

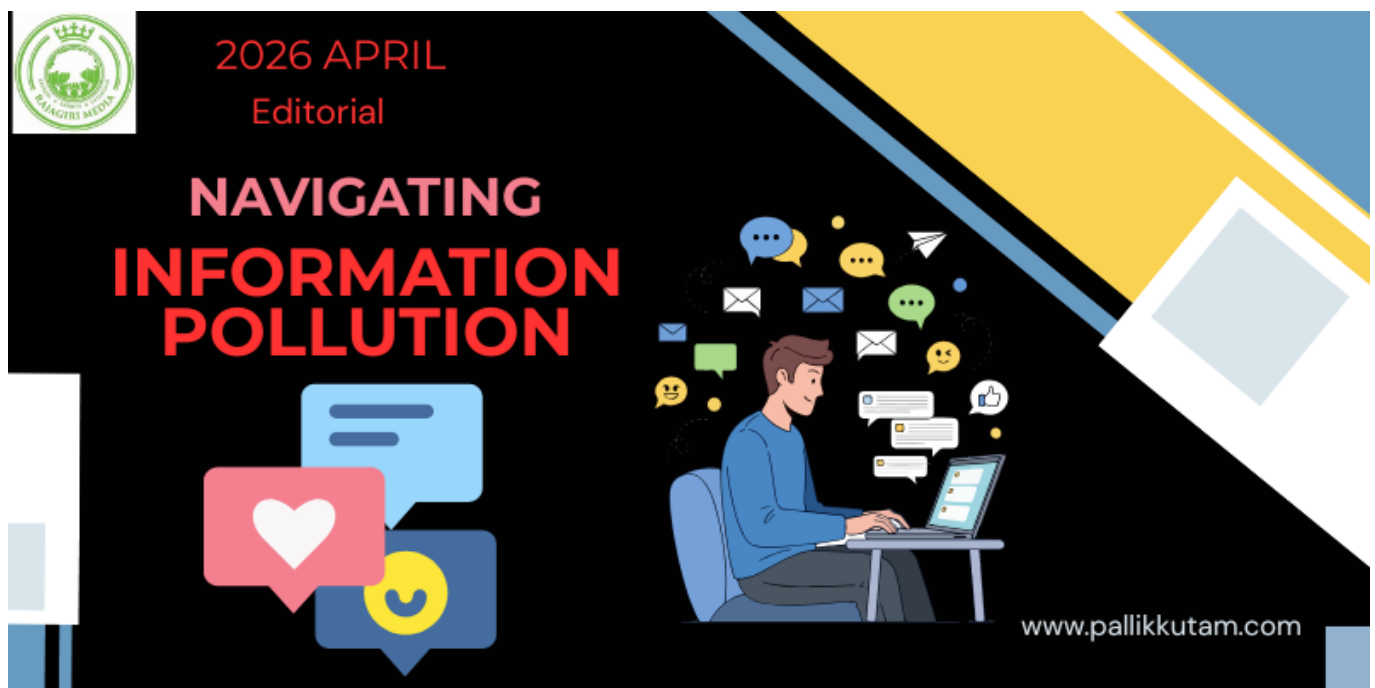
# Pallikkutam, The Education Observer

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## Editorial

### Navigating Information Pollution



*Misinformation, disinformation & malinformation cause information pollution that must be addressed in education by an AI collaborative, complementary approach.*

AI natives live in a paradox. They are surrounded by an unprecedented volume of information, yet their understanding of the world is increasingly shaped by algorithms that often limit their direct engagement with reality. This challenge is compounded by misinformation, disinformation, and malinformation. Together, these create an unprecedented level of information pollution, making it difficult for seekers to search for and find the truth. Reality itself is being shaped by AI and other technologies in unimaginable ways.

In such a context, Media and Information Literacy (MIL) becomes essential. UNESCO's call to

integrate MIL into education has been consistent, yet its implementation remains limited across member nations.

MIL cannot be confined to the fluent use of digital devices or AI tools. It must include the ability to question, interpret, and analyse information. Without these capacities, learners risk becoming passive recipients of algorithm-driven content, weakening their ability to think independently and seek truth with clarity and autonomy.

The nature of media influence was insightfully explained by Marshall McLuhan, who argued that the medium through which a message is conveyed is not neutral. Every medium reshapes human perception, habits, and social organisation. His well-known idea that “the medium is the message” highlights that the form of communication often has a deeper impact than the content itself. Neil Postman extended this perspective through his concept of media ecology, emphasising that each medium creates an environment that shapes what people understand as knowledge, truth, and reality.

The present moment can be better understood through the evolution of communication. Communication 1.0 was rooted in oral and face-to-face interaction. Communication 2.0 emerged with print and mass media, expanding the reach of ideas. Communication 3.0 introduced digital and internet-based systems, making information widely accessible. Communication 4.0, shaped by social media and interactive platforms, enabled continuous exchange and participation. Each stage has influenced how individuals think, relate, and form opinions.

Communication 5.0 represents the next stage in this progression, building upon the earlier forms. It increasingly integrates AI to enable communication that is immediate, adaptive, and personalised. At the same time, echo chambers, filter bubbles, and algorithmic bias continue to shape how reality is constructed and interpreted. This stage calls for AI literacy and fluency. It also demands that learners develop sufficient AI resilience and ethical awareness, cultivating capacities that exceed AI capabilities.

The AI-native and entrepreneurial pedagogy (Pallikkutam Pedagogy), developed by Rajagiri Media Trust, addresses this need by focusing on the affective and societal dimensions of learning. It emphasises the formation of skills, values, and habits, enabling learners to develop AI complementarity and an entrepreneurial identity, both of which are necessary to navigate the information pollution created by AI tools.

Happy Reading!