither division is more news media literate than the other

The news literacy rates do not vary notably by metropolitan-urban-rural residence (see Table 28). Figure 14 illustrates that the literacy rate in three different areas does not vary more than 2%. Figure 15 presents that there is a little bit difference between the Mean score of three different areas. However, this survey found no very high literacy rate among females in the rural area and only one female was capable to get 13+ knowledge

structure index scores in the urban area, whereas the number of 10 metropolitan areas (see Table 27). Therefore, it is evident that the very high literacy rate among females is much higher in the metropolitan area. 122 females out of 604 are considered as highly news literate (20.20%). Of them, 60% of respondents come from the metropolitan area (see Table 27). On the other hand, considering the male news literacy rate, it can be extracted from table 21 that the ratio of high news literacy rate is comparatively poor in the urban area. Conversely, the ratio of the very low news literacy is high in this area.

Table 27: News literacy rate by area

Area	Male				Female				Total
	Low		High		Low		High		
Rural	63		17		61		19		160
Urban	94		30		95		30		249
Metropolitan	277		124		326		73		800
Total	434		171		482		122		1209
	Very Low	Low	High	Very High	Very Low	Low	High	Very High	
Rural	27	36	12	5	17	44	19	00	160
Urban	32	62	24	6	41	54	29	01	249
Metropolitan	67	210	88	36	114	212	63	10	799
Total	126	308	124	47	172	310	111	11	1209

Table 28: News literacy by area

Area	News Literacy			
	Low		High	
	N	%	N	%
Rural	124	77.5	36	22.5
Urban	189	76	60	24
Metropolitan	603	75.37	197	24.63
Total	916	75.77	293	24.23

Figure 19
News literacy rate by area

Rural   Urban   Metropolitan

23%   77%   24%   76%   25%   75%

■ Low News Literacy   ■ High News Literacy
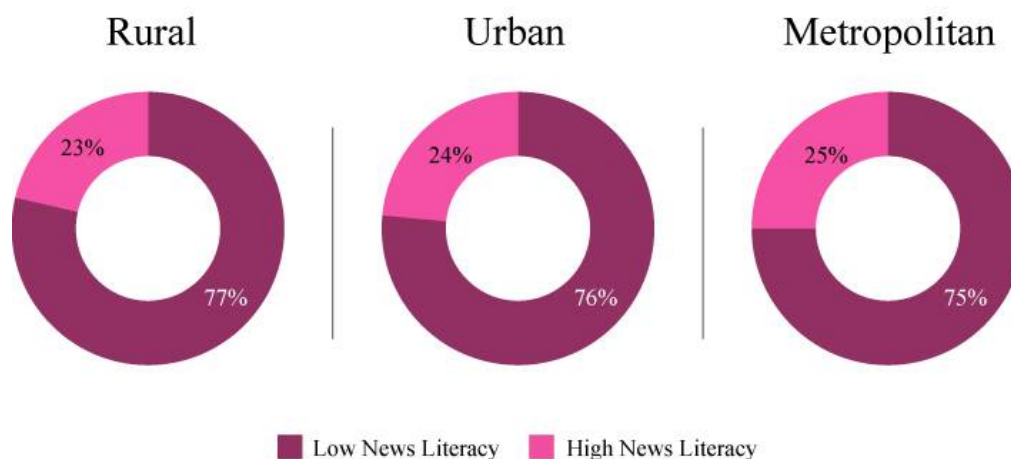
Figure 14
Difference on Mean score by area
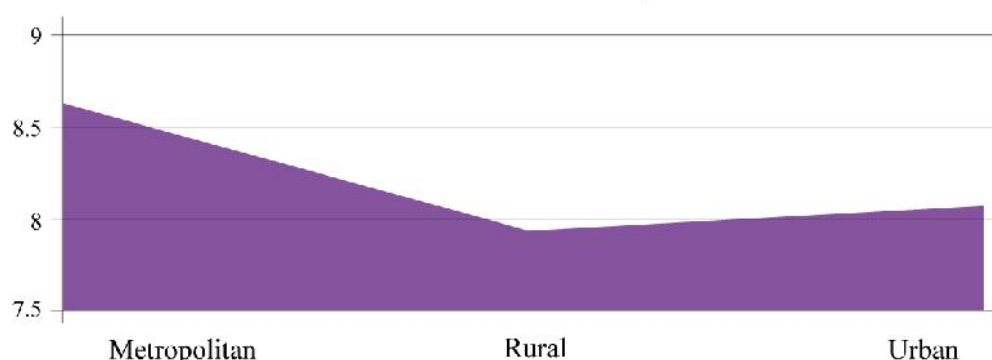
News literacy rate by ages
Younger people tend to be more news literate than older people

Regarding age, the news literacy rate is varied remarkably. The high news literacy rate has noticed among the most senior respondents (32.14%), followed by most junior group or 18-25 years group (31.61%). In the opposite direction, the ratio of low literacy rate is higher among the group of 49-56 years (86.87%), followed by the group of 34-41 years (83.33%). It is noticeable that the news literacy rates of one group among young people (18-41 years) and one group among aged people (42-56+ years) are significantly low that indicates more than 80 percent of the respondents of these groups have very poor literacy on news and news media in Bangladesh. One of the striking points is that very high news literacy among females is found only in the youngest group. No very high literacy is found after 34 years age group of females (See Table 30). The youngest group, for both male and female, whose age is between 18 and 25, secured the highest position in high news literacy rate (see Table 31). The highest ratio of news illiteracy among males has appeared in the 49-56 years group, and on the other hand, 34-41 years group has lowest literacy ratio for females (See Table 31).

Table 29: News literacy rate by age

Age Group	Low literacy rate		High literacy rate	
	N	%	N	%
18-25	264	68.39	122	31.61
26-33	248	75.38	81	24.62
34-41	205	83.33	41	16.17
42-48	74	79.57	19	20.43
49-56	86	86.87	13	13.13
56+	38	67.86	18	32.14
Total	915	75.68	294	24.32

Figure 21
News Literacy Rate by Age

Legend:
- 18 - 25
- 26 - 33
- 34 - 41
- 42 - 48
- 49 - 56
- 56+
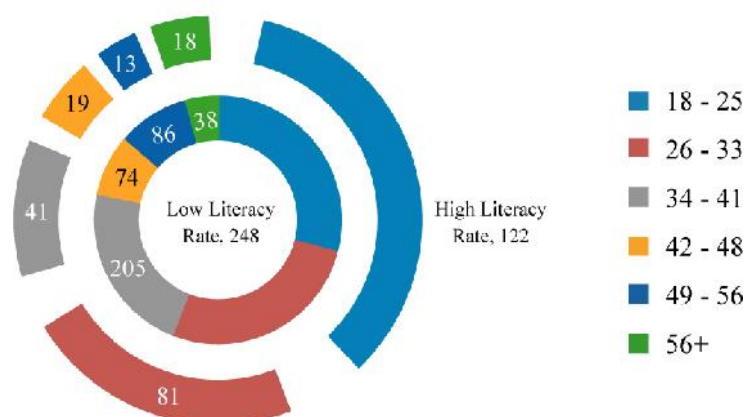
Table 30: News literacy rate by age

Area	Male				Female				Total
	Very Low	Low	High	Very High	Very Low	Low	High	Very High	
18-25	35	80	46	20	57	92	49	07	386
26-33	25	86	36	13	45	93	28	04	329
34-41	29	60	17	04	44	72	20	00	246
42-48	16	27	09	02	08	23	08	00	93
49-56	13	37	06	05	13	23	02	00	99
56+	08	18	11	03	05	07	04	00	56
Total	126	308	124	47	172	310	111	11	1209

Table 31: News literacy by age

Age Group	Male		Female		Total
	Low	High	Low	High	
18-25	115 (29.79)	66 (17.10)	149 (38.60)	56 (14.51)	386
26-33	111 (33.74)	49 (14.89)	137 (41.94)	32 (9.73)	329
34-41	89 (36.18)	21 (8.54)	116 (47.15)	20 (8.13)	246
42-48	43 (46.24)	11 (11.83)	31 (33.33)	08 (8.60)	93
49-56	50 (50.51)	11 (11.11)	36 (36.36)	02 (2.02)	99
56+	26 (46.43)	14 (25)	12 (21.43)	04 (7.14)	56
Total	434 (35.90)	172 (14.23)	481 (39.78)	122 (10.09)	1209

38

News literacy rate by education
The highly educated person tends to be more news literate

This survey finds a co-relation between educational level and news literacy. Figure 17 depicts that news literacy is high among highly educated persons. The persons who have completed post-graduation have more high news literacy (43.21%) (see Table 32). The current survey finds that the news literacy rate is gradually increasing by the level of education. The persons who have less than high school qualifications, their news literacy rate are very low. The ratio of news literacy is decreasing as low as the level of education.

Table 32: News literacy rate by education

Education group	Low Literacy	High Literacy	Total
Less than high school	374 (88.63)	48 (11.37)	422
High school/GED	242 (79.34)	63 (20.66)	305
Some college but no degree	165 (62.93)	94 (37.07)	259
Vocational/Technical/Associate/Community college	28 (68.29)	13 (31.71)	41
Four-year college degree	58 (59.18)	40 (40.82)	98
Post-college/advanced degree such as master's	46 (56.79)	35 (43.21)	81
Don't Know/Not Sure	03 (100)	00 (00)	03
Total	916	293	1209

Figure 22
News literacy rate by education

Less than High School — High Literacy 26%, Low Literacy 74%

High School/GED — High Literacy 21%, Low Literacy 79%

Some College but no Degree — High Literacy 26%, Low Literacy 74%

Vocational Degree — High Literacy 26%, Low Literacy 74%

Honors Degree — High Literacy 26%, Low Literacy 74%

Post Graduate — High Literacy 26%, Low Literacy 74%
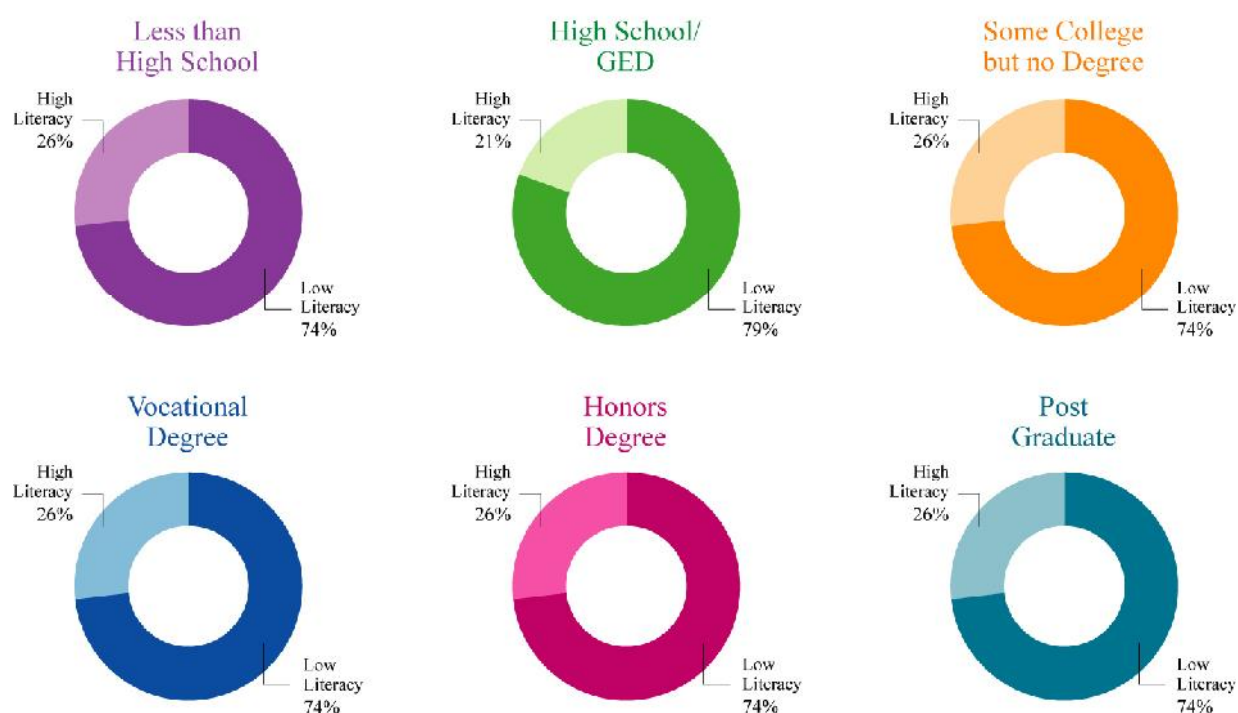
Table 33: News literacy rate by education

	Male				Female				Total
	Very low	Low	High	Very High	Very low	Low	High	Very High	
Less than high school	45	94	28	05	97	138	14	01	422
High school/GED	31	79	29	09	47	85	23	02	305
Some college but no degree	32	74	32	13	12	47	45	04	259
Vocational/Technical/Associate/Community college	08	11	07	01	01	08	05	00	41
Four-year college degree	08	29	14	07	08	13	17	02	98
Post-college/advanced degree such as master's	01	21	14	12	05	19	7	02	81
Don't Know/Not Sure	01	00	00	00	02	00	00	00	03
Total	126	308	124	47	172	310	111	11	1209

Fake news, news literacy and accuracy of information

Two-third people have experience of fake news

'Fake news' was 2017's Word of the Year according to Collins English Dictionary, which defines it as 'false, often sensational, information disseminated under the guise of news reporting'. Nowadays, fake news is a global headache. Ten years ago, Alan Miller, a Pulitzer Prize-winning reporter at the Los Angeles Times, founded the News Literacy Project in the USA, an effort to teach students how to distinguish what's real and fake in the age of digital communication. Nowadays, **disinformation** and **fake news** have created significant interest in raising news literacy among people. From educators to tech companies, there is a solid belief that by raising news literacy people would not only be more capable to separate fact from fiction but also capable to potentially limit the spread of false information. The study suggests that people need to consciously and critically analyze and evaluate mass media messages, especially in the light of increasing fake news; they need to be news literate. In this context, section X of the questionnaire was organized for measuring the respondents' perception of how they check the accuracy of information. The respondents have asked when deciding news is real how often they look at who shared it. 18% of respondents have never tried to look who share it and 30% of respondents have answered that they tried to look for sometimes. Most importantly, almost 17% of respondents never feel the importance to check the source of the news and 15% of respondents never bothered about what evidence the news story contains (see Table 34). It can be said that half of the people are not aware of the importance to check the accuracy of information.

Table 34: Respondents' habit on checking of the accuracy of information

	Look at who shared it with you	Look at which news source published it	Look to see what evidence the story contains	Search for other similar news reports
All the time	22 %	15.6%	21.8%	12.2%
Most of the time	21.8 %	22.2%	20.8%	19.4%
Some of the time	29.9 %	35.4%	27.2%	36%
Rarely	5.4 %	6.8%	11.9%	13.6%
Never	18 %	16.8%	15%	15.8%
Don't know	3 %	3.2%	3.3%	3.1%

Table 35 shows that 14% of respondents never check the quality of a source of information. However, using social media to judge the quality of a source of information is still containing the lowest rate (4.6%) in Bangladesh.

Table 35: Judging the quality of a source of information

Method	N	%
By other media	688	56.9
By government notice	97	8.0
By social media	56	4.6
By other persons	202	16.7
Never checked	166	13.7

Figure 23
Judging the quality of a source of information
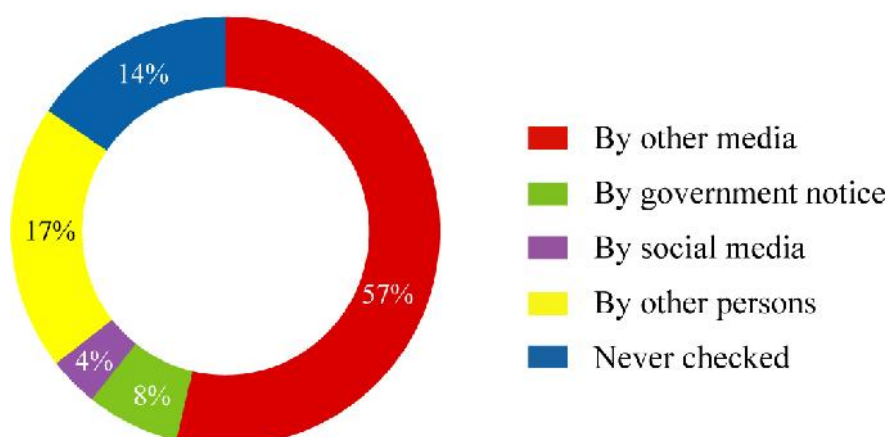
MRDI has provided a published news story (see Appendix D) and asked six questions to the respondents to judge how they decide the accuracy of information. Table 36 depicts that more than of the respondents' first impression of the provided news is that they think it was fake news. However, a quarter of respondents think it was news. The noticeable point is that more than 85% of respondents had never seen or read this news and 71% of respondents think that it is not an authentic news story. When asked about the first impression of the news, 611 respondents out of 1209 answered that it is fake news. After reading the news story 860 respondents answered that it is not authentic news. From this data, it can be assumed that people change their minds and perception about the accuracy of news stories quickly without any cross-check. We have asked the reasons to 349 respondents who thought the provided news story was authentic about what reason behind their thinking. 68.5% respondents did not show any specific reason whereas only 20% of respondents answered that they believe it due to scientific research. On the other hand, only 34% of respondents among 860 who answered that it was not authentic news thought to search its accuracy. The same amount of respondents showed their own perception without any reason.

Table 36: First impression of the news (Accuracy of Information)

	Male		Female		Total	
	N	**%**	**N**	**%**	**N**	**%**
Is it news	133	22.0	179	29.6	312	25.8
Is it news but fake	315	52.1	296	49.0	611	50.5
Is it accurate	133	22.0	97	16.1	230	19.0
Don't know	24	4.0	32	5.3	56	4.6
Total	605	100.0	604	100.0	1,209	100.0

In section X of the questionnaire, we asked about the experience of fake news. Respondent has asked on any experience that he/she get the news from social media or online and first thought it was correct, however, after few days he/she realize that this news was fake. The survey reveals that almost 64% of people have fake news experience. More importantly, fake news experience is higher among male news media users than female (see Table 37). 76% males and 51% females have fake news experiences. Another striking point is that the fake news experience rate is higher in rural areas (66%), followed by the area (62.3%), and lowest at the metropolitan area (52.5%) (see Table 38). This is an alarming trend for online news consumers in Bangladesh.

Table 37: Experience on fake news by area

	Male		Female		Total	
	N	**%**	**N**	**%**	**N**	**%**
Yes	462	76.4	307	50.8	769	63.6
No	143	23.6	297	49.2	440	36.4
Total	605	100.0	604	100.0	1,209	100.0

Figure 24
Experience on fake news
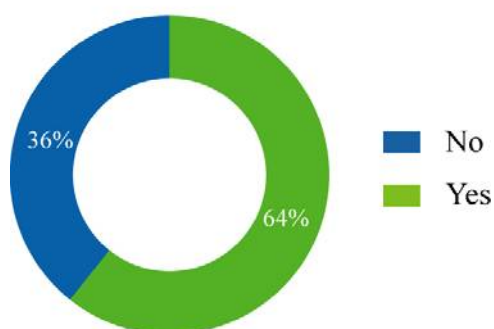
Table 38: Experience on fake news by gender

	Rural		Urban		Metropolitan	
	N	**%**	**N**	**%**	**N**	**%**
Yes	527	66	158	63.2	84	52.5
No	272	34	92	36.8	76	47.5
Total	799	100	250	100	160	100

Who is news literate?

Following Potter's model, we define news literate individuals as those who engage in mindful thought processing, believe themselves to be in control of media's effects on them, and have some knowledge of the media system, content, effects, and how it operates. The current study shows that those highly news literate respondents differ from the less literate group. This study proves that there is a relation between news literacy and mindful thought processing, motivation for news consumption, media control, and news media skepticism. The highly news literate person tends to be more intrinsically motivated to consume news, but they are more skeptical. A highly news literate individual used to enjoy consuming news but will expect it to be credible and will display some level of discrimination in finding the most trustworthy information.

High news literacy group enjoys more likely challenging or complex situations

This study shows that respondents in the high literacy group were more likely than members of the low literacy group to agree with statements that indicated they enjoyed being in situations that were mentally challenging or complex. A high score on the last two statements of the five-item 'need for cognition' scale (question no 301) would indicate that high literacy group respondents are more likely to be more mindful, thinking very consciously about the media messages to which they are exposed. Only 14% to 21% of respondents secured the highest score on the last two statements (See Appendix E).

High news literacy group tends to be more likely to report being intrinsically motivated to follow the news, seeing it as a core part of their identities.

Respondents were asked to respond to a series of five questions meant to assess motivations for following the news. Psychological research suggests that an individual who is intrinsically motivated does something because he enjoys the activity and sees it as part of his identity. This survey found that the high news literacy group was more intrinsically motivated and less externally motivated to consume news compared to their counterparts with lower news literacy scores.

High news literacy group consumed more medium and spent more time

Respondents were asked that on average, how much time they spend with media on a daily basis (Internet, TV, Radio, Print, Smartphone, etc.) as well as a weekly basis. The study shows 26% (n=319) people use more than one form of media at a time every day in Bangladesh (see table 16). Of them, almost 80% of respondents belong to the high news literacy group. The high news literate person usually spent more time to consume news media than the low news literate individual. The research found that 24% of respondents (n=394) spent between 9 and 16 hours to consume news media in a week (see table 15). Most of the high news literacy group members spent more time than low news literacy group member. However, among those who said they use news media every day, there was no statistically significant difference between the high and low news media literacy groups in the time spent each day with each medium. Compared to the low news media literacy group, those who were highly news media literate were more likely to get news from online sources (63.5 percent versus 36.5 percent).

Table 39: Respondents who use more one than one media

High literacy group		Low literacy group	
N	%	N	%
254	79.62	65	20.38
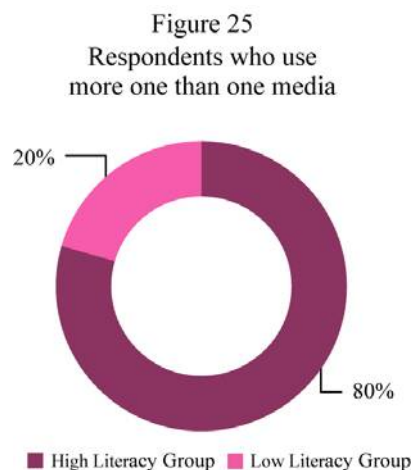
Figure 25
Respondents who use
more one than one media

20%

80%

■ High Literacy Group ■ Low Literacy Group

A high score on the last two statements of the five-item 'need for cognition' scale (question no 301) would indicate that high literacy group respondents are more likely to be more mindful, thinking very consciously about the media messages to which they are exposed. Only 14% to 21% of respondents secured the highest score on the last two statements (See Appendix E).

<center>*High news literacy group has more*
control to use of media</center>

We used six items five-point scale where the statements used to measure "media locus of control". A higher score indicated more 'internal' media locus on control, meaning that control of media's influences is heavily regulated by an individual's own actions. The high news literacy group mainly scored high in this section.

<center>**The high news literacy group is more skeptical of the**
news media relative to those who are less literate.</center>

News literacy is linked with increased perceptions of credibility and trust in news media. Research has demonstrated links between news media literacy and skepticism, trust, and credibility. We asked eight questions assessing skepticism, including items that asked about how fair, accurate and trustworthy news media seem to be. Furthermore, we asked six more questions in section X of the questionnaire related to the importance of source, the trustworthiness of the online sources. The study found a relationship between news literacy and news media skepticism. Those in the low news literacy group showed slightly lower skepticism scores (M=19.44, SD=2.94) than those in the high group (M=20.27, SD=3.05). 37% of respondents said when they searching online, they don't pay attention to the author of the information (See Appendix B). The literacy score of these respondents was poor. Moreover, 25% of respondents seem that news at Facebook is more reliable than traditional mass media (See Appendix E). Of them, 95% of respondents carried a low news literacy score.

<center>Figure 26
Difference on News Media Skepticism</center>
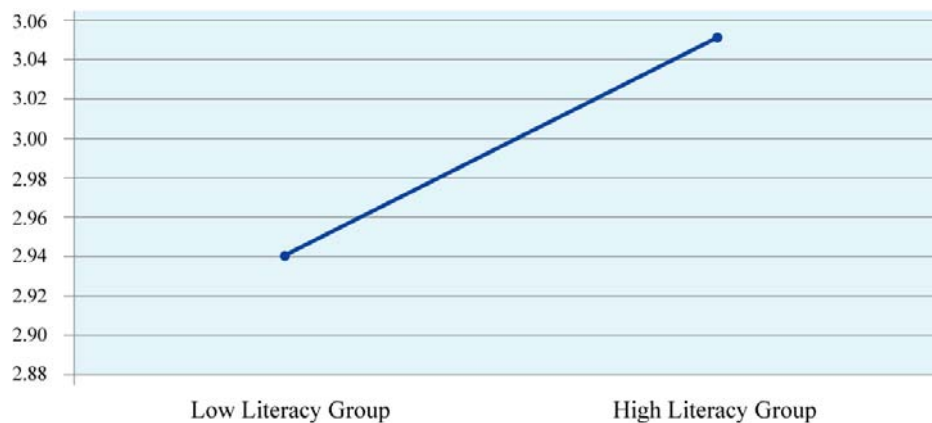
News Literacy and Child Issue

<center>*High news literacy group is more concern about child issues*</center>

Media as a tool of communication is used to share information and ideas with the large numbers of people having primary influences in the lives of children. In order to judge the news literacy level of the respondents, we first used seven-item 'news literacy child issues' of a five-point scale. The survey found that the high news literacy group was likely to score high in this section. Those who strongly disagree with the statement -- 'it is necessary to publish the name and identity of children who are involved with criminal activities like sexual harassment, murder, drug addiction, drug peddling, etc', mostly belong to the high news literacy group.

Table 40: News Literacy and Child Issue

Statement	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Bangladeshi news media are very reluctant to focus on child rights (reverse coded)	135 (11.2)	372 (30.8)	98 (8.1)	482 (39.9)	122 (10.1)
We get the real picture on child abuse from mews media (reverse coded)	81 (6.7)	407 (33.7)	164 (13.6)	417 (34.5)	140 (11.6)
Bangladeshi media are very concern or focused on child labor (reverse coded)	145 (12)	345 (28.5)	198 (16.4)	409 (33.8)	112 (9.3)
News report on child issues get same treatment as other issues; such as crime, politics, sports (reverse coded)	163 (13.5)	405 (33.5)	198 (16.4)	376 (31.1)	67 (5.5)
Under privileged child issue representation gets proper treatment in Bangladeshi news media (reverse coded)	142 (11.7)	428 (35.4)	178 (14.7)	359 (29.7)	102 (8.4)
Bangladeshi journalists follow/maintain the standard of ethics to make any report on child issues	125 (10.3)	368 (30.4)	348 (28.8)	281 (23.2)	87 (7.2)
It is necessary to publish the name and identity of children who are involved with criminal activities like sexual harassment, murder, drug addiction, drug peddling etc. (reverse coded)	319 (26.4))	444 (36.7)	92 (7.6)	198 (16.4)	156 (12.9)

Figure 27
News Literacy and Child Issue
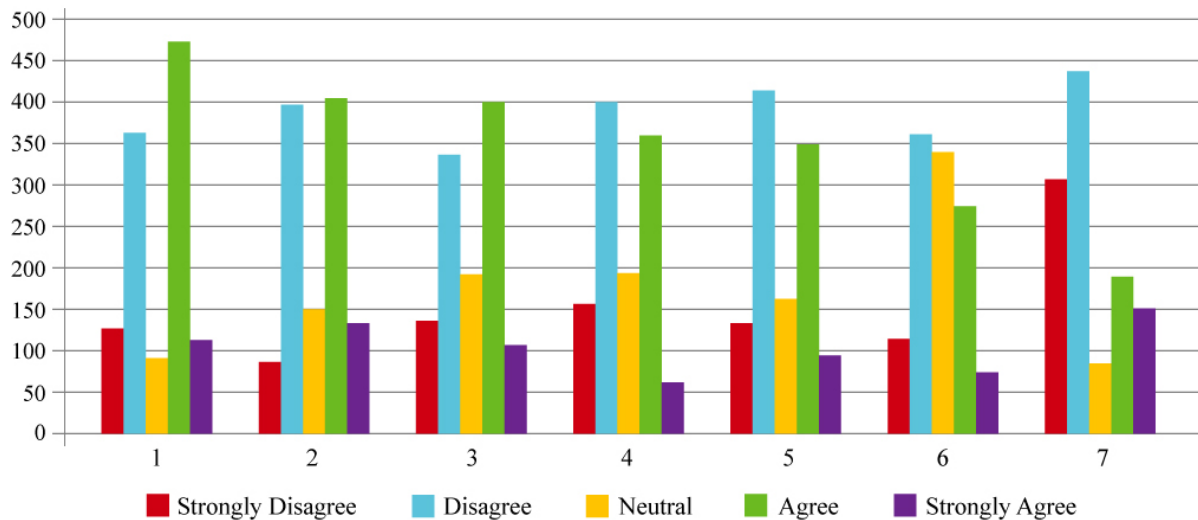
In section XI of the questionnaire, MRDI provided two published news stories on child and child-related issues (see Appendix F) to check the respondents' news literacy on child issues. This was a special concern for the national survey. Both news stories were unethical and 66% of the respondents (n=801) were capable to answer correctly. However, the news literacy of males on child issues is slightly higher than females (see Table 41).

Table 41: First impression of child news

Gender	Correct	Wrong
Male	420 (69.4%)	185 (30.6%)
Female	381 (63.1%)	223 (36.9%)
Total	801 (66.3%)	408 (33.7%)

From Table 42, it can be extracted that the high literacy group are tend to be more conscious about child issues. Figure 28 shows that the high literacy group secured a more correct answer than low literacy group.

Table 42: First impression of child news (News Literacy on Child Issue)

High News Literacy		Low News Literacy	
Correct answer	Wrong answer	Correct answer	Wrong answer
231 (78.31%)	64 (21.69%)	570 (62.36%)	344 (37.64%)

Figure 28
News Literacy on Child Issue

High News Literacy on Child Issue SD = 0.17 Mean = 0.78	Low News Literacy on Child Issue SD = 0.48 Mean = 0.62
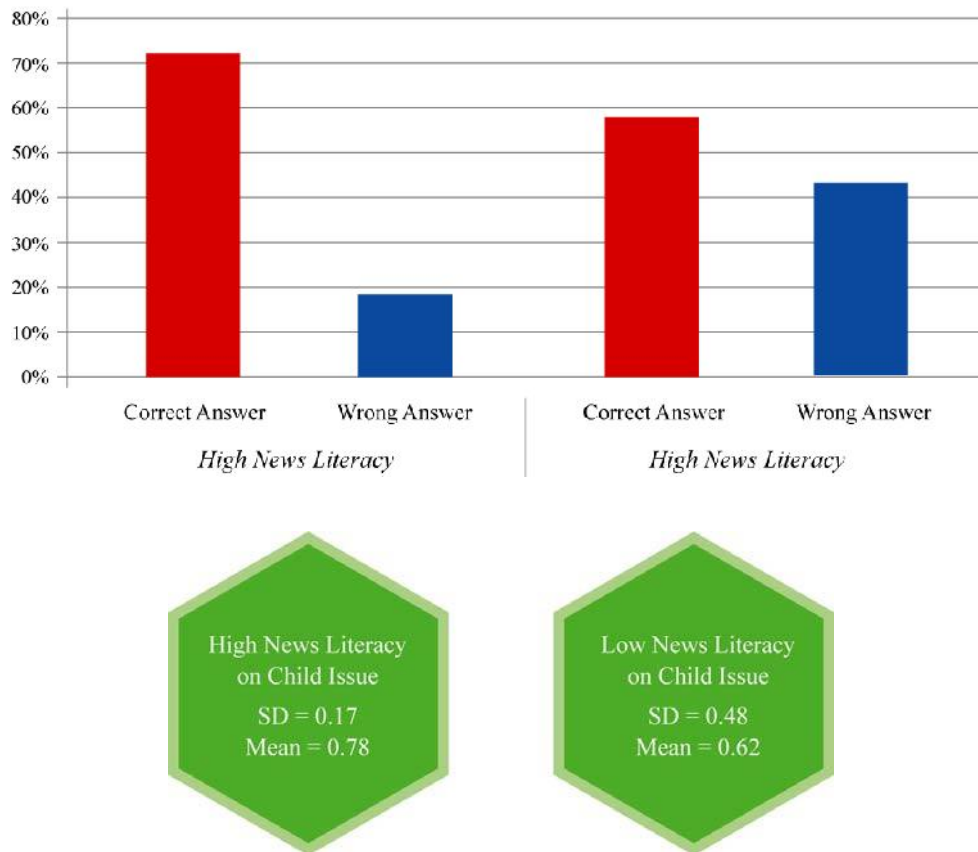
Journalistic experiences and news literacy

No relation between journalism background and news literacy

It can be assumed that the persons who have media or journalism education might have better news literacy. However, this study discerned that this hypothesis is negative. Table 41 shows that out of 1209 respondents, 50 respondents have journalism or media education experience. Among them, 74% of the respondents' literacy rate is low (see Figure 29) and only 4% of respondents' news literacy is considered as very high who have formal media or journalism education.

Figure 29
News Literacy with Media Education
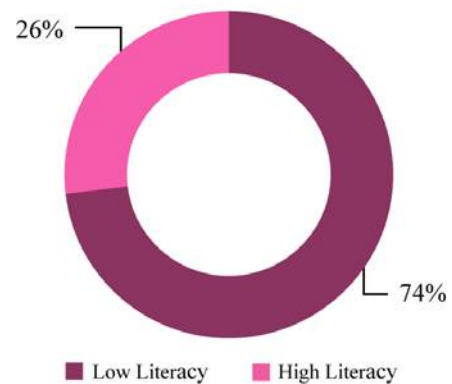
FINDINGS: FOCUS GROUP

A focus group is an efficient method in gaining insights from some participants simultaneously and the potential for more dynamic interaction between participants (Wilkinson, 2004). Some studies have employed focus groups to assess respondents' understanding of news literacy and their perception of news and news sources, and production (Zerba, 2011; Chen, Kaestle, Estabrooks, & Zoellner, 2013; Craft, Ashley, & Maksl, 2016).

MRDI conducted 10 focus groups to understand how people define news and where they get it; what motivates them to consume news; and their knowledge structures of news media industries, effects, content, production, and effects. Specifically, this demographically diverse group of participants exhibited a level of understanding of news and self-awareness about their consumption of it pointing to at least a minimal level of news literacy. Moreover, it was focused on the discussions that how and in which way people check the credibility of information and news.

In all, 103 persons participated in 10 FGDs (see Table 43). There were 54 male and 49 female participants. All were between 18 and 56 years old. FGDs were conducted in different districts in Bangladesh between 21st December 2019 and 7th January 2020. Six groups had 10 participants; two groups had 11 participants; the Jashore group had 12 participants; and the Barishal group had only 9 participants. Each group lasted between 60 and 90 minutes.

Table 43: District and Participant list of FGDs

District	Participant		
	Male	Female	Total
Barishal	09	00	09
Bogra	09	02	11
Chittagong	05	05	10
Dhaka	08	03	11
Jashore	07	05	12
Kagrachari	03	07	10
Khulna	08	02	10
Kishorganj	00	10	10
Moulvibazar	05	05	10
Rangpur	00	10	10
Total	54	49	103

Each session began with the moderator providing information about the purposes, procedures, and anticipated length of the focus group and an opportunity for the participants to offer their assent to participate. The same moderator conducted all FGDs to maintain consistency. The protocol included a core of questions on news media use; personal motivations for seeking information; news source; credibility check; and knowledge of news media content, industries, and effects. Most of the groups' time was spent responding to questions and the comments of fellow participants.

Findings

To help us better understand how people think about the news media and their content, as well as news literacy, how they find and check the accuracy of news, we conducted focus group discussions.

Perception of news and news source
We began by getting a sense of how much and what kind of media participants use and what they think "news" is. Participants relied on a variety of media sources. Most of the participants read newspapers and watch TV news whereas very few people said that they do not consume news from the media. To describe the reason, one participant claimed that "I can't get such a report in the newspapers that can be attracted me". We get a perception from the discussions that preference between print and electronic media is very close though people who have academic or practical experience in journalism prefer the print media. Participants' perception to news is sort of "anything extraordinary". The younger participants are more inclined to online news. However, participants who live in rural areas do not access online news that much.

News media content, industries and effects
Participants think crime and politics are most significant value of news. They emphasize on politicians, conflict and celebrities in particular. Participants speculated that negative news might be more interesting to people or that political bias or economic concerns might play a role. Some participants think that the news exaggerates, is sometimes biased and not always truthful. One of the participants in Barishal said "if you want to get a clear picture about an incident, you need to read 3 or 4 newspapers". Most people do not have any idea about the ownership of the media. Only journalists have a specific idea about the ownership of the media. Except that, a few mentioned that the owners are either a politician or a businessman. One participant opined that "95 percent TV owners control the media for executing their own agenda, not for the interest of social responsibility". The knowledge of media-related laws is very limited, even journalists do not have a profound knowledge of media-related laws. Digital Security Act is the only act that was mentioned by more than 5 people out of 103 participants.

Credibility Check
Most of the participants argued that news should be authentic and objective. However, they think that the reality is different. To respond the question on the credibility of news, one participant said "You could see the different death tolls of the same incident in different newspapers. This is very common phenomena". Very few people are used to crosscheck the news. When asked about the cross-checking of news, one of the participants in Khagrachari told "from whom I verify the news?" Another participant from Barishal told, "If you watch news on TV, you can't believe it unless it is published in a newspaper. It seems authentic when it prints in newspapers. As long as it is not seen in the newspaper, then it is certain (there is no authentic information). Many times the information on the TV changes frequently. When it is printed in a newspaper, the news is absolute."

The most popular means to crosscheck news is to match the same news from more than one news source to draw a decision. Only one participant mentioned checking the related website as a part of crosschecking news. Most participants said they do not straight away believe whatever pops up in social media. The participants look for who commented on a social media post to verify a post. Most of the participants do not think ethical journalism is in practice in Bangladesh.

PLAN OF ACTIONS

Whatever the name – media literacy, digital literacy, critical literacy, news literacy – it is evident that it is needed not only to engage *with the media* but to engage with society *through the media*. News literacy teaches that all information is not created equal. It helps people use the inspirational standards of quality journalism to determine what they should trust, share and act on. News literacy is the key to empowering people with the skills and knowledge to understand how news media works in this changing environment. By its very nature, news literacy is a life-long learning journey. Therefore, no shortcut way can be successful to achieve the goal to improve the level of people's news literacy. However, in Bangladesh, training in media literacy, especially in news literacy, remains poor for both end-users and professionals (e.g. teachers, librarians, educators, journalists). News literacy is not and never has been a discipline in the official school curricula. The lack of interest in the subject among public policy-makers and authorities has contributed to its low visibility in the public domain. Based on quantitative data and FGDs, this study would like to make the following recommendations. Through these recommendations, policy makers in Bangladesh can take actions and initiatives to increase the level of news literacy in Bangladesh. The recommendations are:

Need a combined effort

From this study, we get the information that regardless of age, gender, locality or area, and education, the news literacy level in Bangladesh is not noteworthy. Even news literacy level of persons with journalism experience or media education is not significantly different from others. More importantly, this study has proved that the higher news literacy group can fight against fake news and disinformation more effectively rather than the low news literacy group. For this reason, we need a combined and comprehensive and long-term effort to improve people's level of news literacy. Government, NGOs, and media organizations can work together to make it easier for people to navigate the changing news media landscape and build skills that will last a lifetime. In this context, news literacy should be the goal of teachers, parents, researchers, administrators, and policymakers in Bangladesh. Since news literacy is still on a pilot phase, the development partners like UNESCO, UNICEF, and local NGOs should come up with more resources and knowledge to build a strong and wider partnership to improve the news literacy level so that people can fight against fake news and disinformation. We get some recommendation from the focus groups discussions where participants opined that it is significant to take a combined effort to increase the level of news literacy in Bangladesh. Participants suggested that at first government should take initiative to aware people on this issue. Apart from the government, some other organizations, like media and NGO can take steps. They suggested that television channels can arrange some talk shows on news literacy, newspapers can make readers aware of yellow journalism by publishing reports and publish reports or articles on how can people crosscheck a news story. They also suggested that NGOs should organize social events/campaigns to promote news literacy throughout the country. Most of the FGDs participants suggested launching a campaign that can be held with the slogans, such as, "Aage jachai, tarpor bishshash". They also recommended organizing boot-camps, seminars on news literacy. Some participants proposed to use religion in raising awareness about news literacy as religion can reach the highest number of people in Bangladesh. Moreover, participants emphasized to involve the popular faces in raising awareness of news literacy in the country. It is evident from the data of Western world (like USA, UK, Australia, and some Western European countries), the success of news literacy plans and actions depend on o combined and comprehensive effort.

Need greater access to information and media

To ensure the success of the news literacy program in Bangladesh, the government should take steps to narrow the social gap that still separates people in terms of different socio-economic groups. The news literacy in Bangladesh needs to provide greater access to information, media, and technology – meaningful access -- especially among less privileged people. Social fragmentation in Bangladesh does not only involve unequal access to digital media. It involves traditional media as well. Participants of FGDs suggested that reading newspapers should be carried as a mandatory co-curricular activity.

Need a framework to enhance the news literacy

Poynter (2020) has been keeping a list of global efforts to combat mis- and disinformation, including government arrests of people that intentionally spread false claims (see Appendix G). The list highlights media literacy programs in Belgium, Canada, Denmark, Nigeria and Singapore. *When almost all developed countries such as the USA, UK, Australia, and European countries are thinking about how they can make better progress in developing media and/or news literacy, we are just starting the discussion on it.* Through the 2000s, news literacy began to raise the European policy agenda. Many countries like the UK, USA, Finland, Belgium, and Sweden have launched a national project on news literacy. Against this background, Bangladesh needs an urgent effort to formulate a policy. The core of this policy will be a framework for the promotion of news literacy.

The main objective of the news literacy policy in Bangladesh will provide comprehensive, high-quality and systematic news, and media education. The vision will underpin the policy is to provide effective news and media education so that everyone in Bangladesh can get better opportunities to develop their news literacy. The policy can present a number of proposals for measures supporting the achievement of the objectives.

The news literacy policy in Bangladesh will aim to present a clear picture of the media education field and describe the strengths, values and principles of the Bangladeshi media education. The policy will identify development needs and some social, cultural and technological trends affecting them. High-quality, systematic and comprehensive news media education promotes and supports news literacy. When put in practice, news media education should be goal-oriented, ethical, and sustainable. Many different parties will work together to design, implement, and further develop diverse news media education. High-quality media education aims to promote human rights, equality and non-discrimination, and to create favorable conditions for sustainable development.

The target group of this policy will broad, incorporating those who promote, support, research or implement news literacy and education in all sectors of society.

Need to address three core news literacy competencies

By its nature, news literacy covers a very broad range of skills. However, at the current stage, Bangladesh needs to build a framework that consists of three core news literacy competencies and a set of associated skills. These are:

Core Competency 1: Understand and critically evaluate news media content and services, in order to make informed choices and best manage news media use.

Core Competency 2: Access and use news media content and services in a safe and secured manner, to maximize opportunities and minimize risks.

Core Competency 3: Create and participate, via news media, in a responsible, ethical and effective manner, in the creative, cultural and democratic aspects of society.

Need to be a part of formal education

Incorporating news and media education in the school curriculum is now a global requirement. The participants of FGDs emphasized on inclusion of news literacy in textbooks to raise awareness in children from an early age. They suggested that classes should be held in schools and colleges on how to read newspapers effectively and students should be given a primary idea of news literacy at the secondary school level.

Why should news literacy be incorporated into the school curriculum? Now, the need for media education is felt more as more students are exposed to news media/social media and get addicted to it. Everyone has a mobile phone, and many students use social media and are part of social networks. Now, news, as well as fake news, spread faster than in the past. Students find it difficult to identify reliable and unreliable sources on the World Wide Web and do not know how to differentiate between information and misinformation or disinformation. Many become prey to fake news and false propaganda.

News literacy is an important 21st-century skill. Unfortunately, media education in Bangladesh has been the concern of only some NGOs and not educational institutions. In the past few decades, media education training programs were conducted only by some social action groups that were involved in creating awareness among the general public about media.

Children and young people are easily reachable in schools and colleges, which are the best places to teach them news literacy. Like other countries, news literacy should be incorporated into both secondary and higher education curricula, and teachers should continue to find ways to emphasize news literacy in their classrooms. As society becomes more dependent on the news media, the news media are becoming more complex, fast-changing, commercial, and globalized. So any news literacy strategy requires sustained attention, resources and commitment – to education, to curriculum development, to teacher training, to research and evaluation. News media education is a long-term solution – it takes thought-through pedagogical strategies and years of teaching, not a one-shot campaign. It needs investment in teacher training not branded messaging. It should be evaluated in terms of learning outcomes not simple measures of reach. This study strongly recommends the Government of Bangladesh (GoB) to develop and implement with the highest priority basis curriculum on news literacy.

Need training programs for educators and adults

Most adults are not in any type of education, which makes informal learning essential for them to become news literate. Therefore, special programs need to be launched for adults. On the other hand, teachers need teaching resources and proper training in news and media literacy.

Need to raise awareness

Civil society organizations can do a great job of raising awareness about fake news and news literacy. Media activism has the potential to reach different populations through campaigning about the news literacy. Ireland offers an example of how campaigning can be conducted on a large scale to promote adults' media or news literacy. The participants of FGDs suggested some awareness programs on news literacy: NGOs should distribute leaflets and posters in rural areas, street plays can be held to promote news literacy, and digital ads can be given beside roads on news, news literacy, and cross-checking. They also recommended using social media to promote news literacy.

Need a special effort from media organizations

Promoting news literacy does not mean that the media industry can become lax about producing quality information. A news organization is no longer solely a news institution but a medium with numerous interrelations and connections to other platforms. We can highlight the US News Literacy Project aimed at young people, Guardians' News Wise project, and BBC projects in the United Kingdom. For example, News Wise is an award-winning primary program in the UK which aims to empower 9 to 11-year-olds with and enjoy news, to feel confident to ask questions and to challenge misinformation, to have their own values and opinions. More than 30 news organizations across the United States, from local outlets to internationally known print and digital publications, support the News Literacy Project.

The news industry itself can play an effective role in the promotion of news literacy projects. Alan C. Miller contends that the news industry can take a key action by providing young people with tools that equip them to 'sort fact from fiction in the digital age'.

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APPENDIX

APPENDIX A
QUESTIONNAIRE

<div align="center">**NATIONAL NEWS LITERACY SURVEY QUESTIONNAIRE**</div>

NEWS Literacy Information NL	
District:.................................... Upazila: .... Union/Ward: …………………. Cluster number......................	Mouza:.................................... Village/Moholla:........................ Area: .... Household number:……………..
Interviewer name and number: Name _____ __ __ Mobile number:	Supervisor name and number: Name _____ __ __ Mobile number:_____
Day / Month / Year of interview:	__ __ / __ __ / __ __ __ __
NL-A: AREA Metropolitan…..1 Urban ……………….2 Rural……………..3	NL-B: DIVISION DHAKA ………………………………………1 Chittagong…………………………………2 Barishal..3 Rangpu ……….…………………………..4 Rajshahi…………................................5 Khulna…. …………………………………6 Sylhet…..7 Mymensingh.......................................8

We are from RESINT Bangladesh limited (a registered research company).Currently we are working on a project for MRDI concerned with NEWS LITERACY. We are going to different randomly chosen locations and people. Your location and your name has been selected as a part of randomly selected sample. For the purpose, we would like to interview you, which would take around 40 to 50 minutes. All the information we obtain will remain strictly confidential and your answers will never be shared with anyone other than our project team.
May I start now?

- ☐ *Yes, permission is given ⇨Go to Q201 to record the time and then begin the interview.*

- ☐ *No, permission is not given ⇨CompleteQ101 to Q106. Discuss this result with your supervisor.*

After all questions for the household have been completed, fill in the following information	
Q101. Name of the head of household:.................	

Q102. Result of household interview: Completed................... 1 Not at home....................2 Refused .....3 Household not found / destroyed....................4 Other (*specify*)....5	Q103. Respondent ofthesurvey: Name:_____ Line Number (if):........................
	Q104. Total number of household members:………………………..
Q105. Field edited by (Name and number): Name………………………………….	Q106. Data entry clerk (Name and number): Name…………………………………

Section II: News Consumption

Sl No.	Questions	Answers with Code
201.	Do you use any media to get news? (If answer is no, then ask the next question and stop the interview)	1= Yes 2= No
202.	Why you don't use any media to get news?	1= I don't have access of any media 2= I can't afford to subscribe any media 3= I don't like any news media 4= I don't believe news media5= Others

Section III: News Media Literacy Scale

Sl No.	Questions	Answers with Code
Automatic versus mindful thought processing		
301.	On a scale of 1 to 5 where 1 is strongly disagree and 5 is strongly agree, please tell me how much you agree or disagree with the following statements. 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5= Strongly Agree	**Statement/s** **Score** *a.* I don't like to have to do a lot of thinking (reverse coded) *b.* I try to avoid situations that require thinking in depth about something (reverse coded) *c.* I prefer to do something that challenges my thinking abilities rather than something that requires little thought *d.* I prefer complex to simple problems *e.* I am thinking hard and for a long time about something gives me little

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Sl No.	Questions	Answers with Code	
		satisfaction (reverse coded)	

Motivation for News Consumption

Sl No.	Questions	Answers with Code	
302.	On a scale of 1 to 5 where 1 is strongly disagree and 5 is strongly agree, please tell me how much you agree or disagree with the following statements. 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5= Strongly Agree	**Statement/s**	**Score**
		a. I don't see what news does for me	
		b. I follow the news because I'm supposed to	
		c. I follow the news for my own good	
		d. I follow the news because I like to	
		e. I need to get the news every day	

Section IV: News Source and News Media Use:

Sl No.	Questions	Answers with Code
401.	What is the main source to get news?	1= Newspaper 2= Televisionটে 3= Radio 4= Online news portal 5= Facebook 6= Other social media 7= Family 8=Friends
402.	On average, how much time do you spend with media on a daily basis (Internet, TV, Radio, Print, Smart Phone etc.)?	1 = Less than 10 minutes 2 = 10-30 minutes 3 = 31-60 minutes 4 = 1-2 hour 5= 2-3 hours 6 = More than 3 hours
403.	How many hours do you spend consuming media per week?	………………hour/s
404.	How often do you use more than one form of media(such as TV, Newspaper, Radio, Online news portal) at a time?	1 = Everyday 2 = Every alternative day 3 = 1-2 times in a week 4 = 2-3 times in a week 5= Once in a week 6 = Others
405.	On a typical weekday, do you read the news or any articles on newspaper, or not?	1= Yes 2= No
406.	If yes, about how much time do you spend for reading newspapers on a typical weekday?	1 = Less than 10 minutes 2 = 10-30 minutes 3 = 31-60 minutes 4 = 1-2 hours 5= 2-3 hours 6 = More than 3 hours
407.	On a typical weekday, do you watch the news or any news programs on television, or not?	1= Yes 2= No

Sl No.	Questions	Answers with Code	
408.	If yes, about how much time do you spend watching the news or any news programs on television on a typical weekday?	1 = Less than 10 minutes 2 = 10-30 minutes 3 = 31-60 minutes 4 = 1-2 hours 5= 2-3 hours 6 = More than 3 hours	
409.	On a typical weekday, do you listen to the news or any news programs on radio, or not?	1= Yes 2= No	
410.	If yes, about how much time do you spend listening to the news or any news programs on the radio on a typical weekday?	1 = Less than 10 minutes 2 = 10-30 minutes 3 = 31-60 minutes 4 = 1-2 hour 5= 2-3 hours 6 = More than 3 hours	
411.	On a typical weekday, do you get any news online through the Internet (online news portal), or not?	1= Yes 2= No	
412.	If yes, about how much time do you spend searching the news through online news portal on a typical weekday?	1 = Less than 10 minutes 2 = 10-30 minutes 3 = 31-60 minutes 4 = 1-2 hours 5= 2-3 hours 6 = More than 3 hours	
413.	On a typical weekday, do you get any news through Social Media (such as Facebook), or not?	1= Yes 2= No	
414.	If yes, about how much time do you spend searching the news through Social Media on a typical weekday?	1 = Less than 10 minutes 2 = 10-30 minutes 3 = 31-60 minutes 4 = 1-2 hours 5= 2-3 hours 6 = More than 3 hours	

Section V: Person in Control versus Media in Control

Sl No.	Questions	Answers with Code	
		Statement/s	Score
501.	On a scale of 1 to 5 where 1 is strongly disagree and 5 is strongly agree, please tell me how much you agree or disagree with the following statements. 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5= Strongly Agree	*a.* If I am misinformed by the news media, it is my own behavior that determines how soon I will learn credible information *b.* I am in control of the information I get from the news media *c.* When I am misinformed by the news media, I am to blame *d.* The main thing that affects my knowledge about the world is what I myself do	

Sl No.	Questions	Answers with Code
		e. If I pay attention to different sources of news, I can avoid being
		f. If I take the right actions, I can stay informed

Section VI: News Literacy

Sl No.	Questions	Answers with Code

Knowledge about News Media System, News Media Knowledge Structures and Media Industries

601. I will read out some questions. Please answer on them appropriately.

a.	Most media outlets in Bangladesh are:	1= For-profit business(correct) 2= Owned by the government 3= Non-profit businesses 4= Don't know
b.	If you wanted to get a job as a news reporter in Bangladesh, you would need to get a license from…	1= The Press Council 2= Information Ministry of Bangladesh 3= Press Institute of Bangladesh 4= News reporters are not required to be licensed(correct) 5= Don't know
c.	Which government agency monitors broadcasters?	1= Ministry of Information(correct) 2= Press Institute of Bangladesh 3= High Court 4= National Telecommunication Commission 5= Don't know
d.	How do cable network providers gain access to a market?	1= They are contracted out by the community 2= They are government appointed 3= They have to buy out or overtake the existing cable network provider 4= They pay a community franchise fee 5= Don't know
e.	When it comes to reporting the news, the main difference between a website like Google News and a website like prothomalo.com is that:	1= Google does not have reporters who gather information, while ProthomAlo does(correct) 2= Google focuses on national news, while ProthomAlo focuses on local news 3= Google has more editors than ProthomAlo does 4= Don't know
f.	If you want to complain for any news organization, where should you go?	1= To editor 2= To owner 3= To Information Ministry 4= To the Press Council(correct) 5= Don't know
g.	Which of the following news outlets does NOT depend primarily on advertising for financial support?	1= BTV(correct) 2= ProthomAlo 3= Daily Star 4= NTV 5= Don't know

Section VII: News Media Knowledge Structures: Media Content

Sl No.	Questions	Answers with Code
701.	What is the main difference between hard news and column/opinion?	1= Hard news is feature 2= News organization is not liable for hard news 3= Hard news has written by famous writers 4= Column/opinion is writer's own view(correct) 5= Don't know
702.	Who has the most influence on what gets aired on the local TV news?	1= Individual reporters 2= The anchor, the person reading the news 3= The cameraman 4= The producer/editor(correct) 5= Don't know
703.	One common criticism of the news is that it is not objective. What do people who make that criticism typically mean by it?	1= The reporter gives only the facts about the story 2= The reporter puts his or her opinion in the story(correct) 3= The reporter's story relies too much on the opinions of people who are neutral 4= The reporter doesn't make the purpose of the story clear 5= Don't know
704.	The amount of ethnic minority coverage in the news:	1= Accurately reflects the proportion of minorities in Bangladeshi population 2= Under-represents reflects the proportion of minorities in Bangladeshi population(correct) 3= Over-represents reflects the proportion of minorities in Bangladeshi population4= Don't know
705.	Coverage of election campaigns in the news usually centers on:	1= Who's winning(correct) 2= In-depth analysis of where candidates stand on the issues 3= The candidates' educational backgrounds 4= Voters' issues 5= Don't know
706.	Writing a press release is typically the job of:	1= A reporter for a newspaper 2= A spokesperson for Liver Brothers(correct) 3= A lawyer for Google! 4= A producer for TV 5= Don't know

Section VIII: News Media Knowledge Structures: Media Effects

Sl No.	Questions	Answers with Code
801.	Most people think the news has:	1= A greater effect on themselves than other people 2= A greater effect on other people than themselves(correct) 3= The same effect on themselves as others 4= Does not have any effects on anyone 5= Don't know

Sl No.	Questions	Answers with Code
802.	People who watch a lot of television news often tend to think the world is:	1= More violent and dangerous than it actually is(correct) 2= Less violent and dangerous than it actually is 3= Just as violent and dangerous as it actually is 4= Don't know
803.	What do you think about main role of news media.....	1= To make profit for the Media 2= To inform and educate people(correct) 3= To serve the government 4= To serve owners and media professional 5= Don't know
804.	If a topic gets a lot of coverage in the news, people who pay attention to the news are:	1= More likely to think the topic is important(correct) 2= Less likely to think the topic is important 3= Neither more nor less likely to think the topic is important 4= Don't know
805.	Most news outlets depend on advertising to make money. What is a possible effect of this?	1= News could encourage people to buy things they don't need 2= News could emphasize things that aren't really important 3= All of the above(correct) 4= None of the above 5= There are no effects6= Don't know

Section IX: News Media Skepticism

Sl No.	Questions	Answers with Code	
901.	On a scale of 1 to 5 where 1 is strongly disagree and 5 is strongly agree, please tell me how much you agree or disagree with the following statements. 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5= Strongly Agree	**Statement/s**	**Score**
		I think the news media are fair(reverse coded)	
		I think the news media tell the whole story(reverse coded)	
		I think the news media are accurate(reverse coded)	
		I don't think the news media can be trusted	
		I think the news media prioritize being first to report a story	
		I think the news media get in the way of society solving its problems	
		I trust the media to report the news fairly(reverse coded)	
		I have confidence in the people running the institutions of the press(reverse coded)	

Section X: News Literacy and Accuracy of Information

Sl No.	Questions	Answers with Code		
1001.	On a scale of 1 to 5 where 1 is strongly disagree and 5 is strongly agree, please tell me how much you agree or disagree with the following statements. 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5= Strongly Agree	**Statement/s**		**Score**
		a. The source of news is very important to me		
		b. I prefer to get the news from one primary source		
		c. I am certain that I can find news online that is trustworthy(reverse coded)		
		d. When searching news through online, I discern whether information is fact or opinion		
		e. When searching online, I honestly don't pay attention to the author of the information		
		f. I am certain that news at Facebook is more reliable than traditional mass media(reverse coded)		
1002.	When deciding news is real, how often do you take any of the following actions 1 = All the time 2 = Most of the time 3 = Some of the time 4 = Rarely 5= Never 6= Don't know	**Actions**		**Score**
		a. Look at who shared it with you		
		b. Look at which news source published it		
		c. Look to see what evidence the story contains		
		d. Search for other similar news reports		
1003.	How do you judge the quality of a source of information?	1= Reading other newspaper or watching TV or check through different website 2= Check through government notice 3= Check through social media 4= Ask other persons (family or friends) 5= I never checked		

Test (Will be provided by MRDI)
Show him/her the news (video or text) and ask the following questions (Two different News/Story/Images):
(Two different News/Story/Images):

1004.	What do you think this is?	1= Is it news 2= Is it news but fake 3= Is it accurate 4= Don't know
1005.	Have you ever read or seen this news?	1= Yes 2= No
1006.	Do you think that this news is authentic?	1= Yes 2= No
1007.	Why?	(Record verbatim)

Sl No.	Questions	Answers with Code
1008.	If not, how can you sure it is fake news?	(Record verbatim)
1009.	Have you any experience that you get the news from social media or online and you thought it was correct. However, after few days you realize that this news was fake?	1= Yes 2= No

Section XI: News Literacy Child Issues:

Sl No.	Questions	Answers with Code	
1101.	On a scale of 1 to 5 where 1 is strongly disagree and 5 is strongly agree, please tell me how much you agree or disagree with the following statements. 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5= Strongly Agree	Statement/s	Score
		a. Bangladeshi news media are very reluctant to focus on child rights (reverse coded) b. We get the real picture on child abuse from mews media (reverse coded) c. Bangladeshi media are very concern or focused on child labor (reverse coded) d. News *report on child issues get same treatment as other issues; such as crime, politics, sports (reverse coded)* e. Under *privileged child issue representation gets proper treatment in Bangladeshi news media (reverse coded)* f. Bangladeshi *journalists follow/maintain the standard of ethics to make any report on child issues* g. *It is necessary to publish the name and identity of children who are involved with criminal activities like sexual harassment, murder, drug addiction, drug peddling etc. (reverse coded)*	

Test(Will be provided by MRDI)

Show him/her the news (video or text) and ask the following questions (Two different News/Story/Images):

1102.	What is your first impression of the news?	1= Is it unethical(correct) 2= Is it opinion 3= Is it ethical 4= It is pro-children 5= Don't know

Section XII: Demographics

Sl No.	Questions	Answers with Code
1201.	What is your age?	1= 18-25 2= 26-33 3= 34-41 4= 42-48 5= 49-56 6= 56+
1202.	What is your gender?	1= Male 2= Female
1203.	What is highest level of education you have completed?	1= Less than high school 2= High school/GED 3= Some college but no degree 4= Vocational/Technical/Associate/Community college degree 5= Four-year college degree 6= Post-college/advanced degree such as master's or doctoral degree 7=Don't Know/Not Sure
1204.	Have you ever been involved with media or journalism education programs (such as working for a high school journalism publication)?	1= Yes 2= No
1205.	Have you ever written or produced a news story for print, broadcast, or the Internet?	1= Yes 2= No

Thanks for your valuable time!

APPENDIX B
MAP OF BANGLADESH

APPENDIX C
LIST OF PSUS

District	Upazila	Paurashava	Ward	PSU	Area Type
Patuakhali	Kala Para	Kalapara	Ward No-02	Natun Bazar	Large City
Patuakhali	Bauphal	Bauphal	Ward No-04	Bauphal (Part)	Large City
Patuakhali	Galachipa	Galachipa	Ward No-09	College Para (Ratandi)	Large City
Patuakhali	Patuakhali Sadar	Patuakhali	Ward No-04	Govt. University College	Large City
Comilla	Chandina	Chandina	Ward No-05	Ganak Khola Mahallah	Large City
Comilla	Comilla Sadar Dakshin	Comilla Sadar Dakshin	Ward No-04	Neora Saidpur	Large City
Comilla	Homna	Homna	Ward No-02	Baghmara (Part)	Large City
Comilla	Comilla Adarsha Sadar	Comilla	Ward No-09	Bagichagaon (Part)	Large City
Tangail	Bhuapur	Bhuapur	Ward No-04	Paschim Bhuapur	Large City
Tangail	Tangail Sadar	Tangail	Ward No-17	Munshi Para	Large City
Tangail	Dhanbari	Dhanbari	Ward No-08	Chalas	Large City
Tangail	Tangail Sadar	Tangail	Ward No-16	Akur Takur Para (Part)	Large City
Jessore	Jhikargachha	Jhikargachha	Ward No-09	Hajirali	Large City
Jessore	JessoreSadar	Jessore	Ward No-09	Tanti Para	Large City
Jessore	Abhaynagar	Noapara	Ward No-09	Rajghat (Part)	Large City
Jessore	Abhaynagar	Noapara	Ward No-05	Madhya Bhuikara	Large City
Netrakona	Durgapur	Durgapur	Ward No-02	Bhurunga	Large City
Netrakona	Netrokona Sadar	Netrokona	Ward No-03	Pukuria	Large City
Netrakona	Netrokona Sadar	Netrokona	Ward No-03	Mahendarapur	Large City
Netrakona	Netrokona Sadar	Netrokona	Ward No-01	Gram Satpai_(1)	Large City
Bogra	Shajahanpur	Bogra	Ward No-21 (Part) BograPsa	Malatinagar (Part)-2	Large City
Bogra	Bogra Sadar	Bogra	Ward No-17	Dharmapur	Large City
Bogra	Bogra Sadar	Bogra	Ward No-02	Phulbari	Large City

District	Upazila	Paurashava	Ward	PSU	Area Type
Bogra	Bogra Sadar	Bogra	Ward No-11	Maltinagar (Part)	Large City
Dinajpur	Hakimpur	Hakimpur	Ward No-07	Ismailpur	Large City
Dinajpur	Birampur	Birampur	Ward No-09	Manirampur	Large City
Dinajpur	Dinajpur Sadar	Dinajpur	Ward No-11	Mission Road	Large City
Dinajpur	Fulbari	Fulbari	Ward No-02	Dakshin Sujapur	Large City
Sunamganj	Sunamganj Sadar	Sunamganj	Ward No-05	Jamai Para	Large City
Sunamganj	Sunamganj Sadar	Sunamganj	Ward No-06	Dakshin Arifnagar	Large City
Sunamganj	Chhatak	Chhatak	Ward No-04	Bajna Mahal	Large City
Sunamganj	Jagannathpur	Jagannathpur	Ward No-05	Bari Jagan Nathpur	Large City
Jhalokati	Jhalokati Sadar	Basanda Union		Sambal Kati	Village
Jhalokati	Jhalokati Sadar	Basanda Union		Bikna	Village
Bandarban	Naikhongchhari	Naikhongchhari Union		Fazurchara	Village
Bandarban	Ruma	RemakriPransa Union		RemakriPransa	Village
Rajbari	Kalukhali	Kalikapur Union		Para Belgachhi	Village
Rajbari	RajbariSadar	Mulghar Union		Baghia	Village
Meherpur	Gangni	Bamandi Union		Baliaghata	Village
Meherpur	Gangni	Tentulbaria Union		Karamdi	Village
Sherpur	Nalitabari	Kalaspur Union		Tarakandi	Village
Sherpur	Jhenaigati	Kangsha Union		Gandigaon	Village
Joypurhat	Kalai	Matrai Union		Bezkhanda	Village
Joypurhat	Panchbibi	Dharanji Union		Parail	Village
Thakurgaon	Pirganj	Bairchuna Union		Ajlabad	Village
Thakurgaon	Thakurgaon Sadar	Begunbari Union		Paschim Begunbari	Village
Maulvibazar	Kamalganj	Patanushar Union		Tilaghar	Village
Maulvibazar	Maulvibazar Sadar	Chandighat Union		Samerkona	Village
Dhaka	Mirpur		Ward No-13	Pirerbagh (Part-1)	City Corporation
Dhaka	Uttara		Ward No-01 (Part)	Sector No-11	City Corporation
Dhaka	Bangshal		Ward No-68 (Part)	Uttar K.P. Ghosh Lane	City Corporation
Dhaka	Lalbagh		Ward No-59	Duriangul Lane	City Corporation
Dhaka	Darus Salam		Ward No-09	Chhota Diabari	City Corporation

District	Upazila	Paurashava	Ward	PSU	Area Type
Dhaka	Pallabi		Ward No-02	Bagun Bari Tek	City Corporation
Dhaka	Motijheel		Ward No-31	Gupibagh	City Corporation
Dhaka	Gulshan		Ward No-20 (Part)	G.P.Chha/Cha	City Corporation
Dhaka	Rampura		Ward No-23	Khilgaon Block-B	City Corporation
Dhaka	Badda		Ward No-21	Uttar Badda (Paschim)	City Corporation
Dhaka	Shahbagh		Ward No-57	Dhaka University Paschim	City Corporation
Dhaka	Sher-E-Bangla Nagar		Ward No-40 (Part)	Paschim Raja Bazar	City Corporation
Dhaka	Adabor		Ward No-43	Baitul Aman (Part-1)	City Corporation
Dhaka	Lalbagh		Ward No-91	West Rasulpur	City Corporation
Dhaka	Mohammadpur		Ward No-46 (Part)	Paschim Katasur	City Corporation
Dhaka	Rampura		Ward No-22	Purba Rampura (Part-1)	City Corporation
Dhaka	Sabujbagh		Ward No-29	Uttar Mugda Para	City Corporation
Chittagong	Halishahar		Ward No-26	M.A Aziz Para	City Corporation
Chittagong	Hathazari		ChittagangCnt. Union	ChittagangCnt.(Hathazari (P))	City Corporation
Chittagong	Chandgaon		Ward No-04	Samser Para (Part-01)	City Corporation
Chittagong	Double Mooring		Ward No-24 (Part)	Mansurabad	City Corporation
Chittagong	Double Mooring		Ward No-24 (Part)	Askarabad	City Corporation
Chittagong	Chittagong Port		Ward No-37	Ananda Bazar	City Corporation
Chittagong	Pahartali		Ward No-12	PaschimNasirabad (Part-1)	City Corporation
Chittagong	Kotwali		Ward No-32	Ander Killa (+Zailkhana)	City Corporation
Chittagong	Chandgaon		Ward No-05	Char Rangamatia	City Corporation
Chittagong	Bakalia		Ward No-17	Paschim Bakalia (Part-2)	City Corporation

District	Upazila	Paurashava	Ward	PSU	Area Type
Chittagong	Patenga		Ward No-41	Dakshin Patenga	City Corporation
Chittagong	Pahartali		Ward No-11 (Part)	Dakshin Kat Tali (Part)	City Corporation
Chittagong	Bakalia		Ward No-18	PubraBakalia (Part-1)	City Corporation
Khulna	Paikgachha		Ward No-01	Gopalpur (Part)	City Corporation
Khulna	Daulatpur		Ward No-03	Banani Para	City Corporation
Khulna	Sonadanga		Ward No-17	Paschim Sonadanga	City Corporation
Khulna	Khalishpur		Ward No-15	Dakshin Alamnagar	City Corporation
Khulna	Khalishpur		Ward No-08	Crecent Jute Mill Area	City Corporation
Khulna	Khulna Sadar		Ward No-24	Musalman Para	City Corporation
Khulna	Khalishpur		Ward No-15	Dakshin Khalishpur	City Corporation
Khulna	Khulna Sadar		Ward No-24	Dakshin Gollamari	City Corporation
Khulna	Khalishpur		Ward No-12	Khalishpur H.E.(Old Colany)	City Corporation
Rajshahi	Boalia		Ward No-22	Rampur Bazar	City Corporation
Rajshahi	Shah Makhdum		Ward No-17	Sekh Para	City Corporation
Rajshahi	Boalia		Ward No-11	Shahaji Para	City Corporation
Rajshahi	Boalia		Ward No-16	MathurDanga	City Corporation
Rajshahi	Rajpara		Ward No-02	HarogramPurba Para	City Corporation
Rajshahi	Boalia		Ward No-26	Purba Maher Chandi	City Corporation
Rajshahi	Boalia		Ward No-23	Paschim Ramchandrapur	City Corporation
Rajshahi	Matihar		Ward No-28	Kazla	City Corporation
Rajshahi	Rajpara		Ward No-06	Lakshmipur (Part)	City Corporation
Sylhet	Sylhet Sadar		Ward No-13	Kazi Bazar	City Corporation

District	Upazila	Paurashava	Ward	PSU	Area Type
Sylhet	Sylhet Sadar		Ward No-21	Rajpara	City Corporation
Sylhet	Sylhet Sadar		Ward No-24	Sadatikar	City Corporation
Sylhet	Sylhet Sadar		Ward No-20	Kharadi Para	City Corporation
Sylhet	Sylhet Sadar		Ward No-05	Electric Supply	City Corporation
Sylhet	Sylhet Sadar		Ward No-07	Pochim Pir Mahallah	City Corporation
Sylhet	Sylhet Sadar		Ward No-09	Baghbari	City Corporation
Barisal	Barisal Sadar		Ward No-24	Kata Khalir Khal	City Corporation
Barisal	Barisal Sadar		Ward No-23	C & B Road Paschim	City Corporation
Barisal	Barisal Sadar		Ward No-06	Purana Kalaghat Purba	City Corporation
Barisal	Barisal Sadar		Ward No-05	Char Upan Palshpur Uttar	City Corporation
Barisal	Barisal Sadar		Ward No-07	Uttar Kaunia	City Corporation
Barisal	Barisal Sadar		Ward No-07	Vatikhana Sarak Paschim	City Corporation
Barisal	Barisal Sadar		Ward No-29	Ichhakati	City Corporation
Mymensingh	MymensinghSadar		Ward No-02	Kasar	City Corporation
Mymensingh	Mymensingh Sadar		Ward No-14	Char Para	City Corporation
Mymensingh	Mymensingh Sadar		Ward No-20	Kewatkhali	City Corporation
Mymensingh	Mymensingh Sadar		Ward No-06	Akua	City Corporation
Mymensingh	Mymensingh Sadar		Ward No-19	Balaspur	City Corporation
Mymensingh	Mymensingh Sadar		Ward No-16	Uttar Sehara	City Corporation
Mymensingh	Mymensingh Sadar		Ward No-17	Baghmara	City Corporation
Rangpur	Rangpur Sadar		Ward No-15	Dahiganj	City Corporation
Rangpur	Rangpur Sadar		Ward No-14	Dhumkhatia	City Corporation

District	Upazila	Paurashava	Ward	PSU	Area Type
Rangpur	Rangpur Sadar		Ward No-14	Goshaibari	City Corporation
Rangpur	Rangpur Sadar		Ward No-05	New Engineerpara	City Corporation
Rangpur	Rangpur Sadar		Ward No-10	Mistripara	City Corporation
Rangpur	Rangpur Sadar		Ward No-07	Ganeshpur	City Corporation
Rangpur	Rangpur Sadar		Ward No-01	Kellabond	City Corporation

Note: A total of 124 PSUs were selected. However, survey was conducted in 120 PSUs, out of them.

Appendix D
News

আজব একটি ফলের সন্ধান পেয়েছেন অস্ট্রেলিয়ার বিজ্ঞানীরা। এটি ক্যান্সার-বিরোধী ফল। ঘাড় ও মাথার টিউমার ধ্বংস করার এক আশ্চর্য ক্ষমতা রয়েছে এই ফলের এমনটিই দাবি করছেন তারা।

অস্ট্রেলিয়ার একটি গাছে এ ফল পাওয়া গেছে। ফলটি দেখে রীতিমত বিস্মিত বিজ্ঞানীরা। আট বছর ধরে গবেষণা চালানোর পর ব্রিসবেনের একটি ইন্সটিটিউট এই ফলটি আবিষ্কার করেছে। এখনও পর্যন্ত ওই ফল থেকে তৈরি ওষুধ ৩শ প্রাণীর ওপর প্রয়োগ করা হয়েছে। ৭৫ শতাংশ ক্ষেত্রে টিউমার নষ্ট হয়ে যাচ্ছে, আর ফিরে আসছে না।

গবেষকদের মতে, এ ফল থেকে ওষুধ তৈরি করা কঠিন ও সময়সাপেক্ষ। এই ওষুধের কোনও পার্শ্ব প্রতিক্রিয়া নেই। তবে বিজ্ঞানীদের যা আরও বেশি চমক দিয়েছে, তা হলো মাত্র পাঁচ মিনিটের মধ্যে এই ওষুধ কাজ করা শুরু করে দেয়। কয়েক দিনের মধ্যে উধাও হয়ে যায় টিউমার এমনটাই দাবি করেছেন তারা।

সূত্র: দেশেবিদেশে (অনলাইন পত্রিকা)

https://www.deshebideshe.com/news/details/87553/4960

APPENDIX E
TOP-LINE RESULTS

Below are the results for each question in the survey, organized by topic.

Section III
Automatic versus mindful thought processing

On a scale of 1 to 5 where 1 is strongly agree and 5 is strongly disagree, please tell me how much you agree or disagree with this statement.

Question 301

I don't like to have to do a lot of thinking (reverse coded)

Strongly Disagree	19.8%
Disagree	32.8%
Neutral	4.9%
Agree	37%
Strongly Agree	5.6%

I try to avoid situations that require thinking in depth about something (reverse coded)

Strongly Disagree	4.5%
Disagree	25.4%
Neutral	8.8%
Agree	49%
Strongly Agree	11.3%

I prefer to do something that challenges my thinking abilities rather than something that requires little thought

Strongly Disagree	4.1%
Disagree	23.5%
Neutral	22.6%
Agree	41.1%
Strongly Agree	8.8%

I prefer complex to simple problems

Strongly Disagree	14%
Disagree	37.7%
Neutral	9.3%
Agree	33.3%
Strongly Agree	8.7%

I am thinking hard and for a long time about something gives me little satisfaction (reverse coded)

Strongly Disagree	3.9%
Disagree	23%
Neutral	15.1%
Agree	36.9%
Strongly Agree	21.1%

Motivation for News Consumption

On a scale of 1 to 5 where 1 is strongly agree and 5 is strongly disagree, please tell me how much you agree or disagree with this statement.

Question 302

I don't see what news does for me

Strongly Disagree	25.7%
Disagree	53.9%
Neutral	3.3%
Agree	7.6%
Strongly Agree	9.4%

I follow the news because I'm supposed to

Strongly Disagree	0.8%
Disagree	4.8%
Neutral	23.2%
Agree	58.6%
Strongly Agree	12.5%

I follow the news for my own good

Strongly Disagree	13.6%
Disagree	3.1%
Neutral	13.3%
Agree	45.2%
Strongly Agree	24.8%

I follow the news because I like to

Strongly Disagree	14.3%
Disagree	2.2%
Neutral	10.3%
Agree	52.9%
Strongly Agree	20.4%

I need to get the news every day

Strongly Disagree	16%
Disagree	2.2%
Neutral	4.9%
Agree	31.6%
Strongly Agree	45.3%

Section IV
News Source and News Media Use

Question 401

What is the main source to get news?

Newspaper	8.4%
Television	74.9%
Radio	0.3%
Online news portal	5.1%
Facebook	9.4%
Other social media	1.2%
Family	0.3%
Friends	0.3%

Question 402

On average, how much time do you spend with media on a daily basis (Internet, TV, Radio, Print, Smart Phone etc.)?

Less than 10 minutes	4.1%
10-30 minutes	24.6%
31-60 minutes	21.8%
1-2 hour	26.6%
2-3 hours	13.8%
More than 3 hours	8.9%

Question 403

How many hours do you spend consuming media per week?

1-4 hours	40.1%
5-8 hours	25.6%
9-12 hours	14%
13-16 hours	10.3%
17-20 hours	2.7%
21-24 hours	5.6%
25-28 hours	1.7%

Question 404

How often do you use more than one form of media (such as TV, Newspaper, Radio, Online news portal) at a time?

Everyday	26.4%
Every alternative day	6.2%
1-2 times in a week	22%
2-3 times in a week	9.3%
Once in a week	19.7%
Others	16.4%

Question 405

On a typical weekday, do you read the news or any articles on newspaper, or not?

Yes	53.5%
No	46.5%

Question 406

If yes, about how much time do you spend for reading newspapers on a typical weekday?

Less than 10 minutes	7.1%
10-30 minutes	36.9%
31-60 minutes	28%
1-2 hour	17.8%
2-3 hours	8.2%
More than 3 hours	2%

Question 407

On a typical weekday, do you watch the news or any news programs on television, or not?

Yes	94.1%
No	5.9%

Question 408

If yes, about how much time do you spend watching the news or any news programs on television on a typical weekday?

Less than 10 minutes	5.4%
10-30 minutes	26.2%
31-60 minutes	45.8%
1-2 hour	22.6%

Question 409

On a typical weekday, do you listen to the news or any news programs on radio, or not?

Yes	24.4%
No	74.6%

Question 410

If yes, about how much time do you spend listening to the news or any news programs on the radio on a typical weekday?

Less than 10 minutes	9.2%
10-30 minutes	90.8%

Question 411

On a typical weekday, do you get any news online through the Internet (online news portal), or not?

Yes	49.2%
No	50.8%

Question 412

If yes, about how much time do you spend searching the news through online news portal on a typical weekday?

Less than 10 minutes	3.7%
10-30 minutes	24.4%
31-60 minutes	46.9%
1-2 hour	25%

Question 413

On a typical weekday, do you get any news through Social Media (such as Facebook), or not?

Yes	55.7%
No	44.3%

Question 414

If yes, about how much time do you spend searching the news through Social Media on a typical weekday?

Less than 10 minutes	3.3%
10-30 minutes	20.5%
31-60 minutes	32.8%
1-2 hour	26.2%
2-3 hours	9.8%
More than 3 hours	7.4%

Section V

Person in Control versus Media in Control

On a scale of 1 to 5 where 1 is strongly agree and 5 is strongly disagree, please tell me how much you agree or disagree with this statement.

Question 501

If I am misinformed by the news media, it is my own behavior that determines how soon I will learn credible information

Strongly Disagree	3.5%
Disagree	7.2%
Neutral	11.9%
Agree	58.5%
Strongly Agree	18.9%

I am in control of the information I get from the news media

Strongly Disagree	2.3%
Disagree	11.5%
Neutral	22.5%
Agree	50.2%
Strongly Agree	13.5%

When I am misinformed by the news media, I am to blame

Strongly Disagree	10.7%
Disagree	34.5%
Neutral	18.4%
Agree	27.7%
Strongly Agree	8.8%

The main thing that affects my knowledge about the world is what I myself do

Strongly Disagree	2.5%
Disagree	10.1%
Neutral	23%
Agree	49%
Strongly Agree	15.5%

If I pay attention to different sources of news, I can avoid being

Strongly Disagree	0.9%
Disagree	6.2%
Neutral	17%
Agree	55%
Strongly Agree	20.8%

If I take the right actions, I can stay informed

Strongly Disagree	0.8%
Disagree	2.8%
Neutral	14.3%
Agree	52.2%
Strongly Agree	29.9%

Section VI
Knowledge about News Media System

Question 601

Most media outlets in Bangladesh are

For-profit business (Correct)	85.8%
Owned by the government	9.3%
Non-profit businesses	1.8%
Don't know	3.1%

If you wanted to get a job as a news reporter in Bangladesh, you would need to get a license from…

The Press Council	16.1%
Information Ministry of Bangladesh	24.4%
Press Institute of Bangladesh	3.7%
News reporters are not required to be licensed (Correct)	28%
Don't know	27.8%

Which government agency monitors broadcasters?

Ministry of Information (Correct)	65.7%
Press Institute of Bangladesh	6.5%
High Court	4.7%
National Telecommunication Commission	7.8%
Don't know	15.3%

How do cable network providers gain access to a market?

They are contracted out by the community	71.2%
They are government appointed	13.4%
They have to buy out or overtake the existing cable network (Correct)	7%
They pay a community franchise fee	3.4%
Don't know	5%

When it comes to reporting the news, the main difference between a website like Google News and a website like prothomalo.com is that:

Google does not have reporters who gather information, while ProthomAlo does(correct)	46.4%
Google focuses on national news, while ProthomAlo focuses on local news	9.5%
Google has more editors than ProthomAlo does	3.6%
Don't know	40.4%

If you want to complain for any news organization, where should you go?

To editor	38.7%
To owner	27.6%
To Information Ministry	17.6%
To the Press Council (Correct)	7.7%
Don't know	8.4%

Which of the following news outlets does NOT depend primarily on advertising for financial support?

BTV (Correct)	89.9%
Prothom Alo	2.3%
Daily Star	1%
NTV	1.1%
Don't know	5.7

Section VII
News Media Knowledge Structures: Media Content

Question 701

What is the main difference between hard news and column/opinion?

Hard news is feature	20.3%
News organization is not liable for hard news	12.5%
Hard news has written by famous writers	6.6%
Column/opinion is writer's own view(correct)	28.7%
Don't know	31.9%

Who has the most influence on what gets aired on the local TV news?

Individual reporters	24.5%
The anchor, the person reading the news	19.2%
The cameraman	13.5%
The producer/editor (correct)	35.1%
Don't know	7.8%

One common criticism of the news is that it is not objective. What do people who make that criticism typically mean by it?

The reporter gives only the facts about the story	29.5%
The reporter puts his or her opinion in the story(correct)	31.3%
The reporter's story relies too much on the opinions of people who are neutral	12.2%
The reporter doesn't make the purpose of the story clear	11.5%
Don't know	15.6%

The amount of ethnic minority coverage in the news:

Accurately reflects the proportion of minorities in Bangladeshi population	29.8%
Under-represents reflects the proportion of minorities in Bangladeshi population (correct)	60.5%
Over-represents reflects the proportion of minorities in Bangladeshi population	6.5%
Don't know	3.1%

Coverage of election campaigns in the news usually centers on:

Who's winning (correct)	57.2%
In-depth analysis of where candidates stand on the issues	16.5%
The candidates' educational backgrounds	9.9%
Voters' issues	14.1%
Don't know	2.3%

Writing a press release is typically the job of:

A reporter for a newspaper	40.8%
A spokesperson for Liver Brothers (correct)	25.5%
A lawyer for Google!	3%
A producer for TV	7.4.1%
Don't know	23.4%

Section VIII

News Media Knowledge Structures: Media Effects

Question 801

Most people think the news has:

A greater effect on themselves than other people	39.7%
A greater effect on other people than themselves (correct)	17.5%
The same effect on themselves as others	30.4%
Does not have any effects on anyone	8.8%
Don't know	3.6%

People who watch a lot of television news often tend to think the world is:

More violent and dangerous than it actually is (correct)	51.8%
Less violent and dangerous than it actually is	19.4%
Just as violent and dangerous as it actually is	19.6%
Don't know	9.3%

What do you think about main role of news media.....

To make profit for the Media	43.2%
To inform and educate people (correct)	40.2%
To serve the government	9.4%
To serve owners and media professional	4.2%
Don't know	3%

If a topic gets a lot of coverage in the news, people who pay attention to the news are:

More likely to think the topic is important (correct)	80.3%
Less likely to think the topic is important	10.3%
Neither more nor less likely to think the topic is important	6.7%
Don't know	2.7%

Most news outlets depend on advertising to make money. What is a possible effect of this?

News could encourage people to buy things they don't need	44.8%
News could emphasize things that aren't really important	17%

All of the above (correct)	25%
None of the above	3.8%
There are no effects	4.7%
Don't know	4.6%

Section IX
News Media Skepticism

On a scale of 1 to 5 where 1 is strongly agree and 5 is strongly disagree, please tell me how much you agree or disagree with this statement.

Question 901

I think the news media are fair (reverse coded)

Strongly Disagree	9.3%
Disagree	23.2%
Neutral	11.1%
Agree	46%
Strongly Agree	10.3%

I think the news media tell the whole story (reverse coded)

Strongly Disagree	7.9%
Disagree	23.5%
Neutral	24.1%
Agree	36.3%
Strongly Agree	8.3%

I think the news media are accurate (reverse coded)

Strongly Disagree	6.9%
Disagree	21.3%
Neutral	16.9%
Agree	46.2%
Strongly Agree	8.8%

I don't think the news media can be trusted

Strongly Disagree	5.8%
Disagree	38.6%
Neutral	17.1%
Agree	32.1%
Strongly Agree	6.4%

I think the news media prioritize being first to report a story

Strongly Disagree	2.2%
Disagree	16.6%
Neutral	21.4%
Agree	47.1%
Strongly Agree	12.7%

I think the news media get in the way of society solving its problems

Strongly Disagree	3.8%
Disagree	15.1%
Neutral	29%
Agree	41.4%
Strongly Agree	10.7%

I trust the media to report the news fairly (reverse coded)

Strongly Disagree	6.9%
Disagree	23%
Neutral	20.5%
Agree	40.2%
Strongly Agree	9.4%

I have confidence in the people running the institutions of the press (reverse coded)

Strongly Disagree	5.9%
Disagree	38.3%
Neutral	18.9%
Agree	25.8%
Strongly Agree	11.1%

Section X

News Literacy and Accuracy of Information

On a scale of 1 to 5 where 1 is strongly agree and 5 is strongly disagree, please tell me how much you agree or disagree with this statement.

Question 1001

The source of news is very important to me

Strongly Disagree	0.9%
Disagree	3.4%
Neutral	7.7%
Agree	52%
Strongly Agree	36%

I prefer to get the news from one primary source

Strongly Disagree	4.5%
Disagree	13.7%
Neutral	12%
Agree	46.4%
Strongly Agree	23.3%

I am certain that I can find news online that is trustworthy (reverse coded)

Strongly Disagree	9.5%
Disagree	21.4%
Neutral	32.4%
Agree	28%
Strongly Agree	8.7%

When searching news through online, I discern whether information is fact or opinion

Strongly Disagree	9%
Disagree	18%
Neutral	21.4%
Agree	40%
Strongly Agree	11.5%

When searching online, I honestly don't pay attention to the author of the information

Strongly Disagree	15.1%
Disagree	29.9%
Neutral	17.9%
Agree	29%
Strongly Agree	8.1%

I am certain that news at Facebook is more reliable than traditional mass media (reverse coded)

Strongly Disagree	20.8%
Disagree	32.3%
Neutral	22.2%
Agree	17.9%
Strongly Agree	6.9%

Question 1002

When deciding news is real, how often do you take any of the following actions Look at who shared it with you

All the time	22%
Most of the time	21.8%
Some of the time	29.9%
Rarely	5.4%
Never	18%
Don't know	3%

Look at which news source published it

All the time	15.6%
Most of the time	22.2%
Some of the time	35.4%
Rarely	6.8%
Never	16.8%
Don't know	3.2%

Look to see what evidence the story contains

All the time	21.8%
Most of the time	20.8%
Some of the time	27.2%
Rarely	11.9%
Never	15%
Don't know	3.3%

Search for other similar news reports

All the time	12.2%
Most of the time	19.4%
Some of the time	36%
Rarely	13.6%
Never	15.8%
Don't know	3.1%

Question 1003

How do you judge the quality of a source of information?

Reading other newspaper or watching TV or check through different website	56.9%
Check through government notice	8%
Check through social media	4.6%
Ask other persons (family or friends)	16.7%
I never checked	13.7%

Question 1009

Have you any experience that you get the news from social media or online and you thought it was correct. However, after few days you realize that this news was fake?

Yes	63.6%
No	36.4%

Section XI

News Literacy Child Issues

On a scale of 1 to 5 where 1 is strongly agree and 5 is strongly disagree, please tell me how much you agree or disagree with this statement.

Question 1101

Bangladeshi news media are very reluctant to focus on child rights (reverse coded)

Strongly Disagree	11.2%
Disagree	30.8%
Neutral	8.1%
Agree	39.9%
Strongly Agree	10.1%

We get the real picture on child abuse from mews media (reverse coded)

Strongly Disagree	6.7%
Disagree	33.7%
Neutral	13.6%
Agree	34.5%
Strongly Agree	11.6%

Bangladeshi media are very concern or focused on child labor (reverse coded)

Strongly Disagree	12%
Disagree	28.5%
Neutral	16.4%
Agree	33.8%
Strongly Agree	9.3%

News report on child issues get same treatment as other issues; such as crime, politics, sports (reverse coded)

Strongly Disagree	13.5%
Disagree	33.5%
Neutral	16.4%
Agree	31.1%
Strongly Agree	5.5%

Under privileged child issue representation gets proper treatment in Bangladeshi news media (reverse coded)

Strongly Disagree	11.7%
Disagree	35.4%
Neutral	14.7%
Agree	29.7%
Strongly Agree	8.4%

Bangladeshi journalists follow/maintain the standard of ethics to make any report on child issues

Strongly Disagree	10.3%
Disagree	30.4%
Neutral	28.8%
Agree	23.2%
Strongly Agree	7.2%

It is necessary to publish the name and identity of children who are involved with criminal activities like sexual harassment, murder, drug addiction, drug peddling etc. (reverse coded)

Strongly Disagree	26.4%
Disagree	36.7%
Neutral	7.6%
Agree	16.4%
Strongly Agree	12.9%

Question 1102

What is your first impression of the news?

Is it unethical (correct)	66.3%
Is it opinion	10.1%
Is it ethical	9.9%
It is pro-children	11.6%
Don't know	2.2%

Section XII
Demographics

Question 1201

What is your age?

18-25	31.9%
26-33	27.2%
34-41	20.3%
42-48	7.7%
49-56	8.2%
56+	4.6%

Question 1202

What is your gender?

Male	50%
Female	50%

Question 1203

What is highest level of education you have completed?

Less than high school	34.9%
High school/GED	25.2%
Some college but no degree	21.4%
Vocational/Technical/Associate/Community college degree	3.4%
Four-year college degree	8.1%
Post-college/advanced degree such as master's or doctoral degree	6.7%
Don't Know/Not Sure	0.2%

Question 1204

Have you ever been involved with media or journalism education programs (such as working for a high school journalism publication)?

Yes	4.1%
No	95.9%

Question 1205

Have you ever written or produced a news story for print, broadcast, or the Internet?

Yes	7.3%
No	92.7%

APPENDIX F
NEWS ON CHILD ISSUE

শ্রেণিকক্ষে খুন স্কুলছাত্র !

নিজস্ব প্রতিবেদক, রাজশাহী

২৬ সেপ্টেম্বর, ২০১৯ ২৩:০৭ | পড়া যাবে ১ মিনিটে

অ. অ অ.

রাজশাহী নগরীর কাশিয়াডাঙ্গা থানার চারখুটা মোড় এলাকায় ইউসেপ কারিগরি স্কুলে খুনের ঘটনা ঘটেছে। সেখানে শ্রেণিকক্ষের ভেতরে সহপাঠীর ছুরিকাঘাতে ইমন হোসেন (১৪) নামে এক স্কুলছাত্র খুন হয়েছে বলে জানা গেছে। বৃহস্পতিবার বেলা তিনটার দিকে তাকে ছুরিকাঘাত করা হয়। রাজশাহী মেডিক্যাল কলেজ হাসপাতালে চিকিৎসাধীন অবস্থায় রাত নয়টার দিকে তার মৃত্যু ঘটে।

সূত্র জানায়, নিহত ইমন হোসেন ইউসেপ স্কুলের অষ্টম শ্রেণির এলাকায়। তার পিতার নাম সাইদুর রহমান। দুপুরে শ্রেণিকক্ষে ছুরিকাঘাত করে হৃদয় নামের সহপাঠী। হৃদয়কে স্কুলের শিক্ষক সোপর্দ করেছেন। আটক কিশোর হৃদয় নগরীর লক্ষীপুর এলাকার ত

সহপাঠী খুনে অভিযুক্ত হৃদয় নগরীর কাশিয়াডাঙ্গা থানা পুলিশের জিজ্ঞাসাবাদ চলছে।

কাশিয়াডাঙ্গা থানার ওসি মুনসুর আলী বলেন, কি নিয়ে তর্ক হয়ে শ্রেণিকক্ষের ভিতরে ইমনকে ছুরিকাঘাত করা হয়। তাতে পেটের বা জখম হয়েছিল। হাসপাতালে ভর্তি করা হলে রাত ৯টার দিকে ইমন ম

এ ঘটনায় রাতে থানায় মামলা দায়েরের প্রস্তুতি চলছিল।

তুচ্ছ ঘটনায় শিশুর গায়ে গরম দুধ ঢেলে ঝলসে দিল প্রতিবেশী

কিশোরগঞ্জের কুলিয়ারচর উপজেলায় তুচ্ছ ঘটনায় প্রতিবেশীর ছেলে দেওয়া গরম দুধে ঝলসে গেছে সিয়াম (৯) নামে এক শিশুর শরীর। শিশু সিয়াম এখন উপজেলা স্বাস্থ্য কমপ্লেক্সের বিছানায় শুয়ে যন্ত্রণায় কাতরাচ্ছে।

...লার ছয়সূতি ইউনিয়নের নোয়াগাঁও এলাকার সিএনজিচালিত ...মানিক মিয়ার ছেলে।

...পেরিয়ে গেলেও দরিদ্র পরিবারটি পাশে দাঁড়ায়নি কেউ। উল্টো ...দিতে তাদের থানা-পুলিশ না করতে একটি প্রভাবশালী মহল ...ভিযোগ পরিবারটির।

...বার জানায়, গত শনিবার বিকেলে প্রতিবেশী প্রবাসী সুলাইমান ...ালি নিয়ে খেলছিল শিশু সিয়াম। বালি নেওয়াকে কেন্দ্র করে ...া হয় সুলাইমানের ষ্ট্র শিল্পী বেগমের। এরপর ওইদিন সন্ধ্যায় ...মানের বাড়ির সীমানায় দাঁড়িয়ে ছিল। এ সময় শিল্পী বেগম ...রে গরম দুধ ঢেলে দেন। সঙ্গে সঙ্গে তার শরীরের বিভিন্ন অংশে ...সময় শিশু সিয়ামের চিৎকারে তার বাবা-মা ও প্রতিবেশীরা এসে ...কুলিয়ারচর উপজেলা স্বাস্থ্য কমপ্লেক্সে ভর্তি করে।

...পী বেগম অভিযোগ অস্বীকার করে জানান, ঝগড়ার সময় তিনি ...ত রান্না করছিলেন। এ সময় অসাবধানবশত ভাতের হাঁড়ি ...ড় যাওয়ায় গরম মাড় ওর শরীরে পড়ে।

...প্লা স্বাস্থ্য কমপ্লেক্সের কর্তব্যরত চিকিৎসক ডাক্তার নিয়ামুল ...শিশু সিয়াম আপাতত আশঙ্কামুক্ত। তবে বার্ন পরবর্তী ...পে তাকে ঢাকায় নেওয়ার প্রয়োজন হতে পারে।'

...চাইলে কুলিয়ারচর থানার ভারপ্রাপ্ত কর্মকর্তা (ওসি) মো. আব্দুল হ্যাই তালুকদার বলেন, 'ঘটনাটি জেনেছি। শিশুটির বাবা অভিযোগ দিলে প্রয়োজনীয় আইনি ব্যবস্থা নেওয়া হবে।'

গরম দুধ ঢেলে ঝলসে দিলো শিশুর শরীর

● মুহাম্মদ কাইসার হামিদ কলিয়ারচর

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Here's where governments are taking action against online misinformation

APPENDIX - H
FGD REPORTS

Report 1

Location: Chattogram, Date: 21 December 2019
Profile of participants

Category	Male	Female	Total
Youth Leader	05	05	10

Discussions

Perception of news, source and demand for news

- All of the participants read or watch news. 8 of them read print, 4 of them watch on tv and 7 of them read online regularly.
- Sources of news are clubs, YouTube and other social media platforms.
- Not all information is news. The information we want to know or want to tell others is news.
- Why consume news - to know what events happening in the country, abroad and for entertainment and to find opportunity for themselves as well.
- News is a mirror of everyday life. The facts that make us feel good or bad are news and which may inspire us to do something good.
- Why print media –Category wise news are organized in the same page.
- Why online – Easy to access, anywhere, anytime. And also, it's free.
- All agreed that consuming news is necessary.

Media and news production

- 4 of the participants know the process of publishing news.
- Assignment editor distribute assignments to reporter. The reporter goes to the scene and makes news by observing the incident. Reporter send the news to sub-editor and then sub-editor send to chief news room editor. The editor considers whether the news is worth publishing.
- Very minimal idea about media ownership.
- They know about Digital Security Act. One could state that if a child is involved in an offence his/her name cannot be published.

Credibility check

- They don't crosscheck regularly.
- Proportionately, they crosscheck news from social media more as those are more difficult to believe.
- They crosscheck news by comparing the news with some other mainstream media houses.
- The way online portals portrayed the Ramu incident caused weakening of trust of half of the participants on news media.

Academic learning and news literacy

- Almost All participants agreed that, academic knowledge in news literacy is very important.

Recommendations

- Motivate school students to read newspapers.
- Organize debate competition on news literacy.
- Government initiative to aware people.
- Inclusion of news and news literacy in text books.
- Talk shows on television on news literacy.
- Make readers aware of yellow journalism by publishing reports.
- Make people know how to crosscheck a news material.
- Inclusion of news literacy in Madrasa curriculum.
- Involvement of popular faces in raising awareness on news literacy.
- Publish accurate and objective news.
- Monitor online/social media so that no portals can spread rumor or.
- Use religion in raising awareness about news literacy as religion can reach highest number of people in Bangladesh.

- Organize boot-camps on news literacy.

- Organize social events/campaigns to promote news literacy.

- If the news that is yet to be confirmed becomes published for, that should be mentioned in the beginning.

- Use social media to promote news literacy.

Report 2
Location: Khagrachari, Date: 22 December 2019
Profile of participants

Category	Male	Female	Total
Indigenous Community	03	07	10

Discussions

Perception of news, source and demand for news

- Most participants Watch news on television. They watch *BTV* and *NTV* mostly. Some of them watch *SomoyTV.*

- No one keeps a newspaper in their house. Only one of them read newspaper from school library.

- News shows everything about the country. Such as, the current situation in India they know the phenomenon sitting on own home.

- They all think it's news when a dog bites a human (Dog biting human vs human biting dog story).

- They do not use *Facebook.*

Media and news production

- They think journalist create news. They do not have any idea about further steps of news production.

- They all said they do not have any idea about owners.

- They do not have any idea about media law.

Credibility check

- A couple of participants verify the fact by seeing the same news in different channels.

- Crosschecking is rare or not executed by other participants.

- The participants do not have any educational background on journalism nor they were involved in journalism.
- They didn't have any conscious idea about news literacy but after the facilitator explained what it is, everyone agreed that it carries huge importance to be news literate.

Recommendations

- Discussions should be held at premises.
- Organize trainings and workshops.
- In discussions.
- Inclusion of news and news literacy in text books.

Report 3
Location: Barishal, Date: 25 December 2019
Profile of participants

Category	Male	Female	Total
Men	09	00	09

Discussions

Perception of news, source and demand for news

- All of them consume news. Most of them read newspaper primarily.
- Others primarily follow TV and online for getting news.
- They think print media more authentic then television news.
- Print medium satisfy them more than anything else in general.
- Most agreed on that owners of the media houses use their media house to influence people and execute their agenda.
- Almost all of the participants agreed upon newspapers not satisfying their needs, though they read it.

Media and news production

- They know how reporters collect stories from spot but only one had clear idea about how the news is prepared in the house.
- They don't have a clear take on the laws about journalism. Some mentioned ICT act.
- They don't have specific idea about who are the media owners specifically but could answer in generic fashion that businessmen and politicians are the owners.

Credibility check

- Most of them think if the news is correct or not, but again, not always.
- Sometimes they cross check, but again, not always.
- They check different media sources to draw a decision on which news is correct.
- Most people don't believe everything on social media, but some do.

Academic learning and news literacy

- One person was working journalist in the group.
- All of them think both academic and firsthand experience is needed for journalism.
- They agreed upon news literacy is of huge importance to understand news correctly.

Recommendations

- Inclusion of news and news literacy in text books.
- Classes should be held at in schools and colleges on how to read newspapers effectively.
- Newspaper readers should be assembled for readers meeting.
- Seminars can be held.
- Owners of media must go above their personal and political agenda.
- Initiatives should be taken to grow interest on reading and understanding news.
- Organize trainings and workshops.
- Language should be simplified.
- People should buy newspapers and sensitize children about news.
- Reading newspapers should be carried as a mandatory co-curricular activity.
- Discussions should be held at premises.
- If government gives financial support for editors to establish a media house then media can be authentic again.
- Media should be on journalist hand otherwise owner never let media free.

Location: Khulna, Date: 26 December 2019
Profile of participants

Category	Male	Female	Total
Journalists	8	2	10

Discussions

Perception of news, source and demand for news

- Everyone unanimously agreed upon newspaper as their primary source of news.
- Newspaper is organized, saveable and details oriented. But still info gap may exist.
- Live broadcast in broadcast media is good for maintain timeliness and details.

Media and news production

- As they are journalists, they all knew the procedure of news making.
- They do not have enough idea about acts, only Digital Security Act.
- Everyone has good idea about the ownership of different media houses.
- Political influence causes loss of trust in news media.

Credibility check

- Journalists do not believe in social media but they get topics to dig in.
- Fake news related incident: during 'NirapodSharak Chai' movement journalists received calls after calls on their cells.
- Many journalists do not have ethics, they sell themselves.

Academic learning and news literacy

- All are working journalists.
- They agreed news literacy is very important but many journalists even do not have news literacy.

Recommendations

- Compose news without the fat so that it becomes easy to understand for readers.
- Teach readers the importance of news so that they become more motivated to read the news effectively.
- Sensitize people to reduce their reliance on social media.
- Inclusion of news and news literacy in text books.

- Region based organizations can be formed which will work on clearing people's perception of news.

- Media houses must work to gain trust of root level population.

- True and objective news should be published.

- Form reader's forum.

- Camping in school, college, madrasahs.

- Write news answering all of the 5Ws and 1H.

- Organize meetings to exchange opinions on news and news literacy in colleges, organizations and with civil society.

- Conduct survey on news literacy.

Report 5

Location: Jashore, Date: 27 December 2019
Profile of participants

Category	Male	Female	Total
Urban Working Youth	7	5	12

Discussions

Perception of news, source and demand for news

- Half of them are inclined to print and other half are inclined to broadcast media.

- Most of them consume news from media houses.

- Some prefer online because it has some from both worlds, text and video.

- Why newspaper : It's details oriented, saveable.

- Why certain newspaper : Childhood habit.

- Why television : Because it provides footages of the scenario that's why more believable.

- On what's news : Anything happened out of the ordinary is news.

- News is important because it keeps people updated.

- Satisfaction on news media is 4 out of 10 on an average. Politically biased and absence of humanitarian side in the news is present.

Media and news production

Very limited idea on how news is prepared and delivered.

No idea about media related acts.

No idea about ownership of media houses.

Credibility check

- They moderately think about the authenticity of the news. But usually believe news provided.
- But they don't cross check except one who checks more than one news sources to confirm the news.

  One had a friend died 28 days after he went missing. Local newspaper mentioned wrong date of missing causing his loss of trust on newspaper.

Academic learning and news literacy

- No experience in journalism academically or practically.
- No one have that much understanding of what news literacy is.

Recommendations

- By organizing seminars.
- Organize reader's assembly.
- By providing training to the readers and viewers.
- Sensitize children about news at home.
- Inclusion of news and news literacy in text books.
- Discuss news literacy in addas, as in tea stalls.
- Publicize and advertise fact checked news through any medium.
- Reading newspapers should be made mandatory for everyone with the help of government.
- Teach readers about fact checking through separate column on newspaper naming 'perception of news'.
- Provide news to more people.

Report 6
Location: Bogura, Date: 30 December 2019
Profile of participants

Category	Male	Female	Total
Politicians	9	2	11

Discussions

Perception of news, source and demand for news

- They all read news papers and watch television news.
- Trust on news paper on an average 6 out of 10 and on tv news 8 out of 10.
- Trust on tv is more because footages are there as proof.

- They consume news because it is important keep oneself updated as political figures.
- Social media is full of fake posts.

Media and news production
- They have limited idea on how news is prepared and delivered.
- One knew about Digital Security Act and children and women
- They don't have clear idea about ownership of media houses but could tell the owners are mostly politicians and businessmen.

Credibility check
- Everyone unanimously said that they think if the news is correct or not.
- One crosschecks the source of the news and a couple of them try to verify the news by checking that on different news media.
- They are skeptic about anything that pops up in social media.
- Most agree that journalism is not ethically practiced in Bangladesh.

Academic learning and news literacy
- They do not have any academic or practical experience in journalism.

Recommendations
- Create an educated population.
- Add source with news.
- Create relationships between reporters and general population.
- Create awareness about importance of news.
- Create perception about objectivity and logicality of news in people.
- Upgrade standard of education.
- Workshops should be held at schools, colleges and universities on news literacy.
- Government should take initiatives to increase awareness about fake news in root levels.
- Inclusion of news and news literacy in text books.
- Increase self-awareness and the ability to fact check.
- Daily work hour should be limited to 8 hours so that they can think deeply in any matter.
- Region based educative program should be taken which will work on clearing people's perception of news.

Location: Rangpur, Date: 31 December 2019
Profile of participants

Category	Male	Female	Total
Female	0	10	10

Discussions
Perception of news, source and demand for news

- Everyone reads newspaper but 8 trust tv news more and two trust newspapers more.
- Newspaper is preferred because it is details oriented and can be read anytime.
- TV news is preferred because it has visuals which removes boredom and also makes the news more trustworthy.
- Some follow facebook or online live news for more timely updates.
- It is important to know what's going on around, hence news is important.

Media and news production

- Two persons knew how a news is prepared and delivered and others didn't know.
- They didn't have much idea about the ownership of the media houses.
- Two mentioned Press Council Act and Digital Security Act.

Credibility check

- They think about the authenticity of the news but only three crosscheck the news.
- They believe only the verified Facebook pages.
- Crosschecking of news is done by checking different media houses.
- A few of them believe social media.
- The rumor of rape during Nirapod Sharak Chai movement even caused panic in Rangpur.
- Most agree that journalism is not ethically practiced in Bangladesh.

Academic learning and news literacy

- Two persons have both academic and practical experience in journalism.

Recommendations

- Create awareness about importance of news.
- Train the mass people about news and news literacy, difference between good and bad report.

- By organizing seminars.
- By advertising the laws related to media regulation on bill boards.
- By broadcasting programs related to news and news literacy on television channels.
- Sensitizing school, college students about perception of news.
- Inclusion of news and news literacy in text books.
- Organize social events/campaigns to promote news literacy.
- Seminars in schools and colleges.
- By creating organizations in schools and colleges that will raise awareness socially.

Report 8
Location: Dhaka, Date: 05 January 2020
Profile of participants

Category	Male	Female	Total
Journalism Students	8	3	11

Discussions

Perception of news, source and demand for news
- Most of them reads newspaper, 7 of them also watches news on tele.
- Most of them prefer print because they find tv reporting shallow and without depth.
- There is no quality in broadcast journalism in Bangladesh. In case of print, there are still some quality.
- On trustworthiness, they rated tv news 5.5 out of 10 on an average and 7 out of 10 for print.
- Print media is more prone to fake news and on the contrary, tv news is more agenda oriented.
- All of them go through online portals, internet being their primary source of information.

Media and news production
- All of them knew how news is prepared and delivered.
- Some of them have idea about ownership of different media houses although that's not profound.
- Everyone mentioned Digital Security Act. One person mentioned defunction and defamation related act.

Credibility check

- Most of them crosschecks doubtful news.
- No one goes to social media for crosschecking purpose.
- Crosschecking is done by visiting news related website.
- One person bought 10 kilos of salt after he came across salt price hike rumor.
- Most of them think the practice of journalism in Bangladesh does not have much ethics; house policy, government and journalists, all have contributed in this unethical culture.

Academic learning and news literacy

- All are journalism students. (Although they are studying journalism some participants do not want to be a journalist after finishing study. They are focusing on BCS and government job. Because Bangladesh is not a suitable place to practice journalism. Media has no freedom of expression so it is hard to develop a healthy professional life in journalism sector.)

Recommendations

- Trainings for journalists.
- Create awareness through billboards.
- Broadcast tv ads on news literacy.
- Implement successful models used in other countries to improve news literacy in our country.
- Government should take initiatives to spread awareness about news literacy, such as, distributing posters.
- Improvement of education system.
- NGOs should distribute leaflet and poster in rural areas.
- Inclusion of news and news literacy in text books.
- Create awareness through social media campaigns.
- Street plays can be held to promote news literacy.
- Students should be given primary idea about news literacy in secondary school level.
- Campaigns can be held with slogans, such as, "Aagejachai, tarporbishshash".
- Seminars can be held on this issue.
- Online news portals should be regulated with strict rules and regulations.
- Primary school students should develop a curriculum that includes reading and examining 2-3 newspapers daily for about 1 hour.
- Digital ads can be given beside roads on what is news.

Location: Kishoreganj, Date: 06 January 2020
Profile of participants

Category	Male	Female	Total
Non-Journalism Students	0	10	10

Discussions

Perception of news, source and demand for news

- Everyone reads print news and watches tv news.

- They also access online news portals.

- On trustworthiness, print and tv news on an average got 6 and 8 out of 10 respectively.

- Those who prefer newspapers do it because it is details oriented.

- Tv news is preferred because they are short and precise. Footages make it more believable.

- News is what is happening around us.

- News is important because it informs about contemporary events.

Media and news production

- They know how a journalist gathers information but don't the inhouse procedures of news making.

- No idea on ownership of media houses.

- No idea on media related laws and acts.

Credibility check

- Three persons cross check the doubtful news.

- They try to watch the same news in different channels and papers.

- Checks related websites for crosschecking.

- Some crosschecks facebook by judging who are commenting what in the comment section.

- Journalism practice in Bangladesh is moderately ethical.

Academic learning and news literacy

- No one has academic or practical experience in journalism

Recommendations

- Discussions should be held on news literacy in teams.
- Talk shows or debate competitions can be held to promote news literacy.
- Workshops on news literacy can be held.
- Reading circles on news literacy can be held.
- Raise awareness by distributing leaflets.
- Educational plays can be organized.
- Form organizations that will solely work on promoting news literacy.
- Social campaigns on news literacy can be carried out.
- Spin off a tv program on news literacy.

Report 10
Location: Sreemangal, Moulvibazar, Date: 07 January 2020
Profile of participants

Category	Male	Female	Total
Tea Laborer	05	05	10

Discussions

Perception of news, source and demand for news

- 4 people read newspaper and everyone watches tv news.
- They watch randomly Bangla news channel without any preference.
- None of them uses Facebook or online.
- Only one could answer correct when given example which one is news and which is not.

Media and news production

- They know reporters go to spots to gather information. But other than that, they have no regarding news preparation and delivery.
- No idea about ownership of media houses.
- No idea about news related laws and acts.

Credibility check

- At times they crosscheck news but the frequency is very low.
- They crosscheck by watching or reading the same news in more than one news sources.

Academic learning and news literacy

- No one has academic or practical experience in journalism.

Recommendations

- Include news literacy as a topic in textbooks.
- Organize small trainings on news literacy.

A systematic study on news literacy is significant and cardinal. The main thrust of the study is to investigate the level of news literacy that helps to develop interventions for improving the news literacy standards in Bangladesh.