AI Literacy among Media Professionals in the Age of GPTs

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Introduction

Societies around the globe are witnessing major changes on account of the rapid advancement of artificial intelligence (AI) technologies. AI literacy is a critical competency required to effectively navigate the evolving technological landscape and to empower individuals to understand, interact with, and critically evaluate AI solutions (Ng et al., 2021). The rise of Generative Pre-Trained Transformers (GPTs), a specific type of AI technology, has further contributed to the widespread adoption of AI in various domains. From a communication perspective, AI may be seen as the latest entrant in a long line of disruptive technologies including printing press, radio, television and mobile phones, which have revolutionized the media and communication industry. Such disruptions not only create new markets and avenue for media consumption, but "can also upset the equilibrium of companies with good reputations and good products" (Christensen, 2002).

For media professionals grappling with the impact of automation, AI-generated content creation, and challenges like fake news and deepfakes, AI and especially GPTs present a reality that must be confronted and addressed intelligently. Depending on one's perspective, AI may be viewed either as an obstacle to ethical and human-centric mass communication or as an opportunity to make reporting and communication more authentic, responsible, ethical, and efficient. Those who become proficient in AI, and eventually go on to master it, will thrive and prosper in the coming age of mass AI integration in all aspects of the communication value chain. This paper assesses AI proficiency among mass media professionals using the four-aspect AI literacy framework proposed by Ng et al. (2021): know and understand, use and apply, evaluate and create, and ethical issues.

2. Literature Review

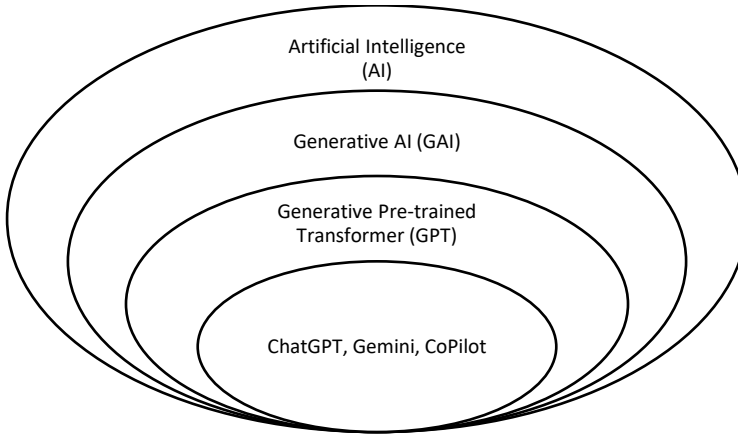
2.1. AI and GPTs

Artificial Intelligence (AI) encompasses the development of machines and systems capable of performing tasks that typically require human intelligence. These tasks include learning, reasoning, and decision-making. The High-Level Expert Group on Artificial Intelligence of the European Commission (EC) defines AI as computer systems that "display intelligent behaviour by analysing their environment and taking actions – with some degree of autonomy – to achieve specific goals" (AI HLEG, 2019). AI should not be seen as a revolutionary isolated technology but as part of a larger ecosystem of ever-evolving interconnected technologies. Like any computer system, how an AI system behaves is determined by its objectives and how it is used (Mukhopadhyay, 2023, p. 113). In an interview with Bloomberg in 2024, Satya Nadella, the CEO of Microsoft, observed fact that AI was simply a "tool" and not a human-like entity with superior intelligence (Gairola, 2024).

Classic machine learning tasks in media studies typically involved analyzing articles to detect common patterns, themes and topics and subsequently categorizing new articles based on them. Generative artificial intelligence (GAI), a type of AI technology capable of creating new content across various media forms, including audio, code, images, text, and videos, enables AI systems to not only recognize but also generate brand new textual content on demand (McKinsey, 2024). Generative Pre-trained Transformers (GPT), a specific type of GAI have the ability to generate texts in various languages and can produce "human-sounding words, sentences, and paragraphs on almost any topic and writing style" (Jovanovic & Campbell, 2022, p. 107). ChatGPT is an example of a GPT chatbot that uses machine learning to generate human-like dialogue in real time (Figure 1). The release of ChatGPT in November 2022 is believed to have "triggered an exponential surge in the groundbreaking and widespread popularity of GAI to the general public" (Bengesi et al., 2024).

Figure 1

Types of AI



2.2 AI in Mass Media

AI integration has the potential to impact the entire value chain of media production including audience engagement, augmented audience experience, message optimization, content management, content creation, audience insights, and operational automation (Chan-Olmsted, 2019). In the areas of audience engagement and content personalization, AI plays a major role in understanding audience sentiment and preferences, and matching the right content to the right consumers. There are several other avenues for integrating AI in journalism, including automated news writing, fact-checking, personalized news, and content recommendation (Dhiman, 2023). AI is also being used in the transcription of interviews, translation of regional news stories, and data-driven journalism. Two factors are seen driving the productivity gains in mass media industry on account of AI integration: enhancement of journalists' capabilities and streamlining of new-making processes (Noain-Sánchez, 2022).

Despite these positive perceptions, there are concerns about the propensity of Large Language Models (LLMs) like ChatGPT to "hallucinate" data, a "phenomenon where AI generates a convincing but completely made-up answer" (Athaluri et al., 2023). AI hallucination can have adverse effects on decision-making and pose ethical and legal dilemmas as well (Zhang et al., 2023). It undermines the credibility and reliability of mass media and

journalism by generating false or misleading information. Another significant issue pertains to biases within AI systems. If the training datasets exhibit biases or inaccuracies, the AI will inevitably learn and perpetuate these biases in its predictions and content generation (Schwartz et al., 2022; Rosário, 2024). Even if unintended, this can severely undermine public trust in AI. This issue is particularly critical for journalists and media professionals who must maintain the highest ethical standards despite the challenges of AI-generated content, fake news, and deepfake videos.

2.3 AI Literacy

AI literacy can be defined as the knowledge and skills necessary to understand, interact with, and critically evaluate artificial intelligence technologies and their impacts, and encompasses ethical, social, and practical dimensions as well. Ng et al. (2021) outline four key aspects of fostering AI literacy:

- **Know and Understand AI**: This involves educating learners about fundamental AI concepts, skills, knowledge, and attitudes without requiring prior expertise. The focus is on how learners acquire foundational AI knowledge.
- **Use and Apply AI**: This highlights the importance of educating learners to apply AI concepts in various contexts and everyday applications.
- **Evaluate and Create AI**: This aspect engages learners in higher-order thinking activities, encouraging them to critically evaluate AI technologies and effectively communicate and collaborate with AI.
- **AI Ethics**: This deals with human-centered considerations such as fairness, accountability, transparency, ethics, and safety.

AI literacy enables individuals and professionals to engage with AI systems in an informed manner, critically assess their outputs, and implement these technologies to enhance productivity and innovation. Understanding AI's ethical and social implications is crucial for mitigating issues related to bias, quality control, and equitable access (Su & Zhong, 2022). However, the fast-paced development of AI can outstrip the growth of corresponding literacy, creating a significant knowledge gap. As Christensen (2002, p. 278) notes, the “trajectory of technological progress almost invariably

outstrips the ability of customers to utilize those improvements; companies can almost always innovate faster than people's lives can change to fully utilize those innovations." AI literacy is, therefore, a critical competency for media professionals and an essential requirement for examining AI's transformative impact on the media and communication industry.

2.4 India's National AI Program

Over the past several years, the Government of India has taken concrete steps to encourage the responsible adoption of AI and build public trust in its use in order to harness it's potential for social development and inclusive growth. The Ministry of Electronics and Information Technology (MeitY) has undertaken various initiatives to promote the 'AI for All' initiative. The policy position is that the advancement of AI technology will generate large number of jobs in India across various industries, including media and entertainment (MeitY, 2023, p. 78). With this objective in mind, the government has set-up a number of working groups focusing on different aspect of AI integration (MeitY, 2023, p. 5). One such focus area is AI-based skilling solutions to promote continuous AI learning and the government has come up with guidelines for model curricula involving K-12 interventions, graduate/postgraduate-level interventions, AI-based research, and competency/design considerations (MeitY, 2023, p. 78).

3. Methodology

The methodology of this study is driven by two goals: to identify the most challenging AI literacy issues among mass-media professionals in the context of rapid GPT integration in various parts of the communication value chain, and to examine how media professionals perceive the advent of GPTs in terms of their work. This study applies qualitative methods to gather the required information, as this enables us to acquire a deep understanding of the phenomenon and facilitates our investigation into 'how' and 'why' research questions (Yin, 2003). Qualitative methods allow us to explore new dimensions of a phenomenon and are critical in helping us uncover unique, useful, and meaningful insights from complex data, providing for both relevance and rigor (Eisenhardt & Graebner, 2007; Kiger & Varpio, 2020).

Primary data included semi-structured interviews with media, communication, and research professionals across various domains of mass media and communication (Table 1). Purposive sampling was used for data collection and sixteen media professionals in different parts of India were chosen for in-depth interviews. The respondents were primarily from middle to senior management roles, including multimedia director, managing editor, digital marketing head, assistant vice-president, senior research fellow, and general manager rank. Two senior freelance media professionals were also part of the interview participants. The domains included content creation and editing, multimedia and video content production, transcription, translation, podcasts, blogs, and social media management. This added to the diversity of occupational backgrounds.

Table 1

Participants Profile

Domain	No of Participants
Content creation and editing	5
Secondary Research	2
Multimedia/ video content production	2
Transcription and Translation	2
Online news portals/ Blogs	2
Social media	2
Podcasting	1
Total	**16**

In terms of geographic location, the participants came from different cities, as below:

- Kolkata – 5
- Delhi – 4
- Bengaluru – 4
- Pune – 3

Prior consent was taken from each of the participants and interviews were scheduled accordingly. All the interviews were conducted in online mode using Zoom platform. Most of the interviews were of 1 hour duration with a few interviews taking up to 2 hours. Each interview was recorded using Zoom's recording feature and transcribed manually by the author. The data analysis process involved a number of steps: obtaining raw transcript with timestamps, converting the transcript to raw conversation, editing the file to generate full interview conversation and classifying the data into the different dimensions as applicable.

Data saturation was achieved with 15 interviews. Typically, a qualitative study requires 6-12 interview participants to ensure data saturation (Johnson & Christensen, 2004; Baumgartner et al., 2006). For the purpose of our analysis, we establish a mapping between the four aspects of Ng et al.'s (2021) AI literacy framework and twelve specific guidelines from the national AI curriculum framework (Table 2). This methodological approach enables an in-depth exploration of AI literacy among media professionals in India, contextualized within the country's unique socioeconomic landscape.

Table 2

Mapping AI literacy to national policy guidelines

AI Literacy: Ng et al. (2021)	**AI-based curriculum guidelines: MeitY (2023)**
Know and Understand AI	• What is AI? • Basics of AI • AI based tools and applications • Comfort with AI interface (MeitY, 2023, p. 89)
Use and apply AI	• Problem Identification • Process to identify AI based solutions • Industry use cases (MeitY, 2023, p. 89)
Evaluate and create AI	• Evaluation ROI of AI projects • Generate Innovative solutions (MeitY, 2023, p. 89)

Ethical Issues	• Privacy concerns • Potential for AI systems to be used for malicious purposes • Potential for AI systems to be biased or discriminatory (MeitY, 2023, p. 82)

Consistent with Pettigrew's (1990) qualitative research guidelines, the research question were based on established theoretical constructs from AI literacy literature. However, a conscious effort was made to avoid imposing these constructs universally to the entire dataset, and to use evidence from the field guide to corroborate and build upon existing theories. Relevant codes were created by condensing the meaning into compact categories through extraction and abstraction of relevant information and ideas (Lee, 1999).

The length of the coded text in this study ranged from one sentence to several sentences. The resulting codes were analyzed, combined and re-organized to extract relevant categories and themes from the data. The first level coding was focused on uncovering common themes and concepts. The data analysis involved an iterative process of theory and data analysis leading to the emergence and refinement of additional codes (Eisenhardt, 1989). This was followed by second round of coding where similar codes were collapsed into second-order code categories, and themes were extracted from the same. In the next section, the analysis and interpretation of the data is presented.

4. Results

Factor 1: Know and Understand AI

This factor is used to evaluate the fundamental AI concepts, skills, knowledge, and attitudes of our respondents, with a focus on foundational AI knowledge.

Dimension 1.1: Understanding AI

All participants emphasized two major aspects of AI-based systems: the ability to perform thinking tasks that replicate human intelligence and the distinction between traditional computing and AI-based computing, wherein AI can learn, improve, and requires data for these processes, unlike

older systems. Around 20% of respondents also discussed other technical aspects of AI like machine learning algorithms based on error minimization.

Around 70% of the interviewees felt that AI-generated content and output, as relevant to media professionals, was as good as humans. One interviewee, for example said that, there was "no way of telling if any human input is there in what you see or if it is entirely generated by a bot," and that she found this "scary." However, the remaining 30% believed that the actual output of AI systems fell short of expectations, especially considering the exaggerated claims and media depiction of AI as a game-changing technology. One of the interviewees says:

> "We are basically into research and writing reports and other material for online consumption. This is basically what we do, and I have used AI for some research work. My personal opinion about that experience is that it is not very helpful… I mean, as of now, it is not satisfactory and it's not only the fact that the data is not current, that is part of the thing, but it's also very verbose and less analytical."

Dimension 1.2: Basics of AI

Seventy percent of the interviewees correctly identified machine learning on large datasets as a major concept underpinning artificial intelligence. The remaining 30%, while aware that AI-based systems could learn and improve their performance, did not immediately associate the learning aspect of AI with machine learning as a concept. Only one interviewee discussed additional aspects and foundational elements of AI, including mathematical optimization and artificial neural networks modeled on the human brain. He also touched upon the interdisciplinary nature of AI spanning computer science, linguistics, psychology, neuroscience, and philosophy:

> "Artificial intelligence is powerful because all these different experts in different technological areas are coming together and trying to imitate a human brain. This is what I feel. Of course, I'm not a computer scientist, so I don't have too much idea about what technologies are involved."

A small number of participants demonstrated a basic awareness of the role of Natural Language Processing (NLP) in AI, highlighting its function in facilitating more natural and conversational interactions with humans.

Another interviewee emphasized the importance of data quality in AI systems and the applicability of the principle of "garbage in, garbage out": poor-quality data can result in unreliable and biased AI outputs.

Dimension 1.3: AI-Based Tools and Applications

Over 87% of the interviewees reported using at least one AI-based tool or application for their job-related tasks on multiple occasions. The remaining interviewees had seen demonstrations and tested a few AI-based applications but had not utilized them for work or personal purposes. The tools explored and utilized by participants included:

- OpenAI ChatGPT
- Google Gemini (earlier Bard)
- Microsoft Copilot
- Adobe AI Assistant
- Midjourney
- AI-based transcription and translation tools

Dimension 1.4: Usability of AI Tools

Among those who used at least one or more AI tools periodically, constituting 75% of the interviewee sample, all reported finding the various tools easy to use, interactive, and requiring minimal learning curve. One interviewee suggested that even if some users found it initially challenging, a few days training and use were sufficient to become proficient. Another significant observation by a participant was that it was important to ask the right questions to ChatGPT to obtain relevant and useful answers. While ease of use is crucial, it does not necessarily translate to useful results—the human component remains essential. She says:

> "ChatGPT is very easy to use. An average person just needs to ask a question. But the actual value in the answer you get from that depends on your skill in asking the right question. That again is very important. Eventually, the human component is not going anywhere. If you can communicate exactly what you want, then it helps you."

Factor 2: Use and Apply

We use this factor to assess the ability of media professionals to apply AI concepts in various contexts and everyday applications.

Dimension 2.1: Problem Identification for AI use

The key applications of AI tools by the participants included content generation, data summarization, content editing, image generation, transcription, and translation (Table 3).

Table 3

Major Application of AI Tools & Software

Generative	Search and Retrieval	Others
Content generation	Multiple keyword searches	Transcription
Image generation	Topic and concept searches	Translation
Content editing	Summarization	

Dimension 2.2: Factors to Identify AI-Based Solutions

Two major factors were identified by the interviewees as determinants in their choice of a specific AI solution or software for a work task:

- Neutrality and Lack of Bias: The neutrality of the output was crucial, with a preference for results that were fair, context-specific, and free from civilization or societal biases.
- Type of Task: AI was preferred for objective and repetitive tasks rather than for subjective or complex problem-solving.

Additional factors influencing the choice of an AI-based solution included:

- ease of use
- cost or affordability
- speed and efficiency
- accuracy of the output

Moreover, 20% of the interviewees felt that there was a need to conduct a trial run or proof of concept test to assess the quality of the AI generated output before considering other factors.

Dimension 2.3: Industry Use-cases

Beyond the applications of AI-based solutions discussed in Dimension 2.1, the interviewees expressed interest in a wide spectrum of industry use cases where AI could be beneficial. These use cases include:

Use Case 1: Advanced Integrated Search

Approximately two-thirds of interviewees expressed interest in AI applications for advanced, end-to-end integrated searches across multiple sources and media types. They anticipate AI aiding in narrowing down searches within vast collections of books, reports, secondary sources, videos, audio files, and podcasts. Ideally, they would like AI systems to create a relevant shortlist based on specific research criteria, providing easy access to specific information and generating content such as images or summaries from the search results.

Use Case 2: Journalism

Around one-third of the interviewees felt that AI could greatly improve efficiency in journalism by automating tasks such as page-making. This would allow journalists to focus on core activities such as news selection, editing, and writing. A senior editor from a major English daily observed:

> "…if we have an evolving intelligence helping us, then at least the page-making can easily be shifted onto it. I think if they can make the page, we can focus our, not we, journalists can focus their energies on actual journalism, selecting their news, doing their editing, writing the captions… I personally feel that would be a good thing."

Factor 3: Evaluate and Create

We use this factor to understand how media professionals evaluate AI technologies and whether they use AI to assist in higher-order thinking activities and for fostering innovation in workplace.

Dimension 3.1: Evaluation of ROI of AI Projects

Around two-thirds of respondents reported increased efficiency and time savings after using AI-based applications. The amount of time saved, however, was different for different types of activities. For those involved in secondary and archival research, AI summarization has resulted in substantial gains, enabling tasks that would typically take several days to be completed in minutes. This resulted in several days or even weeks saved over the course of a project. For content generation and editing tasks, a minimum of 30% efficiency gains were noted for most tasks. One respondent, a regular user of AI tools observed:

> "It is very efficient. And I told you the study that we did, it varies. Like for some articles, more personal work is required. Those would be like 30 to 40% benefit, but for other articles, it goes up to 60 to 70% time-saving."

However, one-third of the participants noted that the results of AI systems were at best mixed. While AI did speed up their work, when the quality of output was poor or not as expected, the initial time savings were negated by manual rework. Additionally, during brainstorming and idea generation sessions, AI tools often generated random or irrelevant ideas that consumed time leading to decreased productivity. One interviewee notes:

> "It improves, but it decreases in a way. Like, it keeps on giving me many random ideas which I haven't asked for, and to go through all those things, I lose my time. So, in that sense, sometimes my productivity is decreased. But otherwise, I also find many benefits while using the tools provided by AI… So, it's a mixed experience with AI. Not fully 100% happy, not very depressed as well."

Dimension 3.2: Higher Order Thinking and Innovation

The participants discussed a number of higher-level uses of AI tools, which they have either used or see using in the near future:

- Research
- Idea generation
- Language enhancement
- Narrative building

- Messaging Platform
- Storytelling
- Increasing content engagement

One interviewee said that she used AI to automate repetitive technical tasks, freeing up his team to focus on more creative and strategic tasks. With regards to using AI for idea generation, an interviewee explained how ChatGPT and Gemini helped her generate new ideas:

> "I use these softwares, and these softwares help me a lot in my work. In a way, like sometimes when I'm stuck with some idea, there are many suggestions from which I can go and refer and read, and then my work gets enhanced and I can do better when I'm using these AI softwares… I get loads of help from this AI-based tool, ChatGPT. How to make it interesting, how to get more ideas, how to get more suggestions."

None of the interviewees found conclusive evidence of AI tools fostering innovation, although they acknowledged that it was possible. One interviewee noted that the effectiveness of AI in generating innovative solutions in media and communication largely depends on the skill of the user. Skilled users can leverage AI to achieve significantly higher output and innovative results. The interviewee noted that AI's potential to drive innovation is closely linked to the user's ability to effectively interact with the AI tool in question and apply it creatively to solve complex problems:

> "If I want to do something innovative, the amount of effort that I, as a creator, will have to put in is much, much more. Finally, it depends on the quality of the human being in charge of using that tool. That is my personal opinion. You have a smart human being who knows how to use the tool, but the basic intelligence is required, the basic thought process. All that is inescapable."

Factor 4: Ethical Issues

We use this factor to evaluate the respondents awareness of issues such as fairness, accountability, transparency, ethics, and safety in the context of AI.

Dimension 4.1: Privacy Concerns

All respondents expressed significant concerns about privacy and the implications of AI-enabled surveillance using terms like “alarming,” “eerie,” “frightening,” invasion of privacy,” and “sense of threat” to convey the gravity of the issue. They discussed the constant monitoring by AI systems such as Alexa and Siri, noting that these devices listen to conversations and that social media tools use AI algorithms to track user behavior. Some respondents highlighted the risks associated with the storage of conversation data by AI chatbots like ChatGPT, which they felt could be used for user profiling.

A few participants pointed out the potential repercussions of AI-based analysis of behavioral data. They warned that it could have potentially disastrous effect on societies, leading to major shifts in behavior, customs, spending habits and social trends. One respondent cautioned that in an Indian context, this could further exacerbate societal divisions by politicizing caste or regional spending patterns, or behaviors:

> “I would say that a lot of multinationals, if not outright having goals such as thought control, definitely do want to be able to control your spending habits. It could be as simple as you are providing data. For you, it may be that you have just given a peek into the kind of television you're buying, but when companies collect this data at the level of society and mine it, they can use it in ways that are kind of scary. For Indians, it could be like, which caste is spending on what? This is not something you want to further divide society on, but I see risks in this.”

Dimension 4.2: Malicious Use of AI

All participants expressed significant concerns regarding the potential misuse of AI-based systems. Their concerns can be broadly categorized as follows:

Fake News and Deepfakes: The significant risks posed by AI-generated fake news and deepfakes was highlighted by all the interviewees. Misleading or false information AI-generated content can lead to identity theft by making it appear as though individuals are saying or doing things

they have not. AI-generated images of people and incidents can harm reputations and cause severe emotional distress. One respondent notes:

> "We have heard of... Why, this election that got over, there was so much of a biased narrative that was being consumed very freely and trustingly by so many people. That itself shows how problematic such things can be. We heard about a deep fake video going viral, saying that reservations will be pulled out and things like that, and people falling for all that, not even knowing that they are being manipulated."

Propaganda: All interviewees noted a significant danger of AI-generated content amplifying the spread of incorrect and often harmful information. In situations where misinformation already exists, false but credible sounding AI-generated content can cause significant polarization of views and societal rifts. One participant discusses the dangers of AI-generated content with ideological slant.

> "That brings us to the dangerous part. If things, especially ideological content, can be generated, then how reliable is it? A big danger is that AI trains itself on what is already available out there. Right now, if the media has a lot of ideological content that is very strongly biased in one direction, the danger is that effect could only snowball."

Impact on Children and Teenagers: Some participants were particularly concerned about the negative impact on children through harmful AI-generated content. Children's thoughts and behaviors can be influenced in harmful ways, often without parental awareness. Biased or malicious messaging in social media or promoted by AI-bots can potentially turn children against their own identity, culture, and family. One respondent, who runs a Podcast dedicated to parenting challenges and issues, notes:

> "Considering that I work with parents and children, I'm naturally inclined to see this as the biggest risk: the fact that children can be manipulated, and parents would still not be able to understand the bigger forces operating, and we will then push the children into ways that are inimical to their well-being. For example, if you notice these days, AI has a lot of articles, bots on social media generating content that children especially are very influenced by."

Dimension 4.3: Bias in AI Systems

Every participant expressed concerns about biases in AI systems. They noted that the outputs from ChatGPT, image generation AI tools, and even summarization and paraphrasing tools seemed to propagate specific views. The output often exhibited ideological bias, with a tendency to align more closely with Western viewpoints.

> "As I said, just try to know anything related to Indian civilization. Most of the answers are what the Western academicians understand India to be… Maybe it's intentional also, or it could be bias, but definitely due to lack of understanding or due to ill intention, they give you answers which, at least for me, don't satisfy me. If they are really interested, they are really very serious, very keen to provide the correct answer, then they should take people who are experts in these areas from India on board."

5. Discussion and Analysis

This study aimed to qualitatively understand AI literacy among media professionals in India. The objective was not only to explore the technical and work-related aspects of AI usage but also to delve into what AI meant to these individuals at a personal level. On certain issues, such as the ethical implications there were similar views and concerns. However, participants had diverse perspectives on AI itself. Some viewed AI as a tool to improve efficiency and augment human performance. Others remained indifferent, perceiving it as a normal part of the evolution of computing technology. One respondent cautioned against becoming too dependent on AI:

> "There are pros and cons. If you get too much involved, too much dependent on AI, then, you know, of course, as a human being, as a researcher, your potential will degrade with time. So you have to use it very intelligently."

For a subset of participants, AI was associated with job loss and other negative impacts. One interviewee, a veteran freelance content creator, transcriptionist, and translator who has had many major media clients, bluntly stated that she was a victim of AI.

> "Actually, my work got affected because of AI only. I used to write a lot of website content; article writing was my main job

> work. But around one and a half years ago, my clients took their hands off because they said artificial intelligence can do the work you can do, and it's faster and easier… So my work got affected. And gradually, right now, I don't get any article writing work from my clients. So artificial intelligence—I am one of the first batch of victims that got affected by artificial intelligence. So I have a little bad experience."

One of the other issues raised by participants was the quality of output produced by AI-systems. Apart from irrelevance and verbosity, in some cases, the answers to specific questions asked to ChatGPT or Gemini were said to have been wrong. While bias in data sets as well as data hallucination can partially explain wrong answers, another factor as pointed out by participants is the correct use of AI systems to get the desired output.

> "If you want a 2+2=4, that is something that a person without too much training or putting in a lot of thought can probably get… it depends on the quality of the human being in charge of using that tool. That is my personal opinion. You have a smart human being who knows how to use the tool, but the basic intelligence is required, the basic thought process. All that is inescapable."

6. Limitations and Future Research

The current study has a number of limitations, including a sample size of 16 participants and geographic focus on media professionals in India. Mass media is a vast field, from which a few activities like content generation and editing, multimedia content production, blogging and podcasts, transcription and translation, were chosen. Moreover, all the participants came from an urban background and work in metro cities. There was no representation of the views of rural India in this study. Future research should aim to examine larger samples, catering to different demographic segments, including rural, semi-urban as well as urban areas. A variety of methods such as surveys on large population samples, focus groups and other interviews should be employed to gather more comprehensive insights. Such research could triangulate the data, thereby strengthening and validating the insights gained.

7. Conclusion

AI is an integral part of our present reality. It is no longer a futuristic idea or a distant prospect. AI literacy is therefore an essential requirement for navigating the future of the media industry, and systematic studies are needed to thoroughly understand AI literacy among media professionals. This will enable a more equitable and effective integration of AI in journalism and communication processes, and to develop targeted educational interventions. This study is a small step in that direction. By developing an understanding of AI technologies, media professionals can maximize their advantages while minimizing potential drawbacks.

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