

Development of Media Centres

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Abstract : The basic purpose of this Article is to discuss the total activities of a media development centre and how all these activities are performed in three different centres that is in Media Research and development centre, Media production centre and Learning resource centre have been discussed. At the end it has been also emphasised, how these centres can be developed.

Media and its need

In classroom teaching all the modes of communications are at the disposal of teacher. Amongst all the modes, verbal expression and body movement remains the most popular. Generally teachers also favour the verbal mode for transmission of knowledge in teaching learning process. But by verbal mode, it becomes very difficult for a teacher to bring real situation in class-room. If media is effectively and efficiently presented and integrated properly with lecture method, problem of bringing real situation in class-room, will be solved up to maximum extent. In teaching-learning process it is also our object that knowledge should be transferred to student upto desired level in shorter duration of time. Hence to overcome this and to improve the techniques of class-room communication, effective use of audio visuals should be made. Research studies are also supportive to this approach. Research also say that no single medium of communication is adequate for of providing information and concepts.

Again education is a communicative process, it is difficult to say which of the

various forms of communication best satisfies the individual's needs. Hence combining various media in presentation may be an effective approach to accomodate a wide range of learners. Now-a-days individual-controlled media make it possible to change traditional communication which many institutes favour. In individual-controlled system, learner can assimilate things at his own pace and convenience.

Actually A-V aids are the tools in the hands of learner and of teacher to be used separately or collectively for various phases of motivation and for acquisition of knowledge and performance. But the process of production of A-V aids is a difficult job and many activities are required to be performed to develop a media center (Audio-Visual Aids Center). In further pages we will discuss about it. Here, media centers which may be used in educational Institutes, will be discussed.

Process of Media Development and its Utilization :

Process of Media development and its utilization encompasses many activities. These ac-

tivities cover media research, development, utilization, dissemination etc. and for each activity different types of equipments personnel and spaces is needed. For our facility we will sum up all these activities under following heads. (See fig. No. 1)

a) Media Research Activity.

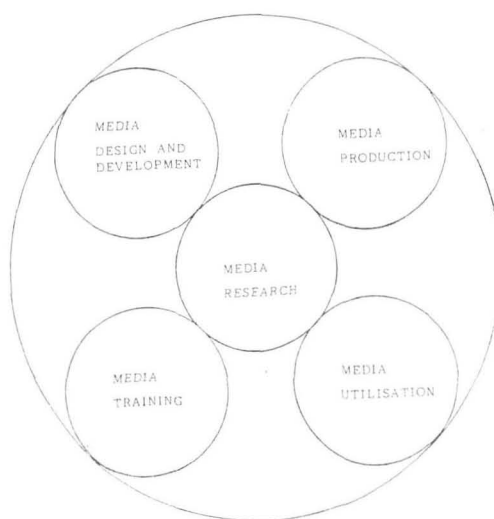
b) Media Design and Development activity

c) Media production activity.

d) Media utilization activity.

e) Media Training for Development and utilisation.

Fig. No. 1 Media Development Activities



All above mentioned activities can not be performed at one place because of many factors and limitations. In media centres many types of items such as charts, slides, models, transparencies, 16mm films, video films are needed to be developed and for each type of item various machines, space, skilled personnel are needed. And if utilising agencies are more, we need some duplicating system also; hence for each type of item will be big section. Similarly the training of users and training for developing personnel will also be a significant job. To facilitate in working, it is better to carry all above activities at different places (centres). The na-

ture and purpose of centres will vary considerably from one organization to other organization. These media service departments are known by several titles; Educational Technology Centres, Learning resource Centres, Audio Visual Service Centre, Instructional Development Centre are among the more typical examples. These names reflect the various phases of the media services unit, but it must be remembered here that there is a common trait among them. Their existence is predicted on a strong commitment to meet the needs of their users. Hence covering all above activities these different centers may be classified under three

big headings.

1) Media Research and Development Centres.

2) Media Production Centres.

3) Learning Resource Centres.

For better performance and systematically achieving the activities of media development and utilization, all the three centres have to act as separate centre as well as co-ordinate with each other. If we are trying to conceptualize media services we have to fuse our personal experiences and observations with the ideas of others which appear in Journals and in other literature. Several experts have reflected the roles and functions of media service programme over the years. Good portion of the literature have been referred here also. (See references)

The Association for educational communication and Technology (AECT) is one of the leading association for media services, produced its definition of educational Technology nearly a decade ago. In this document, it identified seven functions of a media centre which could be interpreted as a basis for media service programmes.

These seven functions are (1) Research and Theory (2) Design (3) Production (4) Evaluation and selection (5) Logistics (6) Utilization (7) Dissemination.

Representing the higher education sector. Huffman (2) contends that the prime purpose of a media services department is serving various user needs. He identified learning resources centre which is composed of three divisions. The educational systems division is concerned with all aspects related to

television-production, engineering as distribution within the Instructional Development Division. Finally he identifies the media service Division which gives many services such as equipment loan, film, library etc.

J. Gordon Coleman & Barbara (3) suggested a generic model for media services, it is composed of five functions or services. (a) Administration (b) Materials (c) Equipment (d) Production (e) Instructional Design and development and considering the Administration as the core of model.

As can be seen, different experts have given different explanations for media centre. But all these explanations reflect the functions of different media centre. I have, however, considered only three centres to achieve all the activities of media. Hence, in further pages, we will discuss the functions of each centre and relationship amongst them, and then how these centres can be developed.

Functions of Centres :

3.1. MEDIA RESEARCH AND DEVELOPMENT CENTRE

Media Research and development Centre (MRDC) is the key centre of the media development and utilization activities. Following may be considered its main functions.

- i) To keep different departments of organisation aware with new development in media equipments and their uses.
- ii) To analyse the content of curriculum of different states for production of right type of Media (need base).
- iii) To do research with the help of department and other expertise for design and

development of right type of media and its utilization.

iv) To do action research for design of right type of media.

v) To provide and get information of design and new development in media from sister institutions and centres.

vi) To provide design and development procedure to Media production Centres and Learning Resources Centre.

vii) Consultancy to different organisations.

viii) Evaluation of Media.

3.2. MEDIA PRODUCTION CENTRES :

Three or four media production centres may be created for 20 to 30 institutions. Each media production centre may be allotted work of production of different type of activity (A-V aid), as, at one centre, it will be very difficult to produce all type of production. But each centre will be getting relevant information from M.R.D.C. regarding research work, new developments. Following may be considered as main functions/activities of media production Centres.

i) Identification of clientele for media production centre.

ii) Getting research information from Media Research and Development Centre and working on the feedback provided.

iii) Producing media on need base, resource base, expertise base and priority base.

iv) Making centre up-to-date for mass production of media.

v) Making arrangements for media storage and dissemination.

vi) Maintenance of media equipments.

vii) Making arrangement for training of teachers to operate media equipment in

classroom as a teacher and to operate media equipment for self instruction.

viii) Maintaining cost effective production of media.

ix) Provide information about total utility of media to M.R.D.C. for evaluation.

3.3 LEARNING RESOURCE CENTRES :

There is no unique definition for a learning resource centre. Scope and dimensions of learning resource centres varies considerably. In an institute L.R.C. must¹ provide facility for print and non-print material to be stored in a proper way and also facility for users to read, listen and view the material at a suitable place. Such L.R.C. may provide facility for reading the print material, viewing the slides/film strips, hearing audio tapes; also facility for viewing the educational films and video programmes.

Prof. G.N.N. Rao (4) in his paper presented in M.Tech.Ed. course "Learning Resource Centres" for Emerging Instructional System-1987" suggests that there are several case studies on the establishment and functioning of L.R.Cs in different institutions in India and abroad. L.R.C. can be used for promoting self-learning.

Apart from above said facilities, L.R.C. may provide some facility for teachers and students to prepare their own aids if they want. Hence summing up all these, following are the main functions of a Learning Resource Centre.

i) Making arrangements of optimum use of

media existing in institution.

ii) Acquiring additional media from different media production centres.

iii) Making proper arrangement for storing, cataloguing and utilisation of media.

iv) Providing some facilities for students and teachers to prepare their own media.

v) Making arrangements for interaction with other learning resource centres and Media Research Centres etc.

In a state or in a region, these three centres have to work in a co-ordinated way for better performance. They have to develop some system by which each centre may be informed about every type of new design and media development, and have to evolve a procedure for better feedback system so that correct type of research findings may be obtained. A model has been suggested in figure

4.0 DEVELOPMENT OF CENTRES :

The Development of Centres will depend on following factors, they will also decide the size of centres.

4.1 BUDGET OF CENTRE :

The total budget may be allotted to the following heads -

i) Physical resources which includes Hardware, raw material for software production etc.

ii) Human resources includes salaries and remuneration towards resource persons.

iii) Staff salaries includes Regular employees of the centre.

Budget will be different for different centres as the hardware and software will be different for different centres. Media Research and Development Centre may require equipment for research purposes and Media Production centres may require equipment for production and duplication purposes and learning resource centre may require equipment for utilisation purposes hence amount will be separate for these three centres.

4.2 TYPES OF USERS :

Media centres have to accommodate three different types of users.

i) Students

ii) Teachers

iii) Administrators

Even centres have to develop different types of students. Such as for new comers, students of sandwich courses and students for individualised studies.

Types of equipment needed : Different equipment will be needed for different types of centres. Separate equipment are to be selected for production for duplication and for utility purposes and for their selection basic criteria are to be applied such as :

i) Usefulness : Critical contribution of item to the necessity, the equipment will have sufficient frequency to use to justify the purchased cost.

ii) Operability : It should be simple and relatively foolproof to operate. Any other feature than main function.

iii) Performance Reliability : Equipment should operate in accordance and accepted standards of efficiency and quality for its

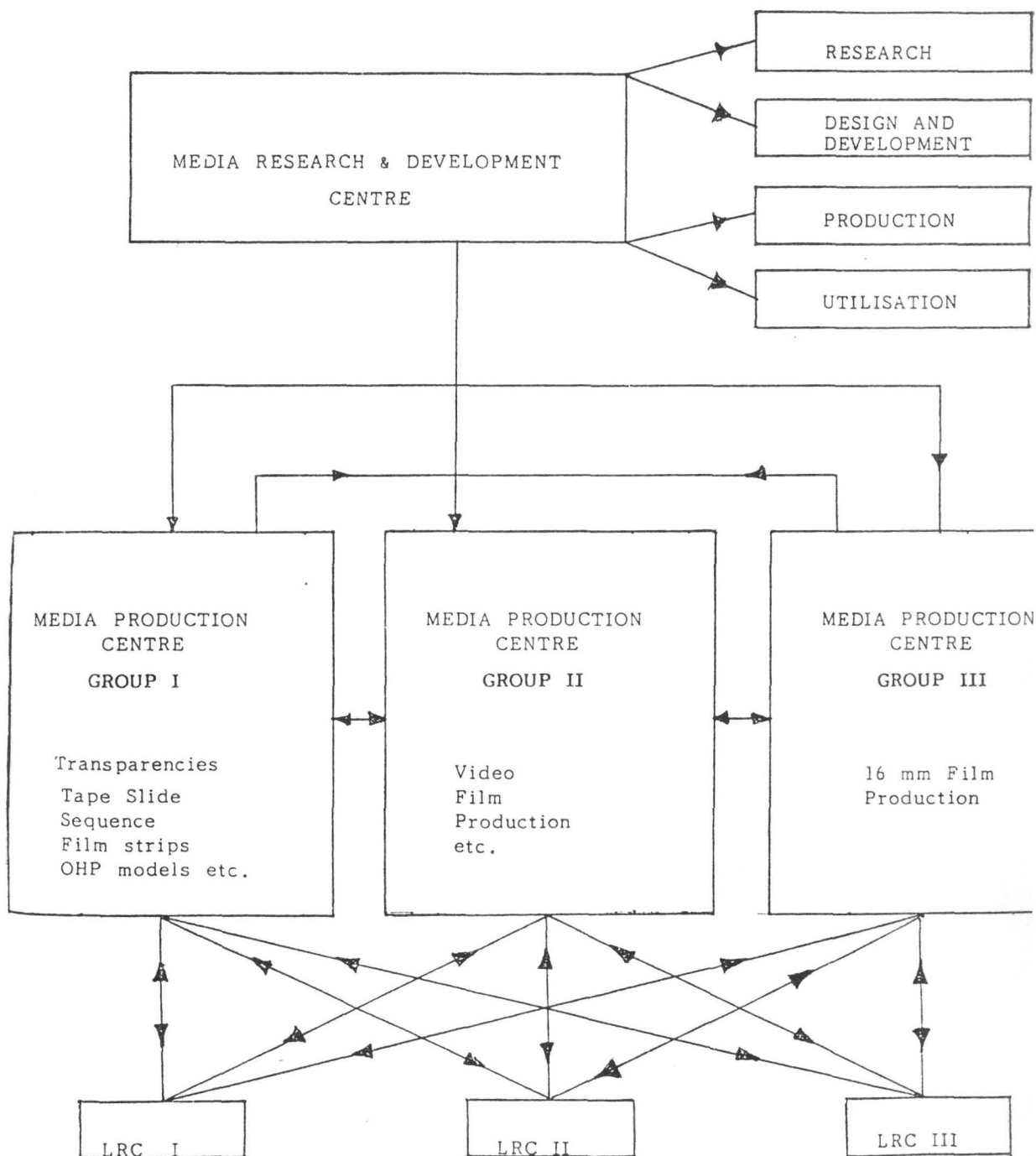


Fig.No.2: Production & utilisation activity relationship amongst various media centres.

various optical, electronic, mechanical or other systems.

iv) Appearance and safety : Equipment should be safe in operation and better in appearance.

v) Sturdiness and Repairability : Equipment should be of sufficient strong material and it should be capable of being repaired without undue expense for parts, labour or transportation.

Other factors those may be considered as reputation of firm, cost, warranty of item, service by supplier etc.

4.3 SPACE AVAILABLE :

In media centre total available space may be utilised or designed for following sections/units as per the requirement.

- i) For administration purposes
- ii) For group research and design purposes
- iii) For production and duplication purposes
- iv) For display, reading, viewing, listening, conference
- v) For A.V. equipment storage and maintenance

List of different media and relative processes :

<i>S.No.</i>	<i>Type of Media</i>	<i>Processes</i>
1.	Cutouts (Magetic ct)	Drafting, photography
2.	Charts	Drafting, Screen Printing, Workshop.
3.	OHP transparencies	Drafting, photography, Xeroxing, thermal copying, Diazo copying
4.	OHP model (Acrylic sheets)	Workshop processes

If it is a production centre hence space is to be provided for sound proof, accoustically treated rooms for followings :

- i) Studio facility for production of TV programmes and for 16mm films.
- ii) Control room, editing rooms.
- iii) Special AC room for storage of video film cassettes etc.
- iv) A television facility containing sound proof, acoustically treated.
- v) A radio and recording facility
- vi) A computerised learning laboratory facility

Actual space may be calculated as per the need of centre and utilisation number of members.

4.4 TYPE OF MEDIA TO BE EMPLOYED :

Of all the media every LRC may be a utilisation centre but it will be a difficult task to design a media production centre for all types of media. Hence every media production centre has to develop expertise and processes for production and evaluation for one or two types of media. Centre may keep itself aware with the developments made by other experts and centres.

5.	Slides/filmstrip photographs	Drafting, photography and slide preparation
6.	Recorded audio cassettes	Audio recording, audio playing
7.	Slide tape sequence	Audio recording, slide preparation, synchronised slide projection with cassette tape recorders.
8.	Computer aided instruction (computer tapes)	Computers hardware Computers software.
9.	Video programme	Graphics, video recording & playing processes, video cameras and other eqpts. Audio recording & mixing processes, editing unit.
10.	16 mm films	16 mm film exposition, editing film audio rerecording graphics, audio mixing
11.	Multimedia learning & Teaching packages	Printing and cyclostyling photography, audio recording, xeroxing.

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