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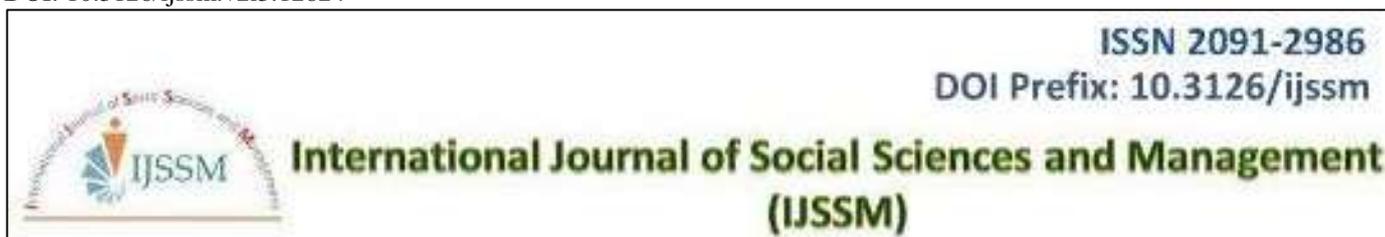
Research Article

MEDIA AVAILABILITY AND UTILIZATION IN EDUCATION INSTITUTION

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Abstract

Media plays a vital role in educational programs, health communication and agricultural development. Without a vibrant media no society can function well. The Media plays a significant role in forming and influencing people's attitudes and behaviour. Gone are the days of chalks and blackboard and the technological changes have brought in digital projection and interactive classrooms.

In this new world of interactive media networks, traditional education technology and ignorance of new media are looked down upon. In schools and colleges some of the media are used in teaching and learning. Educational media is a systematic way of designing, carrying out and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communication

In the present age, when scientific developments have made the human life comfortable, media education has gained much importance. Many authors and philosophers have made valuable observations about media and their utilization in schools. So, today Media is very essential tool in education institutions. Without media we can't imagine the life of the future generation and their knowledge. In this way the present study is an effort to focus on availability of media and their utilization in education institution.

In the present study researcher used the survey based on Questionnaire and Interview. Survey based on Questionnaire was used for students to get the information and Interviews were conducted with teachers and administrators of the schools. The researcher chose four schools in Bhadravathi City. The study is located in Bhadravathi Taluk of Shimoga District in Karnataka State. Two Government schools of Kannada medium and two private institutions of English medium are chosen to analyze the impact of language on education and utilizing media.

The study also explain the authorities interest and teachers knowledge, weather they have a sufficient training to operate media devices, and know how to effectively link with curriculum and co-curricular activities of the school. This paper also brings out the procedural and pattern wise issues with regard to media availability and utilization in educational institutions.

Key words: Media; Institution; Utilization; Curriculum

Introduction

Education is one of the fundamental rights in India. During the Vedic period education was considered a property of the upper cast society. But today education is universal. Primary is made compulsory for every Indian citizen. Education is considered as a shaping tool of society. Through using media, education changes society faster.

The Media plays a significant role in forming and influencing people's attitudes and behaviour. In the previous forms of literacy chalk and black boards are used for teaching. In our new world of interactive media networks, we are not functionally literate without a deep appreciation for media awareness and power of our global interactivity.

In schools and colleges some of the media are used in teaching and learning. Educational media is a systematic way of designing, carrying out and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communication.

In the present age, when scientific developments have made the human life comfortable, media education has gained much importance. Many Authors and philosophers have made a valuable observation about media and their utilization in schools. The present study aims to provide inputs for the educational institutions and teachers to know about the power of media and their utilization in educational process.

In early days teaching was considered as one of the most important activity in a school. But today not only teaching,

but the process of learning is also considered a very important part of education. There are two major approaches in using media and technology in schools. First students can learn "From" media and second, they can learn "With" media and technology. Learning from" media is often referred to in terms such as instructional Radio, Television; Computer based instruction or integrated learning systems.

Media are channels of communication. In this sense, media include symbols system as diverse as Print, Graphics, Animation, Audio and Motion Pictures, Books, Films, Television and Internet. Education communication media the deliberate and intentional act of communication content to students with the assumption that they learn something "From" these communication devices.

Modern education media will be able to play an important role and make education more effective by making the students creative, innovative and efficient. Of course success of education cannot be achieved merely by substituting mechanical methods for human beings, but by developing new patterns using both human and technological know how in order to teach more students better and faster. On the whole, educational technology has the potential to bring about improvement in education both qualitatively and quantitatively.

But in schools the new media have not made a good impact. The educational institutions have mainly traditional media like News Papers, Radio and Library. The teacher must have a good knowledge about media and its power, how to operate it? How to use it and what are functions of each medium.

But most teachers do not have a sufficient knowledge about media, because of this lack of media training; television is not widely used in class rooms. The fail in incorporating programmes in to the curriculum and utilizing new media technology in assessment activities in school. So, it is very important that education institution must concentrate on accessibility of media for qualitative teaching. Teachers also have a good knowledge about utilising the media in an effective way

Importance of the Study

The traditional style of education is burdensome and boring for the learners. Use of educational technology and media can make interesting and learner oriented. Educationists now a day realize that in education 'learning' is more important than 'teaching'. Learning is concerned with students, whereas teaching concerned with students and teachers.

In the olden days, a teacher was the only source of knowledge. The student learnt what the teacher taught, with the advent of text books and other learning aids, the teachers personal knowledge though important, ceased toe the only

or even the paramount source of learning. The learning class room with one teacher teaching thirty or forty students which was mainly one way communication, for solving this problem successfully media implemented in education.

Educational media consisting of various media of mass communication, suitable child learning process and modern testing and evaluation techniques are require. Especially in developing countries like India, it has to be mastered and utilized by educational institutions. If they are to keep pace with each other and catch up with developed nations.

Through the using these media in education it helps the students clarifying concepts, stimulating group and individual activities, developing a collective critical awareness, changing attitudes, imposing a new structure or organizations on certain subjects and encouraging originally and creativeness.

The study brings the result what are the media are available and how they are utilizing in schools. It establishes the importance of media for universalization the education. It also enhance to know the authorities interest and teachers knowledge, weather they have a sufficient training to operate media devices effectively linking with curriculum and co-curricular activities. The study explains the media in education not only of making education widely available but also of improving the quality of education which is already available.

Objectives

1. To know if the school management know the importance of media.
2. To know what are the media available.
3. How often the media are utilized by the teachers and students.
4. What are the utilization patterns and procedures?

Methodology

The researcher used the survey based on Questionnaire and Interview. Survey based on Questionnaire was used for students to get the information and Interviews were conducted with teachers and administrators of the schools. The researcher chose four schools in Bhadravathi City. The study is located in Bhadravathi Taluk of Shimoga District in Karnataka State. Two Government schools of Kannada medium and two private institutions of English medium are chosen to analyse the impact of language on education and utilizing media.

In this research, researcher chose 25 students, 5 teachers and 1 administrator from each school. Here the researcher chose Kannada medium students and English medium students for the purpose of analysing the impact of language on education and utilizing the media.

Data Analysis

A comprehensive questionnaire has been prepared to measure the 'Accessibility and Deployment of Media in education institution'. The questionnaire was designed for the 10th standard students of four educational institutions in Bhadravathi town, who were chosen as samples for this study. The samples are representative in nature. Hence the findings of the study could be applied to the respondents, If not used for the generalization. The questionnaire is analysed based on simple statistical method.

Objective 1: To know if the school management know the importance of media

The above lines are considered as one of the most important objective in this research, because management is the back bone of education institution. When researcher conducted interview in educational institutions in Bhadravathi town, came to know that school management doesn't know the importance of media. They limited the functions of media. They considered media is a one of the entertainment tool which entertains the students. Most of the school managements are busy in making money not in providing the good teaching and good facility to the students in curricular and co-curricular activities.

One of the management from the English School said that "We have a good teaching faculty for teaching students that's why we are using limited media in our school". Another one teacher from Kannada school said that "Media made teaching process very easy and students understand it very well, but Government doesn't providing media to the schools for teaching, they offered books for library every year not for projector and TV".

So in this research, researcher found that school management people had a limited knowledge about on media and their utilization in teaching activities.

Objective-2: To know what are the Media available.

Table 1: Survey question 1 (A.How many computers are there in the school?)

Name of the School	Total	Zero	1-10	More-10
KA	25	00	25	00
KB	25	18	07	00
EA	25	00	08	17
EB	25	00	12	13
Total	100	18	52	30

The Table 1 shows that how many computers are there in the school, total respondents are 100. Among them, 18 students says that they have zero computers in their school, 52 students says that they have 1-10 computers in their school and 30 students says that they have more than 10 computers are available in their school.

In that as the Table 1 shows that 25 students of KA- School says they have computers in their school. In KB-school 18 students says that they have zero computers in their school and 07 students says that they have 1-10 computers in their school.

In EA- school among 25 students 08 says that they have 1-10 computers and 13 says that more than 10 and in EB-school 12 students says that they have 1-10 computers in their school and 13 says that more than 10.

Table 2: Survey question 2 (Do you watch television in the School?)

Name of the School	Total	Yes		No		Total
KA	25	02	8%	23	92%	100%
KB	25	05	20%	20	80%	100%
EA	25	00	00	25	100%	100%
EB	25	00	00	25	100%	100%

The Table 2 represents the objective of media availability in schools; it shows that in KA- School 8% of students says that they are watching TV in school but 92% of the students say that they are not watching television in school. In KB-School 20% of students watching TV and 80% of students say that they don't watching TV in school.

In EA- School 100% of the students says that they are not watching television in school and EB- School also 100% of the students doesn't watching TV in school. It shows that the media availability in school is very poor condition and in some schools the traditional media are utilized in small manner.

Table 3: survey question 3 (Is there a school library in your school?)

Name of the School	Total	Yes		No		Total
KA	25	18	72%	07	28%	100%
KB	25	25	100%	00	00	100%
EA	25	25	100%	00	00	100%
EB	25	20	80%	05	20%	100%

The Table 3 representing the presence of library in school, In KA-school 72% of the school says that the library facility is available and 28% of the students say that library is not available. In KB- school 100% students say that library is presence in their school. In the same way EA- school students also say that in their school also library is available and in EB- School 80% of the students say that presence of library and 20% says of not presence.

All the above Tables (1, 2 and 3) show that media availability is very poor in the education institutions and some of the interview conducted to the teachers explore that in the schools only the traditional media like Newspaper, Radio, TV and Library is available. One of the teacher from the English school said that "In our school Media are available but they are very old and not sufficient for using for teaching".

Objective 3: How often the media utilize by the teachers and students.

Table 4: Survey question 3 (Do you know how to operate a computer?)

Name of the School	Total	Yes		No		Total
KA	25	25	100%	00	00	100%
KB	25	17	68%	08	32%	100%
EA	25	25	100%	00	00	100%
EB	25	23	92%	02	8%	100%

The Table 4 shows that objective of utilization of media by the students, in this chart KA- school 100% of the students know how to operate a computer and in KB – school 68% of the students know how to operate a computer but 32% of the students doesn't able to operate it.

In EA – school 100% of students know the computer operating system and in EB- school 92% of the students know how to operate it but 8% of them are doesn't able to operate it. Here we came to know that the operating computer system is very difficult for some students because of teacher's lack of knowledge about on computer. In the interview researcher found that Teacher doesn't have a sufficient training for operate media very well.

In interview researcher identified that, teachers are not using computer in their daily life, and they are dependent upon others while using computers and media related equipments.

Table 5: Survey question 4 (Can you take book home from library?)

Name of the School	Total	Yes		No		Total
KA	25	19	76%	6	24%	100%
KB	25	18	72%	07	28%	100%
EA	25	23	92%	02	08%	100%
EB	25	4	16%	21	84%	100%

The Table 5 shows that, The KA- school students have a facility to take book home from library 76% of the students agreed that they have utilizing the library books and remaining 24% didn't agree that they have a that kind of

facility in their school. In KB – school 72% of students utilizing the books from library and 28% of the students says that they have not that kind of opportunity to take book home.

In EA – school 92% of the students says that they are utilizing the library and they take book home for their reference 8% says no for the facility to take book home and EB – school 16% of the students agree that they have a that kind of facility but 84% of the students strongly say no.

Table 6: Survey question 5 (Does your teacher ask you to write on the black board?)

Name of the School	Total	Yes		No		Total
KA	25	24	96%	1	4%	100%
KB	25	24	96%	1	4%	100%
EA	25	23	92%	02	08%	100%
EB	25	20	80%	5	20%	100%

The Table 6 shows that, the utilization of black board from the teacher in the class room. In this table we come to know that, in KA- School 96% of students says that teacher using black board and they also practice some writings on the black board and 4% of students say that they are not using black board in class room. In the same way KB- school results also shows 96% of students says yes and 4% of the students says no.

In EA- School 92% of the students says that teachers are using the black board and students also using it and 8% of the students say that there teacher doesn't tell us to write on the black board. In EB- School 80% of the students say that they are using the black board in their daily activities and 20% of the students say they are not asked to write on the black board.

When researcher conducted the interview in schools, one of the teacher from the Kannada school said that "Black board is the main teaching aid for us because trough the black board we convey the message easily for understanding and getting feedback".

Another teacher from English school said that "Media is very important in know a days but for us in teaching black board is the most important tool to teach the lessons".

Objective-4: Utilization patterns and procedures.

The Table 7 shows representing the objective of utilization patterns and procedures. The table shows that, in KA School 24% of the students watching the movie in class room and 76% of the students says that they are not see any movie in the class room. In KB- School 100% of the students say that they are not watching movie in the class room.

In EA- School 76% of the students say that they watching movie in the class room and 24% of students say not. In EB-

school majority of the students say that they are not watching movie in the class room and 8% of students say that they are watching movie in class room.

Table 7: Survey question 6 (Have you watched any movie in the school?)

Name of the School	Total	Yes		No		Total
KA	25	06	24%	19	76%	100%
KB	25	00	00	25	100%	100%
EA	25	19	76%	06	24%	100%
EB	25	02	8%	23	92%	100%

When interview conducted in the school one of the teacher said that, "there is no specific time is allotted for the purpose of using media in class room but we are managing the time pattern when a teacher is absence".

Another teacher from English school said that, "we are not able to maintain time table separately for using media because in semester scheme, we have a short period of time for teaching lessons".

Findings and Conclusion

This research was carried out to understand the nature of media availability, frequency of utilization, patterns and procedures that are present in four different educational institutions in Bhadravathi. The study explains the importance of the media in education institution.

Based on the data analysis it can be concluded that the teachers and administers of the educational institutions are aware of the power of media for educational and instructional communication. Though their knowledge was not found to be very sound and adequate, the knowledge was enough to encourage the use of these media.

The media that were available to teachers were blackboards and posters and charts. Schools libraries and newspapers were available in all the four schools. Radio was found to be used by the students and encouraged by the teacher, especially the students of tenth standard. Television was rarely used, and movies were never shown, and no projectors were available.

One interesting finding is that the school management and teachers were not utilizing the media that were available to them. The teachers and the principals had no adequate knowledge of how to use the communication devices effectively. The school administration, though aware about the power of modern mass media for education, the researcher found that they kept away from its utilization. They were happy with the traditional media and are proud of using them.

Comparing to the private schools the Government schools were better equipped with media gadgets, but did not use

them adequately. There were no policies of usage or encouragement to teachers. The available media were not properly maintained, except the libraries in two schools. Even in the administration of libraries there were lack of coordination, and understanding.

The school management did not have the adequate knowledge of the importance of the media in teaching and learning process. Management people believed in traditional style of teaching and they think that verbal teaching is the only effective way for learning process. In the sense of management people, media is restricted only for the purpose of entertainment.

In education institutions limited media facilities were available. In schools traditional media were present more than the modern ones. In schools traditional media like black board, newspaper, library, radio and television were available. New media like computer and internet were restricted to headmaster or principal.

As computers are not adequately available, students and teachers are finding alternatives. One of the teacher from Kannada school said that "I am regular TV viewer for certain programs like quiz, interviews and literary programs".

One of the teachers said that, "there is no specific time is allotted for the purpose of using media in class room but we are managing the time pattern when a teacher is absent". Another teacher from English school said that, "we are not able to maintain time table separately for using media because in semester scheme we have limited time for teaching lessons".

Recommendations

1. Educational department shall conduct media awareness programmes for school management.
2. Parent-teacher association and management shall find alternate arrangement to procure media equipment.
3. Teachers shall be encouraged to use news media for instruction.
4. Teacher must be provided specific training for operating the media devices.
5. Educational department shall equip educational institutions with enough audio-visual equipment.
6. In each school a policy shall be designed for the utilization of media.

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