CHALLENGES IN THE AREAS OF QUALITY MEDIA EDUCATION- A STUDY IN THE INDIAN INSTITUTIONS

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Abstract
The media significantly impacts how individuals think and feel about the world around them. While entertaining audiences, movies also teach them about important historical events, cultural norms, and moral principles, which can shape how those viewers think about themselves, others, gender roles, and other social issues. This means that the media serve as a sort of schooling and socialising influence because of their symbolic resources. Researchers in the subject of media literacy education say that this is the case and that a media-literate individual can adopt a critical, analytical, and evaluative attitude and use media to contribute to the production and sharing of information. How many media education pedagogy in India be improved upon? As a result, this study sheds light on media literacy and the obstacles to providing high-quality media education in Indian schools. To find effective remedies, educators in India's media schools were polled on the problems they see. At the 5% level of significance (p0.05), the hypotheses are accepted. Among Indian media schools, the research indicated that low practical exposures and traditional course curricula are a hurdle to providing a high-quality media education. According to the study results, if educators want to help their students succeed in the media industry, they must focus on both areas.
Keywords- Practical exposures, course curriculum, quality media education, and Indian institutes.

1. Introduction

In India, the media industry is a major economic driver. By one estimate, in late 2005, India had 109 million televisions in use and 61 million homes with cable television, making it the third-largest television market in the world. At an annualised rate of 18%, the country's cable industry was poised to generate close to US$3 billion in revenue in 2004. At 0.46 percent of GDP, the television business has plenty of potential to grow, and advertising spending is negligible at 0.17 percent of GDP. The media industry's market valuation was around $3.0–$3.5 billion in 2005, and experts predict it will grow to $20 billion by 2010. (Ward, 2009). Similarly, in the previous five years, digital video broadcasting or direct-to-home service has become the most popular receiving system among ordinary viewers across the country.

Because of this "catchy" explanation for India's rise as a global trading hub, many corporations are taking the initiative to engage in this sector.

Foreign Direct Investment (FDI) and Foreign Institutional Investor (FII) are on the rise as a direct outcome of the growing crossover audience theory. The proliferation of new technology and the deregulation of the media industry have generated a wealth of employment prospects. Success in any field, however, requires more than just natural aptitude and a strong work ethic; it also necessitates formal education and training. The need for media literacy training is demonstrated. On the other hand, persons who aren't actively involved in the media industry but are exposed to it frequently, like most viewers, need to be aware of the material and methods used in the media.

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The media should serve the public good rather than any one person or group. In today's world, the average person spends their whole day engaged with the media. The term "media literacy" becomes relevant at this juncture.

1.1 Media Literacy: The Concept

I see a culture formed around humanity's hearts and desires, not manufactured by commercial greed. I see media and entertainment that expresses, enriches, and enhances, rather than teaches compulsive debt, substance abuse, violence, and risky behavior because profit exists. I see a world where everyday people have the power to shape their culture because they have access to the information and communication venues upon which democracy depends. —De Benedittis, P. "Guiding Principles for Creating Media Literacy Projects"

The comment above from Peter De Benedittis is spot on. The media have much too much influence to be disregarded. Force and success "t have become mixed up. His vision of "democracy in information dissemination and access systems," or what some call "democratisation of information," is, nevertheless, impossible to dismiss. The media sphere is extremely influential, that much is undeniable. But how much of it is just for us? This is the question worth a million dollars: We have the entire planet's resources at our "thanks to the media's tremendous benefit, which brings information to people's fingertips. Even though we are located in a rather unpopulated region of India, we have no trouble obtaining news of events in the USA or Canada. Because of the media explosion, terms like "climate change," "greenhouse gases," "nuclear negotiations," "LTT uprising," "Chadrayan," "White House stories," "World Trade Center attack," "India vs. Pakistan cricket match," etc. are common parlance. As if a pen, the media allows us to sketch our social world.

The media is also essential to our enjoyment of life. Radio and TV "lm have become our generation's storytellers, prompting us to consider who we are, what we're meant to become, and what we truly want from life (Tyner &Kolkin, 1991). The "bullet hypothesis" of communication holds that we just receive the message as it is hurled at us through the media. We've spent the last decade passively consuming media, but that has changed as cutting-edge tools have enabled us to shape our daily lives and worldviews actively. What people do with media and how they use it are current debate topics (Coats et al., 1959)! To put it another way, what exactly does the term "media literacy" entail?

Understanding how the media operates, readers can make more informed decisions about important social issues. TVs in today's information-rich world have a dizzying array of channels from which to choose. Until the 1980s, this was simply unthinkable. The term "illiterate" seems to go the way of the dinosaur. Even though a farmer may not have completed formal schooling, we cannot classify him as "illiterate." Because he is skilled at his trade and provides for his family with it. One interpretation of his literacy level is that he has a unique approach. These days, being literate involves more than just being able to read and write. People in this age of constant media exposure need to be able to both identify and make sense of the myriad messages bombarding them at any given time.

In a nutshell, what we call media literacy is the goal of teaching individuals how to effectively interact with and evaluate various forms of media and how to create their own content, care about others, and make positive contributions to society. The written word and the visual arts were common methods for achieving these goals. The situation, however, is very different now. ! Since the 1980s, the media have played an increasingly important role in shaping our culture. According

to the website Media Literacy (www.medialit.org), this is why individuals must have the ability to communicate, critically think about media, come up with original ideas, and focus on media-related issues. Media literacy is a crucial prerequisite for empowering, enriching, and developing our society through information. The term "media literacy" refers to the ability to understand and evaluate the content of various media forms to foster an environment where all individuals have equal, unfettered access to information and understanding. ! The age of unified media arrives. Possessing the critical thinking skills to assess the merits of various media content and circumstances is crucial for comprehension. Newspapers and periodicals, radio and CDs, television and movies all fall under the umbrella term "media." "film, and other forms of modern media (the Internet and new digital communication technologies). These methods can be applied to any type of media, including but not limited to television, T-shirts, billboards, balloons, radio, the Internet, and more.

2. Literature review

Media literacy education aims to produce discerning consumers, critical viewers, and knowledgeable citizens by illuminating the often-concealed structures of the media landscape. Media literacy initiatives are effective in a variety of contexts, according to recent studies. These include providing teachers and students with a framework for adaptable responses to breaking news, linking critical thinking and behaviour change for youth, and providing a basis for more nuanced analysis of partisan content.

Dafna Lemish's (2015) study on kids and media and David Buckingham's (2003) argument that media literacy education needs to strike a balance between protectionism and preparation both lend credence to the concept of media literacy as a multifaceted, adaptable, and powerful response. In addition, Paul Mihailidis (2014) argues that being media literate is a shared experience and an essential skill for active citizenship (Mihailidis & Thevenin, 2013). Livingstone's (2011) research on youth media practises worldwide reveals that young people are not a homogenous group with the same responses to all media. This ethos is represented in media literacy programmes across the United States in five broad areas: youth engagement, educator preparation, parent involvement, policy initiatives, and empirical research.

Participation of the young. For the past decade, many programmes have encouraged young people to participate in media production to teach them about the media industry, give them a sense of agency as producers, and give them first-hand experience with the creative and distribution processes. Misinformation, copyright violations, plagiarised work, questionable sources, and cyberbullying are some of the many problems that these systems tackle. High school students were connected with their local PBS stations for a programme called PBS NewsHour Student Reporting Labs, where they learned the technical and research skills necessary to report on current events (Hobbs, 2016). Hobbs (2016) found that self-reported measures of intellectual curiosity (desire to learn about all sides of an issue, question things read or heard, curious about ways to solve issues in their community) and comparing fact and opinion significantly improved after this experience was provided to 283 students from 38 participating high schools. There was an uptick in students' ability to appreciate the opinions of others, even when they disagreed.

Curriculum development and instructor preparation. Training educators and creating lesson plans are the primary foci of media literacy initiatives in the United States. In the United States, neither a standardised national curriculum nor curricular guidance for teaching media literacy exists, and

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there is no financing for teacher professional development in this area (Lemish, 2015; Potter, 2013). Educators with a deep commitment to improving students' media literacy are at the forefront of most grassroots initiatives to train teachers in the field. The Media Education Lab at the University of Rhode Island, led by media literacy experts Renee Hobbs, Yonty Friesem, and Julie Coiro, and Project Look Sharp at Ithaca College are two prominent examples of media literacy teacher training programmes. The National Writing Project (a consortium of universities), the National Council of Teachers of English, the National Council for the Social Studies, and the American Library Association are just a few national organisations that help fund and promote media literacy instruction. These initiatives combine best-practice sharing with evidence-based strategies, and they do so by creating networks of educators through training programmes and conferences.

Strength from the home front. Until recently, the primary focus of parental counsel for children's media use was on safeguarding them from potentially damaging content. The United States Conference of Catholic Bishops and other religious bodies in the 20th century utilised ratings systems to judge the appropriateness of film and television content. The U.S. Congress passed legislation in 1996 outlining age restrictions for sexual content, violence, and language in television and cinema. As of late, websites and video games have been assigned a rating by Common Sense Education, which considers the required level of expertise from users. Research has shown that parents have a wide range of concerns about their children's media use (Dorr, 1986; Madden, et al., 2012; boyd & Hargittai, 2013; Livingstone & Blum, 2017). As a result, recommendations for parents have evolved to include evidence-based methods for encouraging their children's media literacy.

Initiatives to improve media literacy policy. UNESCO has been supporting international studies on media literacy since the 1970s, with the results being published in papers, curricula, and policy recommendations. Following the Communications Act of 2003, the UK's Office of Communication (Ofcom) has been conducting surveys of adults' and children's media literacy for over a decade. The longitudinal study makes it possible to investigate whether or not there is a correlation between media exposure and knowledge. Media Smarts in Canada has been conducting studies and making legislative suggestions for responsible media use since the 1990s. The Australian Communication and Media Authority (ACMA) has been studying media literacy in the digital age for the past 10 years. Organizations like Media Literacy Now push for state-level laws despite lacking a federal framework for media literacy education in the United States. The scientific foundation of media literacy. Studies of youth media use, such as those conducted by Pew Internet Research, Media Smarts, ACMA, EU Kids Online, Global Kids Online, Eurostat, and International Telecommunications Union (ITU), provide both baseline measures of youth media use and the relationship to education, as well as comparative data over time and devices. Ofcom is the strongest example of a systematic national evidence base for media literacy. When discussing media regulation and education, it is important to collect comparative data across devices, time, and demographic groups to make evidence-based policy decisions and minimise knee-jerk reactions (Lemish, 2015; Bulger, Burton, O'Neill, & Staksrud, 2017).

Initiatives in media literacy across these five themes show how many different kinds of work can be categorised together. It's important to note that these programmes take varied approaches to teaching media literacy, which may be indicative of the vitality or incoherence of the discipline (Buckingham, 2003). Collaboration and growth in these areas can be complicated by the fact that

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educators, technologists, philanthropists, and legislators all have their own perspectives, methods, and objectives. Differences in curriculum between young and old, or between students, teachers, and parents, can cause friction even among professionals in the field of education. All of this is made more difficult by recent developments in the sector, as worries about social media and "fake news" have prompted an investigation into the practises and results of media literacy projects.

3. Hypothesis

The hypothesis has been developed based on literature review-

Hypothesis 1- Traditional course curriculum is a challenge in the way of quality media education among Indian media institutes

Hypothesis 2- Poor practical exposure is a challenge in the way of quality media education among Indian media institutes

4. Methodology

A descriptive method has been conducted in the research. Indian media institutions have been selected to gather the responses, in which 100 respondents were found as a sample size in the research. Teachers were asked about the challenges facing the Indian media institutes to have the proper solutions. Mean and standard deviation has also been calculated to know the variations in the challenges asked with a significance value of significance at a 5% level ($p < 0.05$).

5. Objectives

- To study the concept of quality media education
- To examine the problems faced by students in getting quality media education in Indian media institutes.

6. Results

Table 1: Gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	48	48.0	48.0	100.0
Female	52	52.0	52.0	52.0
Total	100	100.0	100.0	

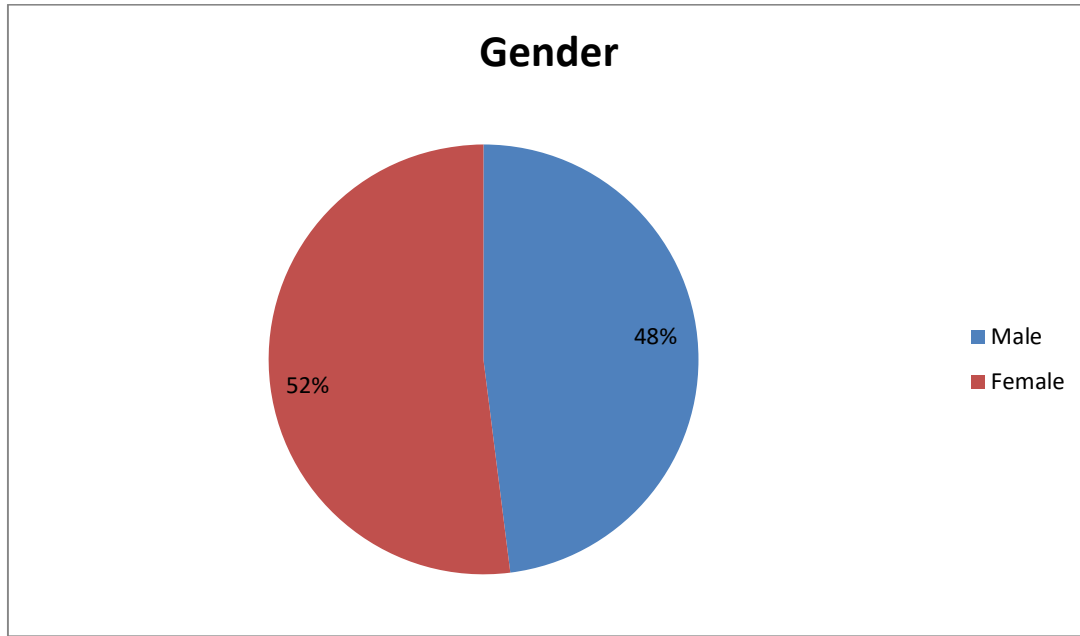## Gender

Table 1 and fig 1 show that female participation (52%) is higher than the of male (48%) which means females are more interested to present their views on the challenges facing Indian media institutes in providing quality media education.

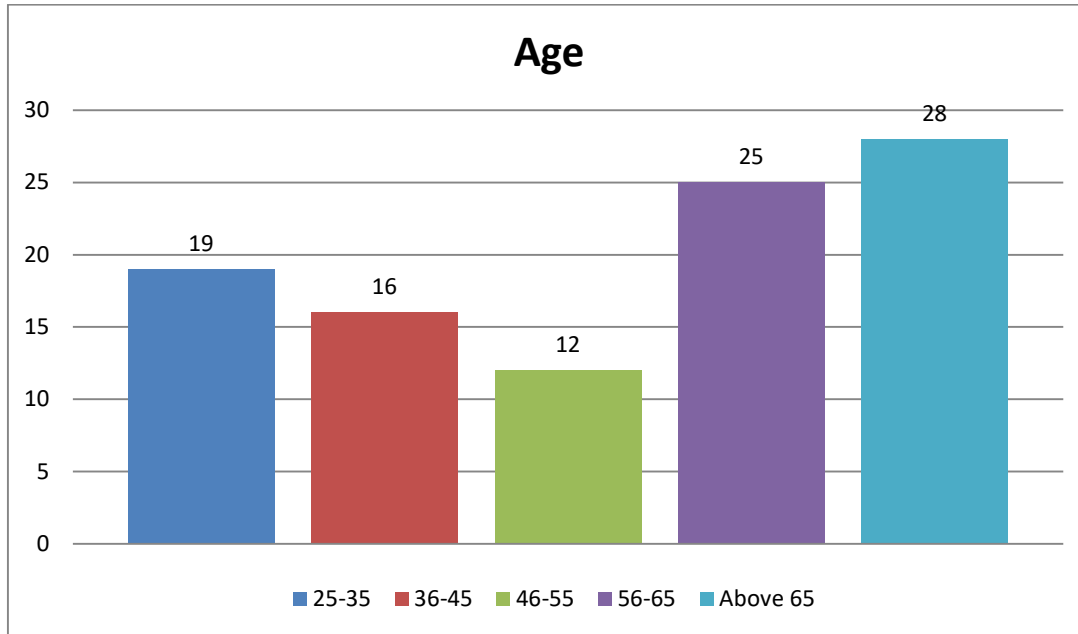| Table 2: Age				
	Frequency	Percent	Valid Percent	Cumulative Percent
25-35	19	19.0	19.0	19.0
36-45	16	16.0	16.0	35.0
46-55	12	12.0	12.0	47.0
56-65	25	25.0	25.0	72.0
Above 65	28	28.0	28.0	100.0
Total	100	100.0	100.0	

Fig 2: Age

Table 2 and fig 2 show that majority of participants belongs to above 65 age group then there is higher participation of 56-65 age group while low is for 46-55 age group. While age group of younger participants (25-35 age group) is only 19%.

Table 3 (a): One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Course Curriculum	100	6.8300	1.47062	.14706

Table 3 (b): One-Sample Test						
	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Course Curriculum	46.443	99	.000	6.83000	6.5382	7.1218

The first challenge analyzed is course curriculum like updated course-curricular activities for students in media education where the study found it significant ($p<0.05$) with the average (M=6.8300) and standard value (SD=1.47062) (table 3 (a, b)). It means there is a need for updated course-curricular activities to remove it as a challenge and improve the quality of media education in Indian media institutions. Therefore, the traditional course curriculum is a challenge in the way of quality media education among Indian media institutes (hypothesis 1 accepted).

Table 4 (a): One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Practical exposure	100	7.7400	1.02119	.10212

Table 4 (b): One-Sample Test						
	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Practical exposure	75.794	99	.000	7.74000	7.5374	7.9426

The second challenge analyzed in the research is practical exposure like students not having regular visits or not with the update of software in media education where the study found it significant (p<0.05) with the average (M=7.7400) and standard value (SD=1.02119) (table 4 (a, b)). It means there is a need for better practical exposure to remove it as a challenge and improve the quality of media education in Indian media institutions. Therefore, poor practical exposure is a challenge in the way of quality media education among Indian media institutes (hypothesis 2 accepted).

7. Discussion

As a field of study, media education has the potential to address and shed light on a wide range of pressing problems. This study aimed to examine some characteristics of media education in general and to try to place them within the Indian context in connection to other development views such as improved course curricula and practical exposures.

Research has shown that students benefit more from practical experiences than theoretical ones, and teachers can better tailor their instruction.

Many of the extracurricular activities traditionally offered by Indian educational institutions do not adequately equip their students for the challenges posed by today's media. Private colleges may lack the up-to-date media industry knowledge and connections that would allow their students to benefit from the internship-based programmes and practical field experience that come as part of a well-rounded education. The absence of practical experience is especially noticeable among private institutions students because they do not routinely send their students out on field reporting assignments.

The high degree of student thought processes necessitates revising course curriculum activities so that students can become fully immersed in the topic and offer their own opinions and assessments. To conform to the standards of modern media literacy, changes must be made to existing media content. The syllabus should be organised and straightforward. The course curriculum has not been revised and is on par with other reputable institutions' media courses. Furthermore, the student's analytical ability suffers since the right mix of theoretical and practical material is not maintained.

8. Conclusion

Teachers need to provide their pupils with a media education, but they should also keep in mind that this education should be relevant to the students' lives. According to the study, students' ability to learn and think critically is hindered by the standard course curriculum and lack of practical exposures offered by Indian media institutes. Involvement in the required course activities for competency growth. There is a great deal of opportunity for growth in students' chosen disciplines due to these events. Young people today need to be technically literate and up-to-date on the latest developments in their chosen fields. Media education, like the media industry itself, must adapt to changes in technology and industry trends, and so must the educational institutions that provide media education. Students are not often exposed to the media sector and are not taught the most up-to-date technologies. Students who want successful careers should develop a keen sense of their strengths. Students can set themselves apart from their colleagues by gaining work experience. Practical experience in the workplace can assist close this gap by providing students with an environment conducive to the growth of their communicative, collaborative, problem-solving, persistent, interpersonal, and adaptable abilities and by instilling in them a strong work ethic. Therefore, it is essential to prioritise both areas for the media industry's next generation of students.

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Questionnaire

1. Age
   a. 25-35
   b. 36-45
   c. 46-55
   d. 56-65
   e. Above 65
2. Gender
   a. Male
   b. Female

Course Curriculum

3. Do you think your institute has updated the syllabus as per contemporary media trends?
   a. Strongly disagree
   b. Disagree
   c. Neutral
   d. Agree
   e. Strongly agree
4. Do you thinkthere is updated course curricular activities as per contemporary media trends in Indian institutions?

   a. Strongly disagree
   b. Disagree
   c. Neutral
   d. Agree
   e. Strongly agree

Practical exposure

5. Does your institute providewell updated software to practice media-relate dated trends?

   a. Strongly Disagree
   b. Disagree
   c. Neutral
   d. Agree
   e. Strongly Agree

6. Do you believe Indian institutes provide media industry visits to students for more practical knowledge?

a. Strongly disagree
b. Disagree
c. Neutral
d. Agree
e. Strongly agree