Chapter 3: Research Methodology

In the previous Chapter an attempt was made to review the studies related to the research topic undertaken. An exhaustive search was made on the net and also in leading libraries but not many research studies related to this specific topic were found.

The present chapter has been organized as follows:

3.1 Statement of the problem

Courses related to visual media like television production, film making, documentary production, photography, animation and online production have become extremely popular among students. These streams provide excellent employment avenues. The technology used in visual media industry has undergone significant transformation in recent years. In this backdrop it is exceedingly important that courses offered in these areas should be industry-oriented. The academic inputs and training imparted should match the industry expectations. In this direction, it becomes necessary to understand the current scenario of visual media education and suggest restructuring the courses. Blending required skills along with knowledge inputs is a challenge for teaching institutions. The present study entitled- **"An empirical study on visual media education credentials and industry expectations"** is an attempt to analyze academic approaches adopted in the state of Karnataka and suggest suitable models to improvise the course curriculum and training approaches.

3.2 Objectives

The main objective of the study is to examine the type of visual media programmes offered, the inputs provided to the students in terms of knowledge and skills besides required infrastructure and the quality of teaching and training staff.

The specific objectives are to:

1. Critically analyze the curriculum of media education and visual media in particular
2. To understand the quality of learning received by students on employable skills
3. To understand the competencies of the faculty in teaching media subjects and visual media in particular
4. Examine the hindrances faced by the academic institutes in training students as required by the industry.
5. To understand the expectations of media professionals to recruit media aspirants for visual media industry (TV and Films)
6. To recommend a new course specifically to visual media education

3.3 Locale of the Study:

3.3.1 Geographic

Known earlier as the state of Mysore, Karnataka was formed on 1st November 1956. The state is divided into 30 revenue districts and grouped under four Commission rates namely Bangalore, Belagavi, Kalaburagi and Mysore.

Bangalore, the capital city of the state is known as the silicon city of India. A large number of global players in the fields of information technology, bio-technology and related R and D centers have put Bangalore on the global map. The state has 6.6 crore populace and the capital city has 1.08 crore population as in 2015. (http://www.indiaonlinepages.com/population/karnataka-population.html).

The total area covered by the state is 191,976 square kilometres which constitutes 5.83 percent of the total geographical area of India and stands in the eighth position among the largest Indian states by area and in the ninth position by population as per 2011 census.

3.3.2: Industry Details

A television service in Kannada was introduced by Doordarshan during the mid-1980. The first private television channel Udaya started beaming its programmes from 1993 followed by the TV that originated from the Sun network in the mid 1990's, while ETV Kannada in late 1998-99, Zee Kannada in 2006 and Asianet Suvarna followed in 2007.

Asianet Suvarna was taken over by the Star group and it was renamed as Star Suvarna and ETV Kannada was rechristened as Colours Kannada after it was taken over by Reliance group.

There are 11 Kannada news channels presenting news round the clock. They include- Udaya News, TV 9 Kannada, ETV News, Kasturi News, Samaya News, Public TV, Raj News, Suvarna News, Janasri News, BTV News and Praja TV. The music channels include Udaya Music, Raj Music, Polymer Kannada and Public Music. Udaya Comedy is a dedicated comedy channel; Udaya Movies and Suvarna Plus are devoted movie channels in Kannada. Udaya TV has a dedicated channel for kids named as Chintu TV.

Table A: The below table gives the information of the type of channels and the number of channels in Kannada.

Type of Channels	No of Channels
General entertainment	5
News	11
Comedy	1
Movie/ Cinema	2
Music	6
Kids	1

(Source: http://listofkannadatvchannels.blogspot.in/2015/09/table.html, 2015).

Janata TV joins the other news channels; there are predictions of a few more news channels to be established in the pipe line, say industry sources.

A large number of cable news and entertainment channels function across the state in major towns and cities. The presence of a significant number of TV channels besides local cable channels along with a large number of media teaching and training institutes has made the researcher select the state of Karnataka for this study.

3.3.3: Academic Information:

A brief information on the establishment of the Universities and the Journalism Department (Media) of respective Universities is presented below.

Source: Information presented here is collected from the official websites of the respective Universities.

1. **Bangalore University:**Bangalore University was established in July 1962 with an objective to include Higher learning institution located in Bangalore and the districts of Bangalore, Kolar and Tumkur. The Department of Studies in Communication was established in the year 1973 with the initiative taken by the then Vice-Chancellor of Bangalore University Dr. H. Narasimaiah.

   (Source: http://Bangaloreuniversity.ac.in/about-us/;http://Bangaloreuniversity.ac.in/science/communication/)

2. **Mysore University:** The University of Mysore was established on 27th July, 1916 during the benevolent reign of the Maharaja of Mysore, His Highness Nalvadi Krishnaraja Wodeyar (1884-1940). The Department of Post-Graduate Studies and Research in Journalism was started on August 9, 1972. However, the regular classes were formally inaugurated on September 20, 1972. (Source: http://www.uni-mysore.ac.in/about-uom)

3. **Karnatak University:** The Karnatak University was established by The Bombay Legislature through the Karnataka University Act 1949 in March 1950. The jurisdiction of the University covers Dharwad. Gadag, Haveri and Uttar Kannada districts. The Department of Journalism and Mass Communication was established in 1982 to facilitate students of North Karnataka to specialize in the field of mass communication.

(Source:http://www.kud.ac.in/content.aspx?module=aboutandpage=about; http://www.kud.ac.in/content.aspx?module=deptandpage=dept_journal)

4. **Kuvempu University:** Kuvempu University was established in 1987, with a distinctive academic profile, blending in itself commitment to rural ethos and a modern spirit. The Department of Studies and Research in Journalism and Mass Communication was established in 2003-04.

   (Source: http://www.kuvempu.ac.in/aboutus.htmlhttp://www.kuvempu.ac.in/ac-dpt-jmc.html)

5. **Mangalore University:** Mangalore University campus at Mangalagangothri was established in 1980 and sets the tone for the educational endeavors of the three districts under the jurisdiction of the University. The Department of Mass Communication and Journalism, was established in 1988.

   (Source: http://www.mangaloreuniversity.ac.in/history-and-evolutionhttp://www.mangaloreuniversity.ac.in/mass-communication-journalism)

6. **Bijapur University:** Karnataka State Women's University, Vijayapur (Bijapur) initiated its first academic session from early 2003. The Department of Journalism and Mass Communication was established during 2007-08. (Source: http://www.kswu.ac.in/)

7. **Gulbarga University:** Gulbarga University was established in 1980 by an Act of Karnataka State. Its jurisdiction extends to the five districts of Gulbarga, Bidar, Raichur, Bellary and Koppal of Hyderabad Karnataka. The department of Journalism and Mass Communication was established during the academic year 2007-08.

   (Source: http://gug.ac.in/load?menu=m02andpage=about-university)

8. **Manipal University:** Earlier known as Manipal Academy of Higher Education, Manipal University received the status of Deemed University in the year 1993. The School of Communication was established in the year 1997. (Source: http://www.manipal.edu)
9. **Jain University:** Earlier known as Sri Bhagawan Mahaveer Jain College, Jain University acquired deemed to be University status in 2009. The Department of Journalism was established during the academic year 2005-06 and was affiliated to Bangalore University. (Source: http://www.jainuniversity.ac.in)
10. **Christ University:** Formerly known as Christ College, Christ University acquired its Deemed to be University Status in 2004. The Department of Journalism was started in the year 1991 and was affiliated to Bangalore University, until the time it was declared as a Deemed to be University.(Source: http://www.christuniversity.in)

Table B: The below table gives the information on the institutions considered for content analysis of the syllabus and visited for this study.

Area	Institution	Ownership	Program Offered
Bangalore	Oxford College	Private	Under Graduation
	Garden City College	Private	Under Graduation
	Bangalore University	Government	Post-Graduation
Mysore	JSS College for Women	Private	Under Graduation
	University of Mysore	Government	Post-Graduation
Dharwad	Karnataka College	Government	Under Graduation
	Karnatak University	Government	Post-Graduation
Shivamogga	Sahyadri College	Private	Under Graduation
	Kuvempu University	Government	Post-Graduation
Mangalore	Sri Dharmasthala Manjunatha College	Autonomous College	Under Graduation
	Mangalore University	Government	Post-Graduation
Bijapur	Godutai	Private	Under Graduation
	Bibiraja	Private	Under Graduation
	Mahila Vidhyapeetha	Private	Under Graduation
	Bijapur Women's University	Government	Post-Graduation
Gulbarga	Suddimoola Siyaah Talaab (SPIL) College	Private	Under Graduation
	Gulbarga University	Government	Post-Graduation
Manipal	School of Communication	Autonomous University	Under Graduation and Post Graduation
Bangalore	Jain University CMS	Autonomous University	Under Graduation and Post-Graduation
Bangalore	Christ University **(Considered for Content Analysis Only)**	Autonomous	Under Graduation and Post-Graduation

3.4 Research Design:

A research design is a planned structure of investigation to obtain answers to research questions. Ex-post facto research design is followed for conducting this present research study. The present study follows exploratory research design combining qualitative and quantitative methods. Ex-post facto research design as an exploratory design is considered suitable when there are just a few or no earlier studies to refer to. The focus would be on gaining insights

and familiarity for later investigation. This method is meant to provide details where a scanty amount of information exists. It may use a variety of methods or other tactics for the purpose of gaining information (http://www.alleydog.com/glossary/definition.php?term=Ex%20Post%20Facto%20Research%20Design). Further exploratory research will provide rich quality information that will help identify the main issues in the study media education. This design was considered to be appropriate because of the nature of the study undertaken.

3.4.1 Qualitative method: An in-depth survey on the literature related to different dimensions of visual media education was conducted to understand the current status of visual media education scenario in the state of Karnataka. The content of under-graduate and post-graduate syllabi prescribed by the state owned universities, institutions (Aided-Unaided and private Management) and the autonomous (having freedom to plan their own curricula) universities were analyzed to have better understanding on the teaching methodology adopted in media courses.

During the survey, discussions were held with around 100 senior and prominent media professionals to gain their insights about the attitude, skills, knowledge of young minds who join the industry from the academia.

3.4.2 Personal Interviews: Seven of the eminent industry professionals were chosen for in-depth interviews to get an insight to recommend a course specifically for visual media education.

3.5 Sample for the study:

The present study is confined to the state of Karnataka. In order to obtain the required data for the study, cluster sampling method was followed. According to Wimmer and Dominick (Mass Media Research- An Introduction) this method helps to select the sample in groups or categories. A researcher can divide a specific geographical area into several parts and select groups of people from these areas. Accordingly, from among eleven general universities six universities are selected where media courses are offered. These universities were selected from four revenue divisions of the state giving representation to the entire geographical areas of the state. In the next step, faculty and students of Mass Communication/Journalism and Electronic Media courses were chosen to collect the required data.

In the third stage adopting convenience sample method students and faculty were approached with questionnaires. Convenience sample consists of those persons available for the study. Through the Chairperson of the respective department they were informed one day in advance about the researcher visiting the department for conducting the survey. Before administering the questionnaire, the objective of the survey was explained to the students and faculty.

There are 17 universities including state-run, private, deemed and recognised institutes of excellence. For the purpose of this study, seven state-run and three private universities were selected in which media courses are offered at both UG and PG levels. The researcher ascertained that the courses offered by these institutions are well established.

3.6 Sample Size:

It is indeed not possible and feasible to contact each and every student at the Universities and their respective affiliated colleges across the state as it would require much more time, money and manpower than available. Therefore a simple random method was used to obtain the required data. At the time of visit by the researcher, all those present were approached and requested to fill the questionnaires. They were briefed about the objectives of the study and detailed the procedures to fill up the questionnaire.

The details of the selected respondents are as below

a. 446 respondents from student category studying in their final year in Under Graduate (BA Journalism) and Post Graduate (MA Journalism and Mass Communication and MSc Electronic Media) (215 Undergraduate and 231 from Post Graduate) participated in the survey.

b. 68 respondents from among the faculties, teaching media related courses from selected institutions. 30 faculties from Undergraduate and 38 faculties from Post Graduate participated in this survey.

c. 110 experts from media industry comprising technicians (cameramen, sound engineers, editors), directors of television programs in the city of Bangalore were also administered with a questionnaire to assess the media expectations from students who pass out of media institutions. A few members from the Marketing team were considered for the discussion to understand their opinion.

d. Seven eminent and renowned media professionals were interviewed and their opinions on the academic status for media education were obtained.

Their inputs on the issue of how the curriculum for visual media course should be recommended were also discussed.

Thus the total number of respondents who participated in the survey was 631. They were of three categories, namely students, faculties and media professionals.

3.7 Variables Considered

The two types of variables namely the dependent and independent variables are considered across all the three categories of respondents among students, academicians/ trainers and industry professionals.

Questions in the category of dependent variables are more dependent on the nature and observations of the respective categories, while the independent variables such as age, gender of the respondents are considered to be in common across all the respondents. However a few questions appear to be similar, they differ in all the three categories.

3.7.1 Category A: Students of Media Courses (Journalism and Mass Communication, Electronic Media, Media Studies)

Dependent Variables for Students

1. Courses and Subjects Offered
2. Pedagogy Observed
3. Facility and Infrastructure
4. Specialization Offered
5. General Opinion

Independent Variables for Students

1. Age
2. Gender
3. Type of Institution
4. Status of Institution
5. Courses Opted by Students
6. Institution Information
7. Institutional Support for Students

Dependent Variables for Students

1. **Courses and Subjects Offered:** The courses offered and the subjects taught become important to understand the kind of methodology practiced at the institutional and University level.
2. **Pedagogy Observed:** The pedagogy plays an important role in the process of learning by a student. The focus here is to know the theoretical and practical approaches which are in practice while teaching students.
3. **Facility and Infrastructure:** For any visual media education or even for the journalism and communication, an institution needs to have certain facilities and infrastructure which enables the students to connect to the industry. The type of facility and infrastructure as well as the equipment available provides the overview of the kind of teaching in practice. This section comprises questions related to the availability of infrastructure namely the kinds of studios, labs and systems to the students.
4. **Specialization Offered:** Specialization offered gives an idea of what the outcome of the course could be and the areas in which a student can pursue

his/ her career. The specialization also gives an overview of the theoretical and practical methods which are in focus.

5. **General Opinion:** The general opinion is more with the individual opinions of the learner as to what areas are to be developed to enhance the credibility of the course in visual media education.
6. **Trainer's Teaching Ability:** The trainers' knowledge and their background give the overview of the trainer in the student's perspective.
7. **Institution Information:** The institution information provides their status and the type of courses offered, infrastructure and the facilities provided to the students.
8. **Institutional Support for Students:** The support of the institution for students comprises potential information with regard to their learning developments with respect to the academics.

Independent Variables for Students

1. **Age:** The respondents are classified under different age group such as between the ages of 18 and 20, 21 and 22, 23 and 25 and 25 years and above. The age of the respondents is recorded as mentioned by them at the time of investigation in terms of the number of years completed.
2. **Gender:** Refers to the gender of the respondents categorized as male and female.
3. **Pattern of Institution:** The types of the institution are categorized as aided, private and state owned which helps to determine the investments and infrastructure of the institution.

4. **Status of Institution:** The status of an institution reflects the reputation/brand names they have earned over a period of time by recognized certification or assessment agencies.
5. **Courses Opted by Students:** The courses opted by the students indicate the popularity of the courses opted by students.

3.7.2 Category B: Media Educators (Trainers in the Media Studies Departments)

Dependent Variables for Faculties

1. Infrastructure and Facilities
2. Institution Support for Academic Support

Independent Variables for Faculties

1. Age
2. Gender
3. Educational Qualification
4. Academic Experience
5. Industry Experience
6. Subjects Handled

Dependent Variables for Faculties

1. **Infrastructure and Facilities:** This indicates the opinions of the respondents with regard to the facilities available to teach at the institution and the infrastructure like the labs, studios and systems available.
2. **Institution Support for Academics Support:** This questionnaire focuses to get the opinions on the various kinds of support for personal and

academic growth of the trainers, namely attending seminars and conferences and publishing research articles.

Independent Variables for Faculties

1. **Age:** The respondents age here is categorized into groups as 25 to 30 and above with intervals of 5 years, viz., 25 to 30, 31 to 35, 26 to 40, 41 to 45, 46 to 50 and 50 and above years.
2. **Gender:** The gender is classified as male and female.
3. **Educational Qualification:** The educational qualification of the trainer plays a vital role in understanding his background with regard to the subject.
4. **Academic Experience:** The level of expertise throws light on the kind of strength of the departments at the institutions and university level.
5. **Industry Experience:** The media industry experience of the trainer helps to connect better with the industry.
6. **Subjects Handled:** The subjects a trainer handles would indicate his/ her specialization.

3.7.3 Category C: Professionals from the Visual Media Industry (TV and Films)

Dependent Variables for Media Professionals

1. Knowledge of students
2. Attitude of Students
3. Skills of the Students

Independent Variables for Media Professionals

1. Age
2. Gender
3. Educational Qualification
4. Industry Experience
5. Industry support for Academic

Dependent Variables for Industry Professionals

1. **Attitude of Students:** Students who pass out of the academic institutions would come in contact with industry professionals. Therefore an attempt is made to examine their attitudes towards the students.
2. **Skill of the Students:** The theoretical knowledge and practical exposure a student has need to be practically applied in the field which demonstrates his/her abilities.
3. **Knowledge of students:** The knowledge of students passing out of the academic institutions as assessed by the industry professionals will give an insight on the academic strength.

Independent Variables for Media Professionals

1. **Age:** The respondents age here is categorized between the ages 25 to 30 and above with intervals of 5 years, viz., 25 to 30, 31 to 35, 26 to 40, 41 to 45, 46 to 50 and 50 and above years.
2. **Gender:** The gender is classified as male and female to know the ratio of male and female educators available in the institutions.
3. **Educational Qualification:** The educational qualification shows the academic background of the respondent. The qualifications here mentioned are journalism and mass communication, electronic media,

other professional courses in both of the under graduate and post graduate categories.

4. **Industry Experience:** The relevant industry experience of the professional gives the credibility of his opinions shared in the investigation. The experience mentioned is grouped into 0 to 5, 6 to 10, 1 to 15, 16 to 20, 21 to 25 and 25 and above years.

3.8 Measurement of Variables: The variables are measured by analyzing the opinions of the respondents to each of the questions in the questionnaire on the basis of percentage. The highest percentage of each of the opinion shall be considered in the analysis.

The collected data were initially coded, entered, analyzed and tested using SPSS software, version 21.

3.9 Pilot Study: Keeping in view the study objectives, a questionnaire was developed by the investigator under the guidance of the research supervisor and was pretested. A pilot study was conducted in a non-sample area before administering the questionnaire to the respondents belonging to the under-graduate students and teachers of media courses.

Based on the pilot study and the discussions with faculty and students certain modifications were incorporated in the questionnaire. A few additional questions were added to get in-depth and specific opinions in each of the sections covered in the questionnaire.

The data was collected by questionnaire and discussions. The student questionnaire had four sections namely, Personal Information, Course and

Pedagogy, Facilities and Infrastructure and General opinion. All the questions are close ended, giving options for each of the statements in the question. The questionnaire was put to reliability test on Cronbach's Alpha which scored.620 and .602 on Cronbach's Alpha Based on 4 Standardized items.

The faculty questionnaire had three sections namely, Personal Information, Institution Support for Academic Development and Infrastructure and Facilities. All the questions are close ended, giving options for each of the statements in the question. The questionnaire was put to reliability test on Cronbach's Alpha which scored.680 and .692 on Cronbach's Alpha based on 4 Standardized items.

3.10. Data Collection: The data were collected in two methods namely

3.10.1 Questionnaire: A pre-tested questionnaire was administered to all the three categories of respondents personally.

The details of the questionnaire's comprising sections, number of questions, type of questions and reliability are as below:

3.10.1.1 Category A: Student Questionnaire: The questionnaire is divided in to six sections namely Demographic, Courses and Pedagogy, Trainer's Information, Facilities and Infrastructure, Internship and Placement and General opinion. There are 22 questions from all the six sections in this questionnaire. All the questions are close ended, giving suitable options for each of the statements in the question. The questionnaire was put to reliability test on Cronbach's Alpha which scored.623 and .609 on Cronbach's Alpha

Based on 4 Standardized items and .676 on Cronbach's Alpha and .691 on Cronbach's Alpha Based on 5 Standardized items.

3.10.1.2 Category B: Faculty Questionnaire: The questionnaire is divided into three sections namely Personal Information, Institution Support for Academic Development and Infrastructure and Facilities. The questionnaire comprised 22 questions from all the three sections. All the questions are close ended, giving suitable options for each of the statements in the question. The questionnaire was put to reliability test on Cronbach's Alpha which scored.686 and .698 on Cronbach's Alpha based on 5 Standardized items.

3.10.1.3 Category C: Media Professionals: The questionnaire is divided into four sections namely Personal Information, Opinion on Recruiting in Media, Attitude- Skill and Knowledge and Requirement for Role. The questionnaire comprised 22 questions from all the three sections. All the questions are close ended, giving suitable options for each of the statements in the question. The reliability of the questionnaire is scored to be .696 on Cronbach's Alpha and .680 on Cronbach's Alpha Based on 5 Standardized items.

3.10.2 Interviews/ Discussions: Opinions expressed during interviews among students, faculty members and media professionals were recorded and incorporated in the analysis.

3.11 The statistical tests used in this study are:

3.11.1 Anova Test: The Anova test is used to examine the association or differences between the opinions of the respondents of two categories namely students and faculties of Under Graduate and Post Graduate. It is used to determine whether there is a significant association between the two variables.

3.11.2 t- test and z test are used to determine the significance between group means. They assess whether the means of two groups are statistically different from each other.

3.11.3 Mann Whitney Test: This test is used to find out the existence of significant difference between two categorical groups.

3.12 Hypothesis: The following null hypothesis were formulated to be tested

H_0 There exists no importance for visual media discipline across educational institutions

H_0 There exists no significant practical orientations in the visual media discipline which make students employable.

H_0 There exists no confidence among the employers to recruit students who pursue media courses.

H_0 There exists no structured education model incorporating the facilities, infrastructure, training methods, syllabus and course content for visual media education.

3.13 Challenges in Data Gathering

Meeting 621 respondents at various academic locations personally to discuss and understand their individual perspectives required for the study was quite a challenging job. However with the co-operation of faculties in the department and the students, the task looked far better than it appeared. Despite the support few challenges were faced in the journey of collecting data are listed here.

1. The primary challenge was to make all the respondents understand that the study was to understand the exposure they received in visual media and not to check on the available resources.

2. The respondents selected were from final year degree both at UG and PG level, meeting the respondents during the visit period was a great challenge.

3. It was not easy to persuade the faculty to share a copy of the syllabus. A few institutions refused to share the syllabus claiming it as a confidential document.

4. Since the questionnaire sought details about expertise of faculties in handling the equipment and practical's, students were hesitant and a majority of faculties were not ready to share their exposure.

5. Media professionals agreed to meet the researcher during their shooting and production schedule. However a greater challenge was in reaching the shooting location situated in a remote corner of the city approachable through the busy roads of Bangalore.

3.14 Ethicality observed in the study

1. The respondents were assured that the data collected shall not be shared with or produced partly or wholly before anyone but would be confined to use for the purpose of the study.

2. Critical data were gathered by assuring the students and faculties the confidentiality of the information.

3. Ethical practices were followed while using the data for the purpose of the study.

The present chapter has detailed the methodology adopted in conducting the research study. The analysis of the respondents of all the three categories, and personal interviews will be presented in the next chapter “Analysis”.