Chapter 5: Conclusion and Recommendation

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The philosophy of Indian education rarely stresses employment out of education as it largely highlights the enlightenment of the educated. However to survive an educated person needs employment. The education procured should provide not only a comfortable living but also an employment in the area of interest.

Interestingly the philosophy of media education goes on similar lines. Being considered as the fourth pillar of the democratic setup media education from the time it was conceptualized has largely concentrated on the brain behind the concept. Media education in its initial stages focused largely on print journalism and hence laid emphasis largely on writing and editing part. Designing the page came by practice. It was considered as the senior journalist's domain. Designing was included much later in the syllabus.

The changing vistas in the field of communication due to globalization encouraged students to take up corporate communication, yet another serious alternative in quest for a career. Till private channels started functioning in regional languages, there appeared to be hardly any scope for students aspiring to join the visual media. Though it is more than two and a half decades since private channels have spurted out, the history of electronic media is not more than one and a half decades old. Prestigious institutes like FTTI focused largely on films and rarely on television production. The academic field which always wore a serious look never looked into the growth of entertainment industry from career perspective for its students. Rather it tried to look at it

through critical intellectual spectacles like other scholars. But today, due to the slow wakeup call received at the academic institutions, the industry today totally appears to be hijacked by non-media students for various reasons. Amongst the many reasons that keep students out of the media schools, one is the total neglect of the need to be trained for the skills that are essential while visual production is primary.

When we look into the dynamics of operations in media industry which has changed to digital, in the post globalization period the technological growth both in the print and electronic media has surged beyond expectations. The criteria for recruitment have changed, changes in approach have happened in educational institutions that have started taking media education seriously. But the institutions that observed the dynamical change in the visual media failed to gear up for the expectations of the visual media industry.

This lack gave scope for a trend among industries of providing supplementary education to facilitate the skill-sets suitable for a job. Despite National Skills Development Corporation observing 'skills' as an important criteria for development and recruitment, thus creating scope for various skill based media courses, educational institutions unfortunately did not explore the possibilities. Supplementary Education is both formal and informal. Development of enriched learning activities generally goes beyond the formal curricula of schools (LaPoint, 2006). Offering supplementary learning in media education is left far behind in Karnataka.

This study was conducted in different phases. The observations here are also presented accordingly.

5.1 Reflections of content analysis

The syllabus of totally 10 Universities was considered for the study out of which seven were state owned and three were run by private organization.

5.1.1 Analysis of Under Graduate Program

As we go through the syllabus of various Universities in the state prescribed for Under Graduates we find that:

All Universities introduce the fundamentals of journalism and communication process in the first semester. Communication skills being the essence in the contemporary world, the topic taught largely concentrates on theoretical aspects of communication with less focus on intra and interpersonal communication skills. No University except Manipal has taken the initiative to impart presentation skills to its students. Aspects of visual communication fail to make their presence felt in the first semester of any University.

It is observed that all Universities are focused on the print media during second semester. This probably is because the earlier format of media education focused largely on print media. While Manipal University introduces computer applications, Jain University makes an attempt to introduce AV media during second semester though theoretically.

It is evident that course contents vary during the second semester, but the practical component is missing except in Manipal University. Though the print medium is inclusive of visual components, government Universities fail to bring in page design and photography here unlike Manipal and Christ.

During the third semester Manipal University introduces visual communication. Photography is taught as one of the core subjects. The science of visual communication is also taught here. Jain also introduces the basics of photo

journalism in this semester. Christ introduces radio and audio production which includes producing radio program and editing using sound editing softwares. Though visual media components are missing in the syllabus of third semester in Christ University, it can be observed that audio component is introduced to the students at this stage. Visual media as such has not been introduced to the students studying in Public universities.

Among the state owned Universities Bangalore and Mysore University introduce the basics of AV media in semester four. The course content largely focuses on the history of radio, television and films, apart from types and techniques of production of programs. However the cost involved in the establishment of infrastructure for audio-visual studio compels teaching the subject from a theoretical point. The assessment of students is based on the end term semester exams which cover only on theoretical knowledge. Bangalore University makes no provision for practicals in its structured curriculum. Kuvempu University includes AV media, in IV semester and practical component is included as part of the evaluation system. Manipal University introduces radio and new media in the fourth semester with, practical as part of the curriculum. The students are also introduced to animation which is an extended part of visual communication. Jain University introduces advanced photography. Christ University in its Broadcast journalism paper offers a practical component. It can be noted that once again the private universities try to provide the necessary infrastructure to provide hands on training to the students while, students in public universities struggle to get some experience.

In the fifth semester Universities largely focus on writing, reporting and editing aspects. Page designing and introduction to typography can be considered as practical orientation to the students in visual components of print media. But the question again is the infrastructure facility and scope available for students to be trained in the software used on par with the industry. Though photography is included as part of the subject, the absence of practical knowledge imparted in taking quality pictures, methods of cropping and editing of methods makes it less effective.

During the last leg of graduate all Universities seem to concentrate on management of the media. Students are also introduced to public relations and advertising in this semester. Bangalore, Mysore and Bijapur Women's University have commonly introduced advertising and public relations. Mangalore and Bangalore Universities introduce media management as another paper. Bijapur University incorporates developmental journalism. Manipal University introduces interesting subjects like defense journalism. The students are also exposed to media and society and get involved in the production of magazine. As part of the curriculum internships have been made mandatory and evaluated by the reporting officers from the industry. Projects in the area of interest are incorporated in the semester.

The content analysis of the curriculum of Journalism subject of the BA course of the seven state owned and three private Universities leads to the following observations:

1. A majority of the Institutions affiliated to government owned and autonomous Universities offers journalism as one of the subjects along with other subjects like History, Psychology, Sociology, Economics etc.,

2. The prescribed syllabus taught during the three year BA program is introductory in nature and has similarities among all Universities, state owned Universities in particular. The variation is largely in the shift of progressions and not in content.

3. All Universities seem to focus primarily on print media while AV media is introduced as basics among government Universities while private Universities move a step ahead by including minimal practical components.

4. In Manipal University the student is introduced to History, Sociology Economics and Political Science apart from core papers related to media. Media research and current affairs are also being incorporated as part of the curriculum among private Universities.

5. In all the institutions where journalism is offered as one of the electives the content appears largely introductory to media education and thus fails to generate industry orientation.

6. Visual Media components are largely not included in the curriculum in institutions where journalism or media is offered as one of the electives. Private Universities introduce visual communication and Manipal continues to offer different aspects of visual media aftermath, others

introduce the basics thereof. It is interesting to note that students are encouraged to do a project during their sixth semester in the private Universities.

7. The practical component largely appears to be restricted to printing i.e., writing and publishing in-house/ departmental journals among the government Universities.

8. The bifurcation of total 100 marks in institutions where media/journalism is offered as one of the electives varies in the scale of 30 to 10. Bangalore University allots no marks for practical examination. Manipal University offers 50:50 combinations for theory and practicals.

9. Media visits are encouraged at BA level and internships appear mandatory in institutions exclusively established for communication.

10. It can be largely observed that components related to visual media generally fail to make their presence in programs offered by all Universities. Strong components of visual media e.g.: photography, videography/ cinematography, video editing, sound editing, which will enable a student to fetch employment, are largely missing or secretly present in the curriculum. Oxford college, Garden City college, Manipal and Christ University have a sophisticated audio and video production studio with the required lights, cameras and other equipment, and Manipal continues to focus largely on creating an all-rounder rather than a visual media specialist. One prime reason for same could be heavy investments as part of infrastructure development.

5.1.2 Content analysis of Post-Graduate Program

The course content of Post Graduate program for Journalism and Mass Communication in five of the government Universities and one private University are considered for analysis. The Universities that are considered for study are Bangalore, Mysore, Karnatak, Kuvempu, Mangalore, Bijapur and Gulbarga and the University with autonomous status are Manipal, Jain and Christ University.

It is important to note here that Bangalore, Mysore and Karnatak Universities offer two programs related to media. They are Journalism and Mass Communication and Electronic Media. As per the guidelines of University Grants Commission the students are awarded a degree in Master of Arts for those who complete Journalism and Mass Communication and M.Sc. for students who complete their course through Electronic Media. A quick glance of the content is presented in the following paragraphs:

In their first semester all Universities have retained the core subjects which introduce students to journalistic field. While Karnatak University through its practice journal introduces the students to the basic concepts of visual communication. Bijapur University introduces concepts of multimedia and writing for electronic media thus makes a beginning to introduce the students to concepts of visual communication. Mysore University introduces computer skills which include the basics of computer and photo editing for web and internet. Manipal University offers a bouquet of subjects of which students select any five. Photography is introduced to the students apart from editing skills in which students are introduced to various softwares related visual communication Ex: Photoshop.

During the second semester, the state owned Universities largely deliver core subjects. Bangalore University introduces lab journal, Mysore University introduces radio and TV production, photo journalism, writing for radio. Kuvempu University also introduces photo journalism and radio and television as an elective, while Bijapur University introduces radio program production. Manipal University includes introduction to AV media and research methods. State owned Universities introduce electronic media, but the content looks basic. Among private Universities, Manipal University introduces AV media. Christ University's Digital video production looks like a complete package of introducing theory and practical aspects of video shooting and editing with the help of video camera and two video editing softwares Adobe Premiere and Final Cut Pro. However the hours of hands-on experience and opportunity to involve extensively in producing a video appear to be limited.

In semester three, Bangalore University introduces television production while Mysore and Karnatak University introduces radio and television program production. Mysore University offers an optional elective in marketing communication while Karnatak University offers radio and television production as elective. Kuvempu University introduces television production as a hard core subject and intercultural communication as elective and Bijapur University offers television production as practical and women and media as optional. Manipal University offers specialization in three combinations which include broadcast media, communication management and print and new media. It can be observed that during third semester all the universities make an attempt to

introduce technical paper to the students. Manipal University encourages practical study among its students opting for specialization in broadcast media.

In the fourth and last semester Bangalore University introduces film communication as an optional subject which covers the basics of film and censorship while Mysore University introduces advanced radio and television production and film journalism. Karnatak University introduces web media; Kuvempu University at this juncture introduces new media technologies and computer applications and Bijapur University introduces documentary production with focus on overall production aspects of visual media.

Manipal University introduces specialization in three different combinations in Communication management, Print and New media and Film studies. The University continues to encourage its students to produce various in-house visual media productions. Other private Universities follow government Universities in the matter of offering subjects.

From the content Analysis of Post Graduate Program in Mass Communication and Journalism it can be observed that:

1. The subjects offered among the Universities are various aspects of journalism and mass communication with a very small share of visual media aspects.

2. All the Universities follow an unstructured manner in offering the subjects and imparting more of theoretical concepts and less of employable skills, which is the key to build a career.

3. The production of in-house journals, radio and television program hosted/ organized by the departments are quite different from those organized by professionals in the industry.

4. The subjects offered are distributed differently in each University in each semester. For e.g. Media law and ethics offered by one of the University in its first semester is offered by other during the third semester and by another during the fifth or sixth semester. However the contents largely appear to be common among the subjects of same nomenclature.

5. It can be observed that subjects offered by the government run Universities are cluttered and do not follow a common pattern.

6. Private Universities have largely followed the subjects offered by government Universities; however a few subjects have been added. Nevertheless practical components for radio, television and cinema are limited and not extensive.

7. Though technical aspects of the visual media production are imparted to students among the private Universities, employable skills are not in focus.

8. A student in a group shall be able to produce one or two radio programs and one documentary or visual media production which is mandatory. It is to be noted that one or two projects shall expose the students to the process of production; however employable skills and industry competence are not in focus.

5.1.3 Electronic Media Programs:

The electronic media course is offered by Bangalore, Mysore (now closed) and Karnatak Universities. The objective of the program is to train students in the electronic media with the best competencies of the industry. The two year electronic media program comprises four semesters which have been analyzed and presented. It is to be noted that the electronic media course which was offered by University of Mysore during the course of study is considered for analysis; however the course is not functional from the academic year 2016-17.

In semester one, Bangalore University introduces the basics of electronic media, Mysore and Karnatak Universities offer audio and video production and editing, introducing the concepts of lighting and studio techniques, technical terminologies and basics of writing, camera and editing audio and video.

In the second semester Bangalore University introduces the basics of television and news program production, cinematography while Mysore University introduce 2D animation and video production and Karnatak University introduces new media technology. Karnatak University takes a backward step in introducing subjects focusing on electronic media and visual media in particular. The content of Mysore University appears to cover wider aspects of visual media in this semester.

In semester three all the Universities offer various aspects of visual media in this semester. Bangalore University introduces sound recording, radio program

production and video editing, Mysore University introduces TV news casting, writing and presenting news and TV presentation skills as an elective and Karnatak University introduces graphic and animation, post production and production management in the aspects of visual media and broadcast journalism as open elective.

In semester four Bangalore University introduces the concepts of HTML, Web page designing, search engines, technology of smart gadgets, software used in commercials. Documentary production and Project by Mysore University appears to be more focused on concepts of visual media production. Karnatak University at this juncture introduces sound production, media management and events.

Manipal University offers interesting topics to the students who have opted to specialize in electronic media. Apart from audio video production they also introduce Media Histrionics and make it compulsory that students submit a project.

Observations:

The subjects offered among the Universities deal with various aspects of visual media. The management of live events hosted by the departments is quite different from those organized by professionals in the industry.

By and large, the syllabus and its content of all the Universities offering electronic media seems to suit the industry requirements but lacks rigorous training. Every day news production, live streaming of news and public screening of the documentaries made by the students as part of the project only will confirm the abilities of the students.

5.1.4. Introspection of Professionals:

Today, the advancements in technology, complimenting the creativity in creating visual media content (film and television, documentaries, ads, videos for web) has widened the scope for various skill-sets at creative, technical and managerial levels in the industry. Though there are a couple of institutes offering supplementary learning in visual media, the credibility of the course is not much appreciated by a majority of the professionals working in the visual media industry in Karnataka.

The recruitments in the visual media industry since its inception in India is unorganized, observes Mr. Rajendra Singh Babu, a film maker and the present Chairman of Karnataka Chalanachitra Academy, Government of Karnataka, in the interaction held as part of the research. "The industry is open for anyone who can work to learn and to those who take up projects on their own". Nobody owns the responsibility of shaping industry towards professionalism that has resulted in lack of leadership in India and Karnataka in particular. He also observes that the academia and industry are at cross roads. There appears to be a dilemma about the path that needs to be taken for moving forward together. While the industry is moving ahead adopting the new trends in all the aspects, the academic support for the industry is far behind industry's expectations. Film schools and institutions offering media education in Karnataka make very little contribution to the industry. We need institutions like FTII, in Karnataka".

The business model of a film school is very expensive as it has less return on the investment made. There has to be enough financial support to run it at least

for the initial five years. The infrastructure, facilities, equipment and the human resource required for an institution on the concept of film school, is much different from that of any other course. If media courses suitable for any of the fields, be then print or electronic, need to match with industry expectations it calls for huge investments with very little returns. It is only the Government initiatives that can sustain such huge burdens. It is sad to mention that the Government of Karnataka cannot support building a professional education Institute that can meet the requirements of visual media and encouraged the initiatives of its own creative talents, for the simple reason the usual government bureaucratic yardsticks cannot be applied in creative fields, opines Abhaya Simha, an FTTI, Pune and a film maker.

B. Suresha, prescribes that a journalist must at least write ten articles every day to have proficiency in writing and adopt various writing styles, while Nagabharana reminds that it is the duty of the Government to nurture visual media education. With these hindrances faced in the academia, Prakash Belawadi prefers to recruit students with theatre background and recommends that a strong industry-academia connect which can be achieved by relaxing the UGC norms for hiring professionals to teach visual media. Girish Kasaravalli is of the opinion that visual media professionals need to know film theories but the only way to get proficient in visual media is by practice alone. All the eminent personalities have a common opinion that the Government Film and Television Institute needs to be strengthened with adequate faculties and an adaptable syllabus that is structured for the development of visual media education.

However, the direction of media education and visual media education in particular is moving outside the Universities. A few media organizations such

as Times of India, NDTV and Zee among the television and Sakshi, Eenadu and Dainik Bhaskar among the print medium have initiated their own media schools to train the aspirants. However, the programs offered by these institutions do not guarantee placements if the aspirants are not recruited by the media organizations mention Abhaya Simha.

The literature reviewed reflects largely the lacuna and the status of media education particularly in India. Despite the visual media having maximum coverage and the gradual decline in print industry, the present day media education offered largely at public institutions continues to suit best for the print medium, while electronic medium continues to suffer from the care of a practical approach.

That the learner's status post studying media programs (journalism and mass communication and electronic media) is at the cross roads can be observed from the analysis of the responses from both the students and faculty respondents to the questionnaire. The concept of a professional film school geared to professional learning, with the required infrastructure and specified learning facilities is yet to be materialize in Karnataka.

The study undertaken had the intentions of not only finding the gaps in the academia with reference to visual media education but also to understand the perception of industry towards the preparedness of media graduates towards employment. The study tries to understand the credentials of media education offered at the institutes and the expectations of visual media in Karnataka and the findings are presented in the following paragraphs.

5.1.5 Syllabus Structured and Institutions

The success of any educational program primarily depends on the syllabus structure and content. The curriculum designed for a professional program in media education like any other program largely highlights the nature and scope of the program along with the pedagogy employed to facilitate learning.

The primary concern of media education in most of the public and private educational institutions Journalism is to offer it as one of the three core subjects, in Under Graduate programs. In Karnataka, School of Communication, Manipal University is the oldest media school which offers media centric Under Graduate program. Though in the recent past many media schools have been established, it is important to note that these schools are established by private educational institutions and not by the public sector. Journalism is offered at the under-graduate level as a part of the three year BA graduate program with a combination of two other core subjects such as psychology, history, sociology, political science, economics and so on. The combination of these core subjects offered depends upon the faculty resources available in the institute. A few private institutes offer programs under the nomenclature of media studies with not much of a difference from a Journalism course.

Similarly, the post-graduate Master of Arts program in Journalism and Mass Communication which should provide advanced knowledge in the subjects studied during the under-graduate program has largely remained basic, for the simple reason that the Master's Program continues to keep its doors for non-media students unlike in other professional programs. Through the interaction with senior faculty members it can be understood that the efforts to make the

Post Graduate program rigorous and suitable for the industry gets diluted because of this provision. The Post Graduate program in electronic media which has been just introduced in two universities of the state is yet to explore its fullest possibilities. A new program in Visual Communication has been recently started by a private college (St. Joseph) in Bangalore.

It is important to note the syllabus of both BA and MA in Mass Communication and Journalism overloaded with theoretical contents does not focus on providing creative, technical and managerial aspects that are essential for a producer.

The MSc Electronic Media on the other hand offers subjects related to visual media comprising the basics in technical aspects. While the attempt to impart practicality largely fails to match with the industry requirements there appears to be also a lacuna in creative and managerial training. The wholesomeness of learning visual media comes from conceptualizing, executing and distributing. The learners of the present era lack the information and knowledge in managing core operations (production) and distributions in visual media.

The institutions owned by the state and the private management are all under the radar of the University Grants Commission. The courses offered by a majority of the institutions across Karnataka bear Journalism and Mass Communication as their nomenclature. Private Universities offering exclusive media programs have named their programs as Media Studies and Media and Communication. Electronic media at Post Graduate level and Visual Communication are also offered to the students.

Private and public institutions offering exclusive professionals courses in visual media are yet to be established in Karnataka.

All universities include Visual Communication, Photography, and Television Production techniques in the course. Very few private institutions are able to manage visual media subjects with competitive infrastructure suitable for the industry.

While describing the academic status in Karnataka, it is important to highlight that the Department of Electronic Media and Multimedia Research Centre (EMMRC) at the University of Mysore, offered electronic media course, which became dysfunctional from the academic year 2015 and many colleges closed their shutters for media education. This could largely reflect on not mapping the requirements suitable for the industry by the academia apart from investment requirements from management side to keep the course going.

Institutions irrespective of their ownership have failed to produce quality students with employable skills from journalism and mass communication and electronic media programs in Karnataka. While the facilities provided by the private institutes are moderate; the public owned institutes except a few like Bijapur, do not have much to give to students other than providing the very basic facilities.

The post-graduate program comprises radio and television subjects related to electronic media in the curriculum of all universities. The pedagogy is more conceptual and does not impart much of practical knowledge and skills.

5.1.6 Students perceptions on the course

A total of 446 students studying in the final year of BA and final year of MA were randomly chosen from nine universities across the state of which two are autonomous. More male respondents were found in Post Graduate (51.9 percent) and more female respondents (64 percent) were found among under graduates. The majority of the Under Graduate respondents were from private institution/ university and Post Graduate respondents from the Government College / University. An almost equal number of respondents from Under Graduate (48 percent) and Post Graduate (51.8 percent) participated in the survey. The observations are presented in the following paragraphs:

A majority of respondents among both Under Graduate and Post Graduate have expressed their view that their competence in the subjects during practical hours is below 50 percent.

A majority of the students expressed the need for more hours of practical exposure in the related subjects. They are of the opinion that the skills in operating with any software and hardware is enhanced based on the time devoted by a learner in practicing it. They also feel that increase in practical time helps them to gain better competence.

A majority of the respondents express their displeasure about the inadequate infrastructure in their campus. It was observed that while there exists a huge competition to procure equipments in private university, the available facilities are not utilized in a few of the state owned universities.

The Respondents who are aware of the professional video production equipments in the studio are also aware of the video and sound editing lab.

However the level of awareness of modern equipment in institutions where video cameras like handy-cam and camcorders are used for training, the awareness of sound production techniques is very minimum.

The data signifies that the respondents are aware of the availability of basic equipments like the DSLR camera, 3 CCD Camera, Television, and Computer with image editing software and internet facility in their department. A majority of respondents however are not aware of basic equipments like boom mic, collar mic, hand mic, lights to shoot, vision mixer, audio mixer, monitors, talk backs, audio video decks.

The details in table 4.11 reflect the technological updations made in the universities, and institutions. While the industry is extensively using Apple platform students regret that their training is largely by conventional technology.

Even among the private institutes that facilitate Apple platform, the time allotted for practice and the number of systems made available is a matter that calls for attention.

The data reveals that the students are exposed to old softwares for video editing even at the Post Graduate level. The video editing software largely used among the respondents of both the categories is Adobe Premiere; Under Graduate respondents are also exposed to Final Cut Pro and Avid. This indicates that the computer labs use windows operating systems. The data also represents that both Under Graduate and Post Graduate respondents extensively use Audacity (operated on windows platform).

The data represents that the students are not aware of softwares which are used by the industry like Sound Track Pro, Nuendo, Protools etc., a very few institutions provide these softwares to the students.

The data indicates the non-availability of sufficient number of cameras. With such ratio (1:5), it can be understood that a majority of respondents may not get enough chance to handle the camera throughout their course. In many institutions the respondents expressed the view that they complete the visual assignments or the projects using handy cams or camcorders. These cameras are no match to the professional cameras used in the industry.

The Under Graduate respondents do not have the same scope in terms of using the systems at their labs as the Post Graduate respondents.

The respondents express their happiness about the support extended towards facilitating internship and placement by the institution. It is encouraging to note that the institutions connect the respondents for internship and placements. It is found that the institutions help the respondents to intern in the print, advertising, corporate communication and in visual media.

Interestingly the Under Graduate respondents are happy about the pedagogy of media education when compared to the post grates.

The Under Graduate respondents are happier in terms of teachers and their training methods. They are aware that most of their faculty do not have any industry exposure.

The Under Graduates do not agree that their current curriculum maps the industry requirements. Agreeing with their seniors they feel that the curriculum

offered does not meet the industry expectations. They largely feel the practical subject is taught to them with theoretical thrust.

The Post Graduate respondents also express opinions similar to those of Under Graduate respondents. The respondents largely feel that the curriculum do not match with the industry's requirements and standards.

The analysis of respondents to latest technological equipment reveals that subjects are taught at the basic level.

Among the 215 Under Graduate respondents studying BA had participated in the survey a majority of them (153 nos.- 71.16 percent) belonged to private and autonomous college, followed by private university (37 nos.- 17.2 percent) and government college (25 nos.- 11.62 percent). Among the 231 Post Graduate respondents, studying MA in Journalism and Communication a great majority belonged to the Government institutions/ universities (144 nos.- 62.33 percent) and Private Universities (40 nos.- 17.31 percent) followed by the respondents studying M.Sc. Electronic Media (47 nos.- 20.34 percent) at government universities.

Most of the Under Graduate and Post Graduate respondents opted for News Reporting for electronic media, while a few respondents had chosen Cinematography as specialization (Under Graduate - 22.2 percent; Post Graduate - 14.80 percent).

The majority of the Under Graduate and Post Graduate respondents responded that the faculty in the department has industry knowledge from academic perspective but lacked industry experience in visual media.

The subjects related to visual media in creative aspect are not taught, while at least some minimal level of non-technical, technical and management aspects are taught among both the Under Graduates and Post Graduates.

The equipment used for training and executing projects was owned by the department itself; however, the faculty lacked extensive knowledge on using the equipments. Therefore, it shows that the resources available at the institution are not utilized to train the respondents extensively. Only 2 percent of the respondents received 100 percent training in News reporting for electronic media, while less than 50 percent training was given in subjects that needed hands-on-practical training. There was a substantial inadequacy in time allotment for practice hours with 2-4 hours utilized for Under Graduate and 0-2 hours for Post Graduate respondents. However University Grants Commission gives freedom to the Chairman/ Head of Department to decide and allocate the Lecture, Training and Practice hours for respective subjects.

A majority of Post Graduate respondents at Gulbarga, Kuvempu and Bangalore Universities studying MA Journalism opined that they were hardly aware of the facilities and equipment's available at their campus.

Government Universities offering electronic media and private institutions like Manipal, Jain (CMS), Oxford, Garden City, and SDM College provided the facilities required for visual media, however the usage at government universities were not extensive when compared to the respondents at private institutions.

However, the institutions supported the respondents in getting internship and placements and the training given by the institutions was satisfactory.

It is important to note that the student respondents participated in the survey across the universities belonged to final year Under Graduate and Final year of their Post-Graduate. The observations of the students on faculties, equipments and course material are listed below.

According to the respondents the faculties at the institutes are rich in their knowledge in journalism, mass communication and research; however their inclination towards the technical and non- technical subjects of visual media is very limited.

Students confirm the support received by the department in terms of placements and internships.

The student's perception about employment after completion of the course was analyzed. A majority of the students on the course and their future after completion of the course both at the under-graduate and post-graduate level, were found to be in dilemma. Very few students expressed their desire to continue the post-graduate in media, while a majority of them were wanted to seek guidance from parents or friends.

A majority of the students at the post-graduate level were not able to decide what sort of employment they would look for. In detailed discussion it was found the students who wanted to opt for print or corporate were fairly clear about their job positions. A very few students shared their interests for civil service examinations. Students who had fancy for visual media largely thought they would join as reporter for a local television channel as they were clueless about any other opportunities that exist in visual media. Apart from television news reporting the other area the students were aware was news editing. A majority

of students at both the Under Graduate and Post Graduate level were found to be astonishing when they were asked the various areas of career opportunities in visual media, and they were unaware on the structure of electronic media organization.

Students agreed that media equipment were owned by institution and not hired. They also agreed that they used these electronic gadgets during their practical hours and to complete their projects.

It is important to note that was also deficient in their knowledge about the available equipment's. The practical learning hours provided for both under-graduate and post-graduate level were least. In majority of the departments video camera was available for students for a moderate time.

The frequency of the equipment used by the students were found to be very minimal, however the events/ conference organized by the department were covered by the students.

A majority of the students were unaware of the technological advancements that have occurred in visual media.

Awareness towards the types of equipment they should be made exposed to before joining the industry probably had an influence on student's response. They largely agreed for the change in the curriculum with more lab hours for practical sessions, workshops, authorized certifications, and structured training with compulsory internships.

A majority of the under-graduate and post-graduate students agreed that their faculties had industry knowledge in academic perspective, however lacked relevant industry experience.

5.1.7 Perception of Teachers towards the course

A total of 68 faculties teaching both Post Graduate and Under Graduate were chosen randomly across the state as representative of all Universities considered for study. The observations are listed in the following paragraphs:

None of the faculty respondents among the Under Graduate teach subjects listed under Creative aspects. The Post Graduate faculty respondents teach various topics like writing for TV News, TV and Films and Advertisement.

The faculties of UG and a majority of the PG handling Journalism and Communication core subjects do not handle any technical papers. They largely teach all practical papers in a theoretical sense failing to give practical touch to the subject. Ex: Subjects like Journalism, Communication, and News Reporting for TV and News Writing for TV.

The technical subjects like as Page Design, Photo Journalism, video editing are taught largely by teachers handling electronic media or in Universities where the schools have established a full-fledged studio.

Unlike in the west the recruited faculties can take up teaching assignments without any practical knowledge, but preferably after clearing competitive exams like NET/SLET. This arrangement also concentrates on theoretical knowledge of the aspirant rather than practical orientation.

It is also found that some of the students soon after completing their post-graduate join the institutes to gain teaching experience and establish their career in the academia.

The Under-Graduate and Post-Graduate faculties are satisfied with the support provided to them by the institution for growth in the academic area.

The faculty expressed the difficulties in procuring the equipment and the maintenance. The respondents from the academia also felt the limited availability of equipment resulted in lack of practical orientation of the subject. Faculties also expressed their strong concerns towards the revision of the existing syllabus and methodology of training the students suitable for the industry. They felt apart from strengthening their knowledge with adequate books, articles in research journals, enough video materials should be made available for updating the knowledge. Frequent knowledge update for faculty with the help of audio and video technology shall enhance the quality of learner's outcome and the program.

The respondents also felt that teachers should be exposed to regular orientation on the electronic equipment's through proper channel. Workshops and hands-on-training through proper channel will add immensely to the learning component they felt.

Visual Media should be converted into an exclusive specialization. Introduction of the new program must take a new form and structure which makes the learner gain proficiency in concepts and skills in all areas of media as a wholesome package and specialization must be offered with intense training on the subject rather than optional was their strong opinion.

5.1.8 Perception of Industry towards the program and the students

Placements in visual media across the locale suffers for two reasons; primarily being the poor quality of learning by the students at the academia suitable for the industry. Secondly, the eligibility criteria while selecting the faculty. Though the faculties qualify the recruitment policies as per UGC norms they fail in

application knowledge of the same. The faculties rarely attend workshops conducted by the companies that manufacture equipment nor do they take initiative to intern in the industry, largely because the parameters of recruitment or promotion do not lay any guidelines to faculty who are handling visual media. The following paragraphs detail how industry perceive the visual media course offered by the academicians and the preparedness of the students to take on to the industry.

Professionals in the media industry are varied in experience and skills acquired by doing the job over the years. The trial and error method in experimenting new things are the source of their learning. Ever since the beginning the knowledge related to visual media, is largely through practice rather than academic degree they process.

The proficient outcome of a visual media professional in acquiring the skills and knowledge has always been reflected on the screen. The respondent's perceptions are listed in following paragraphs:

A majority of the respondents (Two third) among the media professionals were young. Almost one third of the respondents belonged to the age group from and above the age 36 years. The data signifies that the industry has a great potential to absorb young who are talented.

It is a very good sign that most respondents among media professionals are post graduates and graduates. A very few who were less educated, have completed their diploma, pre-university and certificate courses.

The data clearly indicates that the field is open for any person who wish to make their career irrespective of their educational back ground or level of education.

Thus reducing the importance of media education. Though a majority of them are found to be post-graduates and graduates but are largely drawn from the non-media streams (other than journalism and electronic media). The respondents, less than one third have their academic background from media courses. This throws concern about the professional attainment continue to bother the media education. The results also reflects on the academics incapability that cannot equip to supply students with hands on training to be employed. This is an indication for academic gear up in programs related to media with special reference to visual industry.

Though the respondents among media professionals prefer to recruit students having studied their media courses. However, their concern was that the new aspirants must have preferred skills to be recruited in the specific role. The lacks of skills in students have hindered them to recruit and has taken set back in recruiting irrespective of their preferences. This also probably indicates on the mind set of recruiters. When the training part is evident for any new entrant, they prefer to work on a model which is monetary beneficial to the company.

5.2. Recommendations

This study tries to suggest the areas that needs to be considered not only from the production but also from management perspective. As director of a program, today a professional needs to be a complete package of skills which includes conceptualizing, budgeting, scripting, editing, managing human resource, technical aspects, research and analysis of content and marketing etc. during all stages of production. Based on the findings of the study, recommendations are listed in the following paragraphs.

5.2.1 Establishment of new program

The findings in the study are indeed encouraging towards establishment of a new program under the banner Visual Media. The data reveals that professionals from the ever expanding industry are interested in recruiting the students with   under-graduation and post-graduation degree provided they have suitable hands on training as desired by the industry. However that they have also expressed that the present day curriculum of Media Education bearing different nomenclature (Mass Communication and Journalism, Media Studies, Electronic Media, Media and Communication, etc.) trains students largely in one aspect of the media i.e news and other operational activities related to the news desk. Keeping in mind the phenomenal growth which has earned the status of an industry and the expectations of Indian entertainment business, a media student needs to be supported with overall package under new name or a branch under the nomenclature Visual Media is recommended.

5.2.2 Suggested syllabus for a Visual Medium Program

The mode of learning shall be different from the present traditional graduation learning at the academic institutions offering media education. The approach of delivery and learning proposed here demonstrate practicality that involves constant interaction between both the facilitator (faculty) and the learner (student).

The concept of the full time program recommended is to cater one program at graduate and post-graduate level. Nomenclatures suggested for the graduate programs are

a. Bachelor of Arts in Visual Media

b. Master of Arts- Visual Media

The objective of the programs proposed is to empower the student with employability skills in the area of his/her interest apart from gaining academic knowledge the student will also acquire skills and operational process in creative, technical and managerial areas of visual media.

The suggested programs are designed after considering Blooms Taxonomy. The process of learning observed here is well-disposed with cognitive process dimension which graduates from lower order thinking skills to higher order thinking skills (remember-understand-apply-analyze-evaluate-create) and the knowledge dimension graduating from concrete knowledge to abstract knowledge (factual-conceptual-procedural-metacognitive)

(Source: http://www.celt.iastate.edu/teaching/effective-teaching-practices/ revised blooms-taxonomy).

The programs recommended above are designed and recommended is to fulfill the present demands of the visual media industry. However, a visual media university catering various streams in creative, non-technical, technical and management departments of visual media industry shall suffice in meeting the demand of a skilled and trained professional required by the visual media industry. The same is presented below.

Table 5.1: The following table gives the list of prospective programs which could be offered by a visual media university.

Department	Prospective Programs
Creative	Story Development & Screenplay writing
	Writing for Television (General Entertainment & News)
	Story Boarding
	Art and Set Design
Non-Technical	Acting
	Hair and Makeup
	Costume Designing
	Direction
	Stunt and Physical Performance
Technical	Camera & Lighting
	Editing
	Sound Engineering
	2D Animation
	3D Animation
	Visual Effects
Management	Film and Television Production Management
	Media Marketing and Sales

Table 5.2: The following table gives the semester and level inter relationship of the graduate program.

Semester	Level
1	Introduction
2	Introduction
3	Intro to Specialization Subjects
4	Intro to Specialization Subjects
5	All subjects related Specialization one Level up
6	Project/internship in the Related Area

A graduate program specifically focused in training in various areas of Television (entertainment sector) and Films. The table below shall give a broad perspective on the subjects incorporated from first semester to sixth semester.

The students learn various core subjects mentioned in the following table introduced across four semesters. The students shall specialize in one of the

subject of his/ her interest in the campus and shall work in the industry during the sixth semester.

Table 5.3 Courses to be incorporated in the newly proposed BA program in Visual Media

Table 5.4: The following table gives the semester and level inter

1st semester			2nd Semester	
1	Introduction to Communication	6	Introduction to Television program formats	
2	Basics of Theatre	7	Content Development for Visual Media	
3	History of Media Formats	8	Writing for Visual Media	
4	Media Law & Ethics	9	Introduction Cinema	
5	Introduction to Digital Marketing	10	Semiotics	
3rd Semester			**4th Semester**	
10	Visual Communication	15	Introduction to Direction	
11	Story Boarding	16	Marketing and Promotion	
12	Human Resource Management	17	Video Editing and Sound Editing- I	
13	Digital Cinematography	18	Animation Graphics for TV	
14	Introduction to Entertainment Business	19	Production Management	
5th Semester			**6th Semester**	
20	Scripting	21	Projects/ Internship in the area of specialization opted during 4th semester and specialized during 5th semester.	
	Direction			
	Digital Cinematography			
	Marketing & Promotion			
	Video and Sound Editing			
	Animation Graphics for TV			
	Production Management			
	Story Boarding			

relationship for the post-graduate program.

Semester	Level
1	Overview
2	Post Specialization Level 1
3	Post Specialization Level 2
4	Specialization/ Proficiency Level

A post-graduate program specifically focused in advanced training in six specific creative, technical and management areas of specialization in Television (entertainment sector) and Films. The program also have the option to study marketing subjects as electives. This program has the scope to consider as the continuation of the recommended graduation programs. That the Post Graduate Program is largely based on the subjects learnt at Under Graduate the student should have opted Visual Media as his/her BA program thus bringing the professional approach in higher studies in Media stream.

The table below shall give a broad perspective on the subjects incorporated from first semester to fourth semester. The student shall opt for any of the five core subjects and opt one subject among the five for specialization during three semesters. He/ she shall compulsorily opt for elective subject in the management area in each of the semester. The student shall compulsorily work in the industry during the fourth semester.

Table 5.5: Courses to be incorporated in the newly proposed MA program in Visual Media

1st, 2nd& 3rd semester		4th semester
1	Scripting I, II & III	Industry oriented compulsory project/ internship in the area of his/ her interest opted as specialization during the three semesters.
2	Digital Cinematography I, II & III	
3	Direction I, II & III	
4	Editing Sound & Video I, II & III	
5	Program Production I, II & III	**Compulsory Electives:** Semester 1: Media Marketing and Promotion. Semester 2: Digital Marketing and Content Management. Semester 3: Event Management and Branding Strategy.
6	Animation for TV I, II & III	
7	Production Management I, II & III	
8	Media Marketing and Promotion	

5.2.3 A Bridge course in the form of Post Graduate Diploma

To facilitate the students who wish to take up entertainment media at any point time a bridge course is also designed and recommended at Diploma Level. A one year post graduate diploma program in visual media is suggested.

The Post Graduate Diploma Program in Visual Media is recommended for students who aspire to be in visual media from academic backgrounds other than the recommended graduate program.

5.2.4 Highlights of the Recommended Program

1. Subjects having wider scope in learning and opting for specialization.
2. Methodology of teaching/ training students with empowering employable skills.
3. Allotment of time which are incremental and progressive for a student to learn the concepts and imbibe skills in practice.
4. Learning hours beyond class/ teaching hours.
5. Industry interactions and professional work life.
6. Bridge course for print and visual media for aspirants from non-media background.
7. Practical oriented learning in professional atmosphere and intensive training.

5.2.5 Visual Media Education – Looking ahead

Media Education in United States is "a child with a thousand names" (Hobbs, 1994). Media practices in India are no different with the western practices over shadowing.

Since the inception the term media education and media literacy are identified to be the same. Various research studies have been carried out by scholars across the globe on the developments of media literacy and understanding media messages. In the United States, the term Media Literacy is commonly defined as the ability to "access, evaluate, analyze and produce all types of communication". (Mihailidis, 2009). Media literacy also comprises of media tools used as aid in classroom delivery from the lower grade classes till the higher education. The media literacy is also to enhance the awareness of how media tools like the computer, projector and the applications there to be used in class rooms.

Hence, it appeared vital to recommend the need to differentiate between the terms Media Literacy and Media Education. The term Media Education is a reference to be logically coined to the actual meaning of the term Media Education. The suggestion to look at the logical sense is in context to the study mean "Education in Media".

Education in Media today has a vast arena to explore experiment and educate for the aspirants. The seed of journalism which was sowed over 95 years ago in Madras (Chennai presently) for print media do not confine to exist the same presently. Relatively, the growth of radio, television, and new media has an immense expansion in terms of conceptual, technical and managerial aspects (comprising the business aspects) of visual media.

The technical advancements in electronic media and films and that integrated with the conceptual advancements of the new media, has buffeted a spread of skill sets required to be catered from the academia which the academia has not keenly considered.

While the media literacy focuses on how a message is absorbed and evaluated by the audience; media education which on the other hand needs to educate about the operational aspects of media, visual media in particular, has significantly seen disastrous is evident in Karnataka. The department of higher education has not looked in to create an educated audience nor the film makers and people who associated in producing the visual content   mentions Abhaya Simha in his interview.

The skill development program curriculum for media (TV and Film) developed by the NSDC too has not stimulated the expected vigor in this direction in Karnataka. Nevertheless, the curriculum for TV and Films seems to not satisfy in empowering the skills of a professional.

The FICCI 2016 report foresees the turnover of the media industry at Rs. 225 billion by the year 2020 (FICCI, 2016). The forecast is certainly a positive sign to anticipate avenues for new aspirants acquired with skill and knowledge in visual media.

Hence, the recommendation is to brand "Media Education" as a standalone term that can perceive as offering education in media, visual media in particular comprising the learning of creative, technical and managerial aspects of visual media and differentiate from all the other existing synonyms terms attached to it.

5.2.6 Strengthening the Faculty

The department of higher education governed by the regulations laid by University Grants Commission should look at streams like Media Education from a different perspective while laying the regulations.

The recruitment of a faculty should be not only based on academic qualification but also minimum of three years industry experience for Under Graduates and five years for Post Graduates.

A compulsory provision for faculty member to undergo industry experience once in five years to upgrade himself/herself in the area of his/her expertise. A paid leave of three months should be a good support from the working place.

A faculty's work towards producing a documentary, screening in film festivals should be treated on par with publication of a research paper in a research journal.

A team of facilitators who are professionals in the industry should be compulsorily be included in the Board of Studies and Internal Quality Assurance meetings.

A feedback on the curriculum once is three years should be made mandatory for all the subjects taught.

The media in India is diverse and disorganized but is full of people with immense talent with no formal education in media. It is strongly recommended that the qualified teaching media faculty be facilitators to educate the employees from the media and equip them theoretically for better conceptualization of programs and identify the professionals with good oratory skills and train them to deliver prolific lectures to the aspirants. Thus providing a platform for cross learning between the academician and the industry experts, the exchange of which will benefit the student. The blend will also prove as an advantage to develop fresh minds to work in the industry and later get absorbed to the academics and Vis a Vis.

5.2.7 Facilities and Infrastructure

Creating the required infrastructure for any program however small or big it is, is a necessity. In media education, the facility and infrastructure are also the key aspects for sustainable development and growth of visual media education. Providing necessary facilities and infrastructure suitable for academic programs in visual media education is not only expensive but also challenging due to frequent technological changes. The program needs apart from the basic classroom with ICT facilities. Apart from this a studio of 120 seater with height of 15 feet which can accommodate cameras, lights and accessories. While planning a professional studio one must consider creating grids to fix lights, avoid any external source of light and noise. Provision of editing lab with a minimum of 25 editing systems with software's installed and connected to cloud servers for data storage and providing an audio recording studio treated with professional acoustics and equipment's are quite an experience but are necessity.

5.2.8 Content Creation

Delivering an academic program successfully depends primarily on the structure of the content and deliver of training appropriately. It is proposed to have two kinds of content. The first type of content shall cater to the needs of academic fulfilment. The second type of content will provide materials like case studies, technical manuals.

It can be considered to create a customized content manual/ text book for each of the subjects offered in the program comprising the exhaustive details. This encourages the learner with significant the logic, techniques, skills and applicability of their skills in the media environment, globally.

The books referred for the learner's to their study in creative-technical-managerial areas of visual media are dominantly authored by the west while contributions from the experts in India are minimal. A highly edited and composed language standard in these books appears gigantic to understand among the local populace. It is suggested to rope in Indian authors to translate them in simple communicative language (English and Regional). It is nevertheless a massive task which shall make enormous difference in transforming learners in to professionals at the academy.

The content creation must not be restricted to write books but also have real time video tutorials. The making video of various television program and films must be part of learning the various areas. Case lets on creative-technical-managerial decisions taken by various Indian channels/ film makers needs to be gradually added to the content.

5.2.9 Empowering Employable Professional Skills

The primary objective of the suggested program is empowering employable professional skills predominantly in three broad categories namely creative, technical and managerial aspects.

Empowering the skills comes with dedicated and sustainable practice and application of the knowledge by the learner. The kinds of individual and group projects assigned to be submitted within the deadlines shall bring in professional responsibility to complete his/her task as an individual and as a team

The aspirant must be made clear to learn and practice the traditional learning concept with the professional approach. The hours to practice in mastering the

skill and submit their assignments shall involve them to the work culture of regular media industry.

End of each program should be made compulsory with public exhibition of the readied project

5.3 Areas for Future Research

Communication being the powerful and essential tool, various disciplines attached to it keeps extending. The vastness of the subject and the adaptability towards interdisciplinary makes the scope for further studies unlimited. Keeping the growth of Media and scope of Communication, the futuristic studies could concentrate on establishing exclusive Media University, where each discipline of Media and Communication can be established as department.

As far as the Visual Media is concerned, scope of introducing various programs listed below can be considered.

1. Post Graduate/Graduate/Diploma in Visual Media- Direction

2. Post Graduate/ Graduate/ Diploma in Visual Media- Digital Cinematography

3. Post Graduate/Graduate/ Diploma in Visual Media- Audio Engineering

4. Post Graduate/Graduate/ Diploma in Visual Media- Video and Sound Editing

5. Post Graduate/Graduate/ Diploma in Visual Media- Scripting

6. Post Graduate/Graduate/ Diploma in Visual Media- Animation Graphics for Television

7. Post Graduate/Graduate/ Diploma in Visual Media- Production Management

8. Post Graduate/Graduate/ Diploma in Visual Media- Program Production

9. Post Graduate/Graduate/ Diploma in Visual Media- Media Marketing and Promotion.