Celebrating

100

**Years of Journalism &
Media Education in South Asia**

1920 - 2020

International Web-Convention

Hundred Years of
MEDIA EDUCATION

Decoding the South Asian Mystique

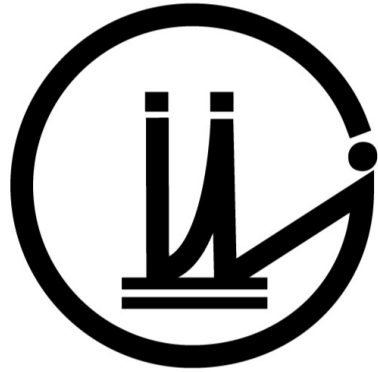## December 19 and 20, 2020

ABSTRACT

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Preface

The centenary of media education in South Asia is not only an occasion to celebrate but also to fine tune the pursuit of academic excellence. The international web convention, One Hundred Years of Media Education: Decoding the South Asian Mystique, provides a platform to introspect and identify the previous pitfalls as well as signposts for future path of enviable progress. Media education facilitates a dynamic flow of high standards, both ethical and professional. Its relentless chase of quality internalities and externalities generate positive vibes of aesthetic pantheon. Media education has reached a high level acceptability by media houses which was unthinkable one hundred years ago. While the mushrooming of media education outlets is indicative of popularity, it also emphasizes the need for total quality control because numbers do not reflect quality.

The international web convention is basically an effort of three institutions. However, we are overwhelmed by the support extended by several universities and institutions forming a stable coalition for the purpose. Besides, the response to different technical and plenary sessions is heart-warming. The number abstracts received for review is indicative of the interest the convention has generated. The abstracts have been reviewed and suggestions have been communicated to the respective authors. The arduous work that has gone into this painstaking exercise for the success of the august event is to be appreciated tremendously. On behalf of the organizing committee, it is my duty to convey our gratitude to the teams headed by Dr. Jatin Srivastava and Dr. Ankuran Dutta. I congratulate everyone involved in this daunting task. And once again a big 'Thank You' to all of them.

K. V. Nagaraj
Chair, Organising Committee

ASSOCIATION COLLABORATION

Global Risk Journalism Hub
Melbourne

South Asian Communication Association
(SACA), USA

Public Relations Council of India
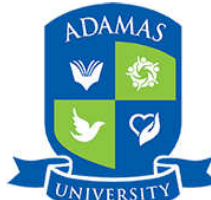Bengaluru

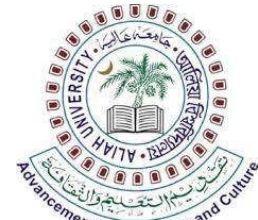Indo- Bangla Media Educators Network,
Dhaka

ACACEMIC COLLABORATION

AMIC-Asian Media Information and Communication Centre, Manila, Philippines

Adamas University, School of Media Communication & Fashion, Kolkata

Aliah University, Department of Journalism and Mass Communication, Kolkata

American College, Dept of Visual Communication, Madurai

Amity University Amity School of Communication, Gwalior

Amity University Amity School of Communication, Noida

Anna University, Department of Media Sciences, Chennai

Babasaheb Bhimrao Ambedkar University, Mass Communication & Journalism, Lucknow

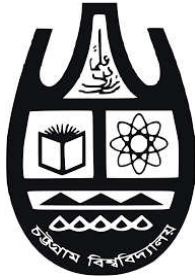Bangalore University, Department of Communication Bengaluru

Calcutta University, Department of Journalism and Mass Communication, Kolkata

Central University of Jharkhand, Department of Mass Communication, Ranchi

Centre for Media and Information Literacy, Sri Lanka

Chittagong University, Chittagong,
Department of Communication and
Journalism, Bangladesh

Dibrugarh University, Centre for Stud-
ies in Journalism and Mass
Communication, Assam

Delhi Metropolitan Education
DME Media School,
GGSIP University

Eastern University,
Sri Lanka

Gauhati University, Department of
Communication and Journalism, Assam

Gujarat Vidyapeeth, Department of
Journalism and Mass
Communication, Ahmedabad

Guru Gobind Singh Indraprastha
University, University School of Mass
Communication, New Delhi

Jain University, Department of Media
Studies, Bengaluru

Jaffna University, Department of Media
Studies, Sri Lanka

Karim City College,
Mass Communication, Jamshedpur

Kathmandu University, Department
of Languages and Mass
Communication, Nepal

Kristu Jayanti College, Department of
Media Studies, Bengaluru

Mizoram University, Department of
Mass Communication, Aizwal

Rajib Gandhi University,
Department of Mass
Communication, Itanagar

Satyam Group of Institutions, School
of Journalism &
Mass Communication, Noida

SNDT Women's University,
Department of Communication &
Media Studies, Mumbai

Sri Sri University, Journalism & Mass
Communication, Odisha

Tun Tan Cheng Lock Centre for Social
and Policy Studies, Universiti Tunku
Abdul Rahman, Malaysia

University of Mumbai,
Communication and Journalism,
Mumbai

Visva Bharati,Centre for Journalism and
Mass Communication (CJMC),
Santiniketan

Women's Christian College
Department of
Communication, Chennai

Xavier University
School of Communication,
Bhubaneswar

INDUSTRY
COLLABORATION

Sri Lanka Development Journalist Forum

MEDIA & ENTERTAINMENT
SKILLS COUNCIL

Media & Entertainment Skills Council

Radio Bangla Wave, Bangladesh

ACADEMIC JOUNAL COLLABORATION

Asian Journal of Communication
AMIC/ Taylor and Francis ISSN: 1742-0911

Media Asia
AMIC/ Taylor and Francis ISSN: 0129-6612

Journal of Content Community and CommunicationISSN-2456-9011
(SCOPUS indexed), Gwalior, India

South Asian Journal of Communication Studies
ISSN- 9 771234 567898, Colombo, Sri Lanka

Communication Today (Media Quarterly)
ISSN- 0975-217X Jaipur, India

Media education for subaltern voices

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Space and Execution of Gender Sensitivity in Media Education: A Sri Lankan Experience

Media play important roles in society. They report on current events, provide frameworks for interpretation, mobilize citizens with regard to various issues, reproduce predominant culture and society, and entertain (Llanos and Nina, 2011). As such, the media can be an important factor in the promotion of gender equality, both within the working environment and outside. Communications interventions designed to change norms, attitudes, and behaviors around gender are quite important for developing transformative ideas on the construction of gender norms. Gender studies and the gender sensitivity approach in media education are quite important in terms of eliminating the gender disparities in society as well as the framing of issues on gender-related matters in the media outlets. The development of an integral plan to promote gender equality and women's empowerment through the media is a priority on UNESCO's agenda. Universities and schools specialized in different areas of communication are called to play a key role in helping eradicate any form of discrimination against women. 'Gender Sensitization' in higher education is the key area and the Sri Lankan education sector has imitated different steps to include gender in schools and universities as one of the components in their curriculum, reflecting the global trends. This research study mainly focuses on two ways: the first one is how the gender components and gender-sensitive approaches have been included in the curriculum of Media and Communication Studies so far based on the Sri Lankan context in universities and schools and the second one is the challenges and the opportunities faced when it comes to executing stages at the professional media-working environment. Since 'Communication and Media Studies' has been introduced in schools at the General Certificate of Education– Ordinary Level and Advanced Level and Universities for a considerable period in Sri Lanka, Gender studies also have been got the opportunities to include in many forms in the discourse of Media Education.

This gender-inclusive education has had an impact on the reflection of media outlets since culture and social norms play an integral part in gender and formal education in Sri Lanka. Based on the qualitative and descriptive analysis, the study explores the curriculum of universities and schools in regard to the Journalism and Media Studies in the Sri Lankan situation. Interviews are also done based on the academic staff of selected Universities, where the Gender-related course units are available in the curriculum and the researches have been carried out at the post-graduation level. In addition to this, in order to explore the status at schools, the teachers of 'Communication and Media Studies' are also interviewed to check the validity of the curriculum and the necessity of the space for gender sensitivity. Further, the placement of the gender components in the curriculum has been analyzed among the students who have passed out from the Universities and working in the media industry by interviewing in order to get the applications of academic learning in the world of work. The results of the research showcase that the Media Education in Sri Lanka has included gender components in varieties of ways in the curriculum of the schools and the Universities. The media literacy and the media culture in the School curriculum at Ordinary and Advanced Levels have accommodated a considerable amount of gender components as part of the contents. The course units: Gender and Communication, Mass Communication and Society and Development Communication at the University of Jaffna, Gender Studies in Media at the University of Kelaniya, Gender Issues in Development at the University of Peradeniya, Communication, Gender and Society, Development Communication and Organizational Communication at Trincomalee Campus of Eastern University also play an important role to create and develop a constructive space on the discourse of gender. In addition to this, quite a number of student's research work of the post-graduate degree programmes in the relevant departments also have a notable sphere of gender-responsive studies. Anyhow, there is a gap found between the education and the practicing principles in the working environment, which have many influences, by existing social norms, values and power relations in the society and even within the media institutions. The women are still underrepresented in the newsrooms and the decision-making positions in Sri Lankan Media Institutions. There is a lack of development and mentoring opportunities for enhancing leadership skills to the women journalists along with a lack of psychosocial needs and pay gaps. The responsibility on the content management of prime time and the hard news always goes for men and the soft part to women journalists and they are severely encountered by gender-based violence physically and mentally and cyber pulling. The research further reveals that the personal lives of women journalists also influence their professional working environment due to the social and cultural norms and the stereotypical thoughts strongly existing in the local society.

Space and Execution of Gender Sensitivity in Media Education: A Sri Lankan Experience

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Introduction

▶ Media is an important factor in the promotion of gender equality, both within the working environment and outside

▶ Gender studies and the gender sensitivity approach in media education are quite important in terms of eliminating the gender disparities in society as well as the framing of issues on gender-related matters in the media outlets.

▶ The objective of this study is to analyses the space and the practices of gender sensitive approaches in the media education based on Sri Lankan perspective.

Background and significance of the study

▶ The development of an integral plan to promote gender equality and women's empowerment through media is a priority on UNESCO's agenda.

▶ Universities and schools specialized in different areas of communication are called to play a key role in helping eradicate any form of discrimination against women.

▶ 'Gender Sensitization' in higher education is the key area in recent years and the Sri Lankan education sector has imitated different steps to include gender in schools and universities as one of the components in their curriculum, reflecting the global trends.

Methodology

This research study mainly focuses in two ways:

▶ How the gender components and gender-sensitive approaches have been included in the curriculum of Media and Communication Studies so far based on the Sri Lankan context in universities and schools

▶ Challenges and the opportunities faced when it comes to executing stages at the professional media-working environment

Methodology

- This study explores the curriculum of University and schools in regard to the Journalism and Media Studies in the Sri Lankan situation.

- Interviews are also done based on the academic staff of selected Universities including men and women where the Gender-related course units are available in the curriculum and the researches have been carried out at the post-graduation level.

- In addition to this, in order to explore the status at schools, the selected teachers of 'Communication and Media Studies' on both genders are also interviewed to check the validity of the curriculum and the necessity of the space for gender sensitivity.

- Further, the placement of the gender components in the curriculum has been analyzed among the students who have passed out from the Universities and working in the media industry by interviewing in order to get the applications of academic learning in the world of work. Through in-depth interview and discussion

Findings -1

- Media Education in Sri Lanka has included gender components in varieties of ways in the curriculum of the schools and the Universities. The media literacy, news reporting and the media culture in the School curriculum at Ordinary and Advanced Levels have accommodated a considerable amount of gender components.

- The course units of *Gender and Communication*, *Mass Communication and Society and Development Communication* at University of Jaffna, *Gender Studies in Media* at University of Keleniya, *Gender Issues in Development* at University of Peradeniya, *Communication, Gender and Society, Development Communication and Organizational Communication* at Trincomalee Campus of Eastern University also play an important role to create and develop a constructive space on the discourse of gender.

- Quite a number of student's research work of the post-graduate degree programmes in the relevant departments also have a notable sphere of gender-responsive studies.

Findings -2

- There is a gap found between the education and the practicing principles in the working environment social norms, values and power relations in the society and even within the media institutions.
- The women are still underrepresented in the newsrooms and the decision-making positions in Sri Lankan Media Institutions.
- There is a lack of development and mentoring opportunities for enhancing leadership skills to the women journalists
- lack of psychosocial needs and pay gaps especially during disaster like Covid 19
- Social norms and culture still plays an important role for the vernacular media women journalist in terms of their professional life.
- The responsibility on the content management of prime time and the hard news always goes for men and the soft part to women journalists and they are severely encountered by gender-based violence physically and mentally and cyber pulling.
- Some state media houses have gender related policies but many others are not There are biased treating the women journalist in the vernacular press and the English media .
- English media women journalist receives more opportunities networking opportunities and fellowship opportunities
- Personal lives of women journalists also influence their professional working environment due to the social and cultural norms and the stereotypical thoughts strongly existing in the local society
- Lack of gender equality in the board and the management within the media institutions .

Findings-3

- LGBTQIA+ people are often less /under represented in the media outlet
- Lack of Measures/policies adopted for the removal all obstacles to equal opportunities and for the enhancement of women's work. (e.g. company nurseries, part-time employment; shared and transparent selection criteria to reach management level, etc.).
- No existence of specific quota system for representation of women in decision-making.
- No existence of affirmative actions and affirmative action committees to increase female presence in media at all levels of the organizational structure.
- There are lack of national and institutions policies regarding with the heath care and the safety of the women journalist and gender sensitive indicators also need to be developed.

Recommendation and Conclusion

The media houses need to concentrate on the following aspects to achieve the gender equality and fellow a gender sensitive approaches to fill the gaps in future :

➢ Proportion of women in ownership, business management and board positions.

➢ Proportion of women holding leadership positions within media (editors-in-chief, editors, heads of department, heads of desks).

➢ Cyclical review and reporting on actions to ensure gender balance at decision-making levels.

➢ Effective equal opportunity policies with comprehensive implementing measures, targets, timeline and monitoring mechanisms.

➢ Measures/policies adopted for the removal all obstacles to equal opportunities and for the enhancement of women's work.

➢ Specific budget to support comprehensive equal opportunity policies.

➢ Existence of specific quota system for representation of women in decision-making.

➢ Existence of affirmative actions and affirmative action committees to increase female presence in media at all levels of the organizational structure.

➢ Proportion of job announcements made in a transparent method, accessible to everyone in the workplace.

➢ Media policy on gender balance in decision-making.