CHAPTER 2

REVIEW OF LITERATURE

The introduction to the theme, rationale and objectives of the study has been covered in Chapter 1. The present chapter is devoted to the review of related research. Because of the interdisciplinary nature of the study encompassing communication education, gender sensitization and women workforce in journalism, the literature reviewed was diversified in its content and format.

The studies reviewed are grouped under four major categories;

(i) Journalism Education,
(ii) Gender and Journalism Education,
(iii) Women in Media, and
(iv) Gender and Media.

2.1 JOURNALISM EDUCATION

The studies related to the significance and the status of journalism education both in India and in the global context are discussed in this division.

2.1.1 Significance of Journalism Education

L. Jannett Dates (2006), in his article titled “Does Journalism Education Matter?” has established the significance of journalism profession and its possible role in strengthening the democracy. It has also analyzed the factors contributing to producing efficient and ethical journalists.
According to the author, “Journalism is one of the most important professions in the world; it is the principal way for us to mediate between the world of actions and the world of expertise and the general public. Journalism is not just a raft or a profession. It is the lynchpin of the foundation of democracy, hence the educators must be in the van guard ceaselessly advocating, nurturing and protecting such concepts so that students leave us armed with this knowledge – in order for democracy to survive.”

L. Theodore Glasser (2005), in his study on Journalism Studies and the education of journalists, has argued that journalism studies will only make a difference if they make journalism better and help us understand what journalism means. He has put forth various points in favour of the need for journalism education and what journalism education can do to the students. He feels that journalism education begins with the actual practice of journalism and it begins ideally at the graduate level with students who have had enough experience in journalism to understand at least intuitively, what it means to do journalism. Journalism students need to arrive not to leave, with the basic newsroom skills, writing, reporting and editing. He has opined that education in journalism provides an opportunity to refine skills not acquire them. According to Glasser, “A formal education in journalism matters and succeeds as it engenders among students a certain quality of thinking about journalism, a state of preparedness that manifests itself in the eloquence students’ exhibit when called on to respond to questions about the value and purpose of what they do as journalists.”
2.1.2 Communication & Journalism Education in India

K.E. Eapen (1995) in the book *Communications: A Discipline in Distress* has given a clear picture of the stark reality of the status of academic communication programmes in India. It has focused on issues like the need for Journalism educators to be trained current trends in Journalism programmes in India and the relationship between the journalistic ethics and professional training, etc., He has also analyzed what went wrong for the communication education in India. The study has documented the sorry state of affairs of journalism education in India such as lack of infrastructure, books and equipment and other hindrances in imparting quality journalism education like eligibility criteria for journalism teachers in the state-aided universities and colleges. He has also pointed out that ethics, as a topic is not treated at any length in any of the university educational efforts in addition to all its other shortcomings of the Indian training. However, he has reinstated that as long as newspapers remain the spooning ground for the other media personnel such as those of broadcasting, and the talent pool for publicity / public relations at the state, national and industries level, the need for proper recruitment and training becomes doubly important.

In another study titled ‘Journalism education in India: A Quality Perspective’, Madura Veena and Chandra Mahesh Guru (2005) have analyzed the present scenario of media education in India and the professionalism it imparts to the students with quality perspective. They have accepted the fact that an all-round progress has been made in the mass media system in the country in the post independence era. They have also regretted that mass Communication and journalism education is taken for granted by the policy makers and pointed out that educators with advanced degrees and diplomas are not available in plenty.
and those who have not experienced the real practical problems, challenges and opportunities are not in a position to handle the subjects judiciously. According to the authors, a major drawback of mass Communication and journalism education in India is the lack of locally relevant textbooks, professional journals and advanced reading materials.

Vasuki Belavadi (2002) in her article titled, “What ails media education in India – A Teacher’s perspective”, has analyzed the factors, which are considered to be pulling down journalism education in India. The study has estimated that by the end of 2010, India alone would require about 15,00,000 media professionals. India has over 200 media institutes compared to just over 25 in the early 1980s. She has also pointed out the issue of educational institutions offering media-related courses with accent on maximizing profits. She has lamented on the fact that media institutes lack focus in the designing of curriculum and in their anxiety to illuminate their students as much as possible, many institutes continue to offer a little bit of print journalism, a sprinkling of radio and television. All this in addition to other subjects like communication research, corporate communications, advertising, etc., all taught in just one/two/three years. She too has stated that media education in the country is largely dependent on textbooks from the west whose costs are often prohibitive and largely irrelevant in the Indian context.

Yasin Dalal (1993) in his study on the problems of journalism education in Indian languages has discussed the significance of regional or vernacular press in reaching the masses thereby analyzing the role of journalism education in preparing students for the language press. The study has also given a clear picture of the growth of journalism education in the country with special reference to
Gujarat. He has argued that regional dailies require personnel with the knowledge of translation and hence the student of language journalism is supposed to know English as well with a big number of students of language journalism come from regional language medium. He has suggested that the departments have to allot one course to the English language in the curriculum of journalism education and some kind of coordination is to be established between the media and the department so that media can suggest improvement in the training, which can result in meaningful liaison between the two, will definitely prove useful to both.

AMIC–India’s study (2002) titled *Communication Education and Media needs in India* has analyzed the status of Journalism and Communication Education in India and the media industry in India and its employment potentials and opportunities and expectations from the Journalism Education. This informative study published by the Asian Media Information and Communication Centre of India addresses many of these issues, based on a systematic survey of 77 media organizations and 35 communication/journalism training institutes conducted in 2001. While analyzing the curriculum of journalism and communication programs, the study found that the curricula for training programmes essentially are a combination of skills, process and theoretical inputs. Many of the programmes are comprehensive in nature in the sense they offer composite programmes that prepare the students for entry-level jobs in any of the media institutions. It has also suggested that Curriculum does not necessarily restrict itself to mere skills but aims to provide students with the holistic understanding of Communication, media and society.

The study has also presented the opinion of the journalism teachers who felt that the main goal of media education is not necessarily to meet the
manpower needs of the industry. The other broader goals such as advancing society and providing understanding of media and its role in society and explaining the nature of media industry and organization are equally important. It has also found that more than 80% of the organizations surveyed for the study have reported that they have been working with journalism graduates and diploma holders.

Nalin S. Kohli (2005) in his article titled, “India- Emerging Media Hub for Media Education”, has focused on the moot question: Are there enough qualified and trained professionals to meet the growing requirements of the Indian television industry? It has also given an overview of the status of media education in the country. He has narrated the growth of journalism education over the years and commented that India has a rich history of education for the print media and mass communication, but the institutes for broadcast television have lagged behind. Prior to the satellite television boom in the early 1990s, there was limited demand for trained television professionals. However the study has also tracked the changes that took place after the satellite boom in the country and have said, there are quality media institutes for broadcast television that have consciously invested in creating international standards infrastructure, technical facilities, and above all, industry relevant curriculum. To meet global standards some of the newer media institutes have also collaborated with international universities and media organizations. Some institutes also tend to integrate real time industry exposure into the curriculum design itself. This ensures better learning for the student and also brings about good performance on the job without a long learning curve.
The author has high praise for the present status of media education in India for having becoming an exciting media education destination for Asian students due to the fact that media industry here is truly world class, growing at a phenomenal rate and an excellent model to study especially for other countries in South and South East Asia. He has also observed that students from South Asia may find studying a media academic programme in Australia, the UK or the USA almost prohibitive in terms of course fees, travel and accommodation expenses. In comparison, the total cost of doing a media academic programme in India is just a fraction of what it would cost elsewhere. Moreover, the similarity of socio-economic-political and cultural conditions makes the study in India far more relevant to local needs.

2.2 GENDER AND JOURNALISM EDUCATION

The studies related to gender and journalism education pertaining to issues like gender perspectives in journalism curriculum, implications of journalism graduates on media industry, faculty women in journalism education are discussed in this division.

2.2.1 Gender and Journalism Curriculum

Lana F. Rakow (2004) study titled “A Bridge to the Future – How to get there From here through Curriculum Reform” has tried to suggest the solutions to the problems women face as students, faculty members, readers and audiences, and professionals in mass communication careers through transforming the curriculum of journalism education with regard to gender perspectives.
The author has suggested having the characteristics such as ethical, independent, holistic, inclusive and visionary as essential components of the curriculum of journalism programmes. According to Rakow, ‘the usual remedies suggested for changing women’s status – providing women opportunities in the workplace, treating them like their male counterparts when it comes to hiring and promotion, showing women in more diverse and less sexual ways in media content – will not bring change’. The author has argued that communication, especially mass communication, is both the culprit and a solution to the gender problems and, ultimately, the general social problems. Reforming the curriculum would have the ultimate effect of changing our systems of communication and eventually, society. While analyzing the existing journalism and mass communication curricula, the study has found that overwhelmingly support and sustain the status quo. It has also suggested that the journalism educators should not be content to encourage women students to make their way within the industries, as the industries currently exist in order to get their individual piece of the career success pie.

Linda Steiner’s (1989) study titled “Body Language – Gender in Journalism Textbooks” has examined the gender components present in journalism textbooks by analyzing 130 college-level books qualitatively and also gives an overview of early journalism education in a global context. The study has been carried out on the premise that, textbooks tell people how writers, editors and publishers have been educated, having thus some predictive, explanatory power for not only their newsroom judgments but also behavior towards colleagues. Journalism textbooks document what has been described and prescribed to students not only about what is news or newsworthy and how to report news, but also who can or should report the news and what personal
attributes reporters need. Understanding these textbooks helps explain newsroom practices, since, given both the impact of the author’s professional experiences and their explicit commitment to ‘realism’, they are committed to defining an enforcing standard newsroom procedures, demographics, and dynamics.

When these books explicitly talk about who can be a ‘successful’ journalist, nearly every news writing and reporting textbooks published over the past 100 years begins by declaring that journalism skills are not innate: Authors promise that any smart, industrious person can become a reporter. But at the same time, many denied that women could acquire those skills. One of many editor-scholar pairs to collaborate on a textbook explained: Newspaper work is so demanding physically that many women who can teach or do ordinary office work cannot stand up to it. Its general tempo—with the dead line – fighting element always present in – is such as to bar many women because of nervous temperament. Although there are exceptions, of course most women are incapable of covering police and court news.”

According to the study, women instructors took full responsibility for steering women towards the areas demanding “distinctly feminine background and experience”, taking pains as well to legitimize this as a serious mission requiring high ideals and expertise, if not a college degree. After 30 years of feminism, today’s journalism textbooks still address only relatively simple issues such as the use of sexist language and sexist stereotyping. Texts are out of touch with changing definitions and methods of delivering news. They do not provide sufficient insight about newsroom culture, sexism in assignments, balancing domestic and professional responsibilities and gender issues in hierarchical,
exploitative relationships. No textbook seriously considers what maleness means for Journalism practice or the newsroom culture.

2.2.2 Women Faculty in Journalism Education

A study by Vishwanath et al. (1989), on women in mass communication education has examined the conditions in which women faculty work in journalism and mass communication teaching and research. The study has analyzed the socio-demographic characteristics of women faculty members in mass communication education such as age, education, tenure status, rank, salary, teaching and professional experience and how they are different from men. It has explored the institutional milieu in which they work such as course loads, research facilities, advising and service. It has also examined the career patterns of the faculty. According to the study, ‘women educators are statistically significantly younger than men. They also have relatively less teaching experience and somewhat less professional experience than men, which indicates the environment for women in the mass communication industry, has often been hostile and at least less hospitable. Women advice a greater number of under graduate students than men which implies that women spend more time with students, which is not always rewarded related to research’.

Another study carried out by Sharp et al. (1985), on the Faculty Women in Journalism and Mass Communication, has traced back the growth of women as faculty members in journalism programmes and discussed the problems and prospects of these women in academia. The significant finding of the study is that both male and female students are attracted to female teachers for advising because “they automatically think that women are going to be more sympathetic
and more understanding of them and should spend more time with them than male faculty members. They are more willing to presume upon a woman’s time and take up more of a woman’s energy with problems than they might with a male.

Chinyere Stella Okunna’s (1992) study titled, “Female Faculty in Journalism Education in Nigeria: Implications for the Status of Women in the Society”, has addressed gender issues in the training of journalists in Nigeria. Recognizing the power of the media in influencing decisions and attitudes in society, it has criticized the absence of women teachers in Nigerian institutes of mass communication and schools of journalism and argues that this has further marginalized the Nigerian woman in a society that is predominantly male-dominated. The study has suggested that if more women became trainers of journalists they would influence their students in their perceptions of the role of women in society. This would in turn have a multiplier effect as their students join the media and help change the image of women in society. The study argues that the agenda-setting function of the mass media in a society could have its beginnings in a mass communication classroom. Those issues which the media does not include on their agenda may turn out to be the very issues that were either not mentioned at all, or whose importance was played down during the education of the journalists who now make up the workforce of the media establishments.

According to the study, the teaching of mass communication is equally a male-dominated exercise; the ratio of male lecturers to female lecturers is 15:1 or worse. At the private 'schools' of mass communication, many of which are already characterized by poor staffing, the presence of women among the
teaching staff is practically non-existent. Given the trend in journalism education in Nigeria, there is a strong possibility that as student graduates, the sum total of the learning they acquire from the male-dominated teaching in the nation's schools of mass communication will predispose them to selecting and reporting events and issues to reflect a male ordering of priorities, even when some of the reporters are themselves women. This type of andocentric view in the media content is a major factor in deciding the status of women in the society, particularly through a reinforcement of andocentric attitudes already prevalent in the Nigeria society.

2.2.3 Gender and Journalism Students

Maurine H. Beasley (2007) in his study titled ‘How to Stir up Hornet’s Nest – Studying the Implications of Women Journalism Majors’ has dealt with the impact of women journalism students on the media industry with the focus on the famous Maryland study report. It is considered as a feedback and follows up of the Maryland's study. After receiving the results of the surveys, the researchers held two round-table discussions, one composed of successful women in Journalism and Mass Communication and the other composed of Entry-Level graduates. Participants were asked to comment on the report and to identity issues for further exploration. Journalism graduates of the University Maryland and the University of North Carolina were surveyed at three-year intervals in the 1980s and early 1990s.

According to the study, journalism educators should prepare women journalism students for employment by attempting to make sure they had (a) strong basic writing skills, b) suitable role models, c) strategies to persuade
employers of their worth so they would not be forced to settle for less than men, and d) plans for combining family responsibilities with career (if they wish to have families). The study has found out that journalism graduates, both male and female are not likely to fair very well in the job market.

The study has argued that the presence of a larger number of women in Mass communication on the whole may be viewed as a part of current erosion of the line between news and entertainment”. With regard to the work and family-balancing act, it is found that men and women graduates were equally likely to marry, have children, and experience some type of career interruption. For men, layoffs were given as the most frequent cause: For women, childbirth and childcare were most common, but after interruptions, women were more likely than men to change careers totally, not just change jobs within journalism / mass communication”.

Larissa S. Grunig (1989) in her study “The Glass Ceiling” effect on mass communication students has analyzed the glass ceiling for faculty women and its impact on the students. The premise of the study is that, if the glass ceiling is not there in academia, then both the communication academics and the future generation of students stand to benefit. It has addressed issues like discriminatory patterns and practices among academic women. It goes on to explore the effects such discrimination may have on students. It concludes with strategies for change, with the hope of enhancing both women’s chances to be promoted and the future success of their graduates.
2.3 WOMEN IN JOURNALISM

Various studies both foreign and Indian, related to the participation of women in news media with regard to their status in the organization, problems and prospects of women media professionals, role of media women in strengthening democracy and relationship between women in journalism and news coverage are analyzed in this division.

2.3.1 Status of Women Journalists

Helen Castelli (1984) has given an overview of the composition of Indian Press from 19th century till date in her study titled “Women in Media” It has also traced back the participation of women in the Indian Press over a period of years. The study has presented their profile, working conditions, their socio-economic background, balancing work and family etc. The study has adopted the in-depth interview tool to collect qualitative data with 20 women journalists. According to the study, ‘only few have been exposed to any formal education in journalism. Ten have family members or relatives who are have been journalists or publishers or have positions with All India Radio. Women in communications are an elite who work for self-fulfillment primarily, than for economic and social status. All the respondents consider marriage with children, combined with the career to be ideal life. They feel a woman’s chief obligation is to have family then to society, then to self. It was difficult for women to accept assignments in the evening. There is a pronounced cultural bias against women being out alone at night. The other aspects of reporting also tend to discourage women: long hours, travel, and lack of facilities for women and the possibility of being cart in violent situations such as riots’.
June O. Nicholson (2006) of Virginia Commonwealth University in her study on women in newspaper journalism since the 1990s has dealt with the issues which continued to haunt women in newspaper journalism such as balancing work and family, pay disparities, glass ceiling etc. The progress of women in the career ladder in newspapers has been slow and still not encouraging and the study tried to analyze the factors behind the slow progress.

According to the study, many women did not feel supported in the workplace and said they lacked mentors as well as professional training and career-planning opportunities. Sexism was the primary reason women said, they did not expect to advance. As much as 64% of women whom had doubts about their ability to advance said the main reason was that managers preferred to promote men. Career-conflicted women had different news agendas than women in news management in general. These women said that too few resources went to coverage of health and medicine and the interests of women and parents and that too many resources were used to cover crime and political news. Overall, women journalists continue to be paid less than men. In 2001, the percentage for women’s salaries compared with men’s salaries was unchanged since 1991.

Sammye Johnson (2006) in her study titled “Women’s Salary and Status in the Magazine Industry” gives an historical overview of women’s magazines and analyses the status of women working the magazine industry. According to the study “women in the magazine industry believe the field is balanced and that women are making about the same amount of money as their male counterparts. They do not believe they experience discrimination. Men continued to outnumber in the Editorial / Director / Editor in chief, Editor / Executive Editor’s categories and 60% of such positions were held by men and 40% held by women”.
Rama Jha 's (1992) study on women and the Indian print media is based on extensive field research and author's personal interviews with some leading women media professionals, it narrates the absorbing story of their determination, dedication and achievements. It also exposes how traditional male bias tries to marginalize women's contribution in subtle ways.

Ammu Joseph 's (2005) qualitative study on women in Journalism provides an overview of the situation, experiences and perspectives of women working as journalists in different parts of the country, in the English as well as Indian language media, at various levels in the editorial hierarchy, and in different branches of journalism. The study is based on the responses of more than 200 women to a wide range of questions. It explores journalism in India through the eyes of women situated at different vantage points in the profession. It also examines where female media professionals are now placed, what they are and are not doing, why they think this is the case, what they feel about the situation, and how they view the profession as a whole as well as their role in it. The issues discussed include recruitment and remuneration, assignments and beats, night work, promotions, colleagues and sources of news/information, families, generational changes, and professional networks.

I. Arul Aram and Jaya Menon (2005) have dealt with the various aspects of employment opportunities in the business of newspaper and television in India and representation of women in various departments and positions, the problems they face at the workplace and in the field, their status in society and workplace, their contributions, role of international and national woman journalists association/network; role of press academy and working journalists union for the
development and status of women journalists. The article has attributed the presence of more women in journalism to the fact that the nature of news magazines has changed from the ‘hard’ to ‘soft’ and this has naturally required the presence of woman scribes. A significant number of women journalists are very successful in magazines as well. With its scope for analyzing events in depth, issues such as women abuse and exploitation, harassment of women at workplace and the trauma of HIV infected women, female infanticide in rural areas all find prominent place. Thus magazines deal with more in-depth issues compared to newspapers and women are considered competent to handle such stories. According to the authors, women journalists are better than their male counterparts in gathering information. Of course, there are times when a male source, who, earlier refused to meet the press, started talking when a pushy woman forges ahead and insists that he should talk. Women reporters have their own way of maintaining contacts in a friendlier way even over telephone.

Maurine H. Beasley ’s (1989) study titled “Newspapers – Is There a New Majority Defining the News” has tried to examine the issues pertaining to women journalism graduates such as enrollment patterns, their career choices, their attitude towards news media. The study has been conducted to rectify the pitfalls of the famous Maryland research (1985). (In 1985, the University of Maryland, College of Journalism released preliminary findings of a study that called attention to the “new majority in schools of journalism and mass communication”. It called attention to discrimination faced by women as they moved from college into employment). The study has revealed that the women graduates appeared to experience somewhat difficulty than male graduates in finding Journalism-related jobs, including those on daily newspapers in the mid 1980s. While women journalists have not suffered from blatant discrimination,
they still have not reached party with men in the newsroom. Women leave Journalism at a faster rate than their male counterparts partially because newsrooms are not especially welcoming or supportive places for women. The study has speculated that the nature of news itself might change, at least somewhat, if women become the majority in the newsroom – unless they are restricted to the prevailing male model to advance professionally.

Pamela Bhagat (2004) has carried out another comprehensive and the first of its kind study carried out in Indian soil in recent times, on the status of women journalists in the Print Media in India. It was initiated by the National Commission for Women to look into issues affecting the role of women working in the print media. As part of a broader study on working women in India, it was executed by the Press Institute of India (PII), through empirical data that was collected from almost all the States and Union Territories of the country. A hundred and ninety respondents from the regional press and 220 from the English press were surveyed using a 20-page questionnaire as a tool combined with focus group interviews with the women journalists. The survey was conducted in 37 States and Union Territories with a near equal representation of English and regional language women journalists. Some 141 news organizations were covered. The study found that women journalists had to work twice as hard as male colleagues and had to battle constantly suggestions or perceptions that women are using sexuality to get ahead in their careers. Women are more vulnerable than male colleagues to gossip, to promotion prospects; and age too is a factor for discrimination.

According to the study, more women are employed in the media now since they are available at lower salaries on the contract system. In such circumstances
gender fair reporting and practices are more difficult to promote. After initial resistance, even women journalists start justifying organizational insensitivity. They are instrumental in perpetuating lack of recognition of women's special needs and functions in society - childbirth, childcare, confinement, security after night duty etc. When come to the perceptions of male journalists towards women journalists, women journalists are considered to be conscientious and diligent employees. But, male bosses do not give credit for professionalism instead they speak of women exploiting their gender. The study has also revealed that sexual harassment is part of work culture in media organizations in India but women either do not know how or for a wide variety of reasons, choose not to do anything about it. Only 15.2 per cent of women who experienced sexual harassment had made a formal complaint. With regard to the news beats assigned to them, as much as 24.7 per cent feel that they do not have access to all areas of work and that lifestyle, arts, gender, fashion and education are traditional areas reserved for women.

Another study by Jennifer L. Pozner (2004) has reviewed many findings of various studies such as the American Society of Newspaper Editors, 2001 Newsroom Census, International Women’s Media Foundation, and World Association for Christian Communication, etc., related to the less number of women in top level media jobs. According to the study female executives in news and other media industries are typically concentrated in communications, public relations, human resources and government relations divisions, not typically considered power-centers. When it comes to executives with "clout titles" – positions defined in the study as having "the highest level of power within an organization," from executive vice president to chair and CEO, there was just one woman at this level in media companies, and none in network news.
According to Pozner (2004), whoever controls assignments, whoever decides how a story is going to be covered, whoever decides what placement that story gets in a newspaper or over the airwaves, is not only shaping the content of news, but is deciding what readers and listeners know and how they know it. Media leaders are not just industry leaders; they have the power to shape society’s attitudes. Media content will never be reflective of the communities it serves unless the gender and racial composition of newsrooms, executive suites and boardrooms reflect that of the public. Women are half of the American population, but they are very few in number in upper echelons of media companies, where news priorities are set.

S.R. Joshi (1987) has conducted a study on prospects and problems faced by women working at senior levels in Doordarshan, the state owned television channel in India. It has tried to examine the demographic details of the originators of media output and to what extent do their backgrounds, value systems and attitudes influence media content. The study was concerned only with the senior staff – primarily those responsible for policy development, administration and management and decisions affecting programmes amounted to around 700 personnel in the Doordarshan, The study has tried to establish the proportion of women employed in different categories and to determine whether there had been any change in the pattern of women’s employment over the years. It has also analyzed the advantages and disadvantages of women as television employees, obstacles faced by women to reach top most position and attitudes towards women executives. In categories like engineers or camera operators, there are hardly any women. Senior positions such as Station Director and Other Gazetted Posts showed very little representation of women. When comes to the
men’s perceptions of the effectiveness of female executives, a large number of men considered women officers to be autocratic and slow at reaching decisions and incapable of independent – decision making and unlikely to have their decisions implemented.

V. Durgabhavani (2007) has conducted a study on status of Women Journalists in Media in Andhra Pradesh, a southern state of India, which is focused on women working in electronic media. This study looks into the issues confronting women in the media and to understand the discrimination, if any, in the workplace taking Andhra Pradesh as a study area and using questionnaire as a tool to collect primary data. The study comprises 62 women working in the news channels including All India Radio. The study was conducted in the following places like Anantapur, Kurnool, Hyderabad, Guntur and Cuddapah in Andhra Pradesh. The study examined the background of women journalists, nature of appointment that may affect the career decisions and approach towards their status in the organization.

According to the study, 48% of women journalists had postgraduates and another 41.9% are graduates. But only 42.4% of them have a degree in journalism. Most of them were freelancers (27.4%) followed by newsreaders (26.8%) and considerable percent of women were working as reporters (22.6%) whereas 14.5% were sub-editors. In the electronic media, it appears that there was no fixed policy of the salaries of journalists. In the study 28.3% get less than Rs.2500 per month and other 28.3% received a salary between Rs.2500 and Rs.5000 per month and 21.7% are getting Rs.5001 to Rs.7500 per month. There is no strong relationship between marital status and satisfaction at workplace.
among the working women journalists. Women journalists engaged in fieldwork highly satisfied compared to those who are at deskwork.

More women journalists working at the desk (52.6%) faced a high level of discrimination when compared with those working in the field (41.7%). Women journalists who are less educated faced greater discrimination in the workplace compared with those who are more educated. It is clear that a large number of temporary employees (71.4%) face a high level of discrimination compared with permanent employees (37%). Employees having less experience face a high level of discrimination. The results reveal that 62.3% of women journalists felt that women journalists take long time than men to get promoting due to discrimination. Also 56.7% of women journalists opined that fear of harassment affects the work of women journalists occasionally whereas 31.7% said harassment never affected their work.

P. Vijayalakshmi and V. Durgabhavani (2007) has carried out another study on the status of working women journalists again in Andhra Pradesh. It has given an overview of the status of women in Indian media and the issues and problems faced by women journalists all over India. It has also tried to analyze the relationships between women in media and women’s movement in India. The study has focused on women journalists working in print media in Andhra Pradesh with a sample size of 100. The significant findings of the study are, majority of women journalists are confined to deskwork designated as chief sub-editors, desk-in-charges, senior sub-editors etc. In Telugu Press, 55.4% and in English press 60.9% of women journalists are working on a permanent basis. Women journalists working in English newspapers are paid well than those working in Telugu press. As much as 58% of women journalists felt that their
colleagues do not give proper encouragement and they are not given assignments of their interest (45%). When comes to the question of discrimination at workplace, only 36% of journalists said they face discrimination either always or sometimes and 36% rarely and a few never experienced it. The English press is recruiting women journalists with professional qualification compared to the Telugu press.

K. Manjeri’s (2002) research article on women journalists in changing media has painted a rather bleak picture about the number of women journalists in responsible positions in the newspapers across the country. She has pointed out that since the print medium concentrated in the urban and semi-urban areas, women journalists too were restricted to these areas. But an encouraging trend was that the younger crop of women journalists refused to confine themselves to reporting trivial or the traditional topics or doing the standard interviews and ‘sob stuff’ interviews. Women journalists seem to be out to prove themselves every bit as resourceful and enterprising in their job as their male colleagues. Women are recruited, “if at all,” as sub-editors and not as reporters as the latter is considered ‘strenuous’ and ‘tough’ and editing at the desk is ‘ideal’, a distinct change in the attitude of the newspaper proprietors can be perceived.

Pooja Ravikumar (2007) has carried out a comparative study of male and female journalists in Bangalore, which is considered to be IT hub. The study has looked into the glaring differences between the males and the females in their work and workplaces in terms of gender. A survey was conducted for a month with the total universe of 200 respondents. But, out of the above-mentioned total a sample size of 190 respondents was collected and analyzed. The aim of the study is to achieve a balance (100-100) between the male and female; and
English and vernacular samples. A break-up analysis of the representative sample reveals that 102 males and 88 female journalists have responded to the questionnaire. A further classification illustrated the distribution of the sample in Bangalore: Male journalists – 44 (English), 58 (vernacular); and Female journalists – 37 (English), 51 (vernacular). Additionally, intensive interviews were also conducted with the editors/chief of the bureau in the media. The study covered 27 organizations.

According to the study, the reporters and editors commonly opined that individuals were considered for recruitment on the basis of their skills and were not favoured by ‘gender.’ When comes to the news beats assigned to them, most of the male reporters opined that they were assigned to beats such as politics, crime and business which did not allow them to explore subjects like health, fashion and lifestyle. It was observed that the reporters and the editors did not consider gender sensitivity as an important aspect for news writing and broadcasting. But, four editors refuse to agree about gender sensitivity, as they believed that by practising such an attitude, the news stories would reflect bias and thereby sideline the male population. Among the respondents, 45.1% male and 42% female reporters commonly opined that the association of ‘hard’ and ‘soft’ news with the male and female journalists recreated the stereotype that men and women had separate dimensions to work in the media industry.

Nia Charpentier’s (2007) study has examined the status of women in journalism in Sri Lanka and what the presence of women in the war-shattered country could do to its well being. According to the study, for the past three decades, men have dominated journalism in Sri Lanka, and as a career it has generally been discouraged among women. Things are changing and female
journalists are now employed in nearly all newsrooms in print, broadcasting, as well as electronic and online media. Further, the issues covered go far beyond food and fashion: Women are now taking an increasingly active role where issues such as education, conflict and human rights are concerned. Even though women make up 40 per cent of Sri Lankan working journalists, they only make up 3 to 5 per cent of editors, heads of departments and directors."

According to Charpentier (2007), there are some issues that, as a woman, you take up with more of a sense of sensitivity than a man would take up. In the current media landscape, in which the press is splattered with defamation and hatred on a daily basis, perhaps that is just what is needed: A little sensitivity. In the case of Sri Lanka, the journalism that is fuelling tension between the different communities, encouraging divides rather than diversity. By and large, very few female journalists take an active role in peace journalism, mainly due to the fact that the majority of women do not have the decision making powers and have limited opportunities in the media field."

Ruth Ayisi (2004) has carried out a study on women in journalism in Mozambique where the socio-cultural situation is similar to that of India for UNESCO. The study has pointed out the obstacles faced by women working in the media and reasons for women quitting media jobs. Initiatives to encourage women to stay in the media are also suggested by the researcher based on the interaction between her and journalists both men and women. This qualitative study involved in-depth interviews with 34 media experts. It was carried out in Maputo, the capital, Beira, in the central province of Sofala, and Nampula, in the north, during the months of October, November and December 2003. In addition to the interviews, a two-hour workshop was held in December 2003 with senior
women journalists and editors to discuss the study and their views on gender and the media.

The UNESCO study showed that women journalists are especially under-represented in Mozambique’s print media with some newspapers, such as the Sunday newspaper, Domingo, and the Independent, Zambeze, having no women journalists. Others had only one or two women. Most, although not all, editors felt that it was a problem having so few women journalists, but there was no agreement as to how to change this situation.

Craig et al. (2007) have carried out a qualitative study based on individual, in-depth, standardized-question interviews with 17 women, whose demographics varied out of whom 13 were Caucasian, four Asian and one was black, who had worked full-time in journalism after college and subsequently decided to leave their jobs.

The study has revealed that several respondents expressed passion for journalism but said they were disappointed by newsroom cultures that failed to accommodate their needs and desires. They said they enjoyed journalism as a career but the hours and demands of the newsroom did not fit well within their lives. A cultural shift in newsrooms allowing flexibility in work schedules might help retain more women, but managers resist such changes with ‘a subtle, dismissive attitude’, finally pushes women out the door. The respondents opined that journalism careers are not conducive to having a balanced or family life. Most newspaper managers look down upon reporters and editors who choose to put their families first. Other respondents, especially those in big cities with high costs of living, said low journalism salaries drove them out of newsrooms. They
said their pay did not match the work they were doing, and they could not afford the kind of lives they wanted. One of the respondents, the primary breadwinner in a family of five went to the extent of calling journalism as ‘the last legalized form of slavery’ because of its high demands and low pay.

Romy Froehlich’s (2005) study titled, “The Friendliness Trap: Feminine and Feminist Values as Obstacles for Women’s Future and Career in Journalism”, has argued that the image of female journalists as ‘the better communicators’ is a questionable and dangerous myth and might hinder women’s further career in journalism. Part of the story is that it imports the ‘mothering’ role from home into the workplace and thus creates a “friendliness trap” for female journalists, which force them to perform the “emotional labour”. The latter one, however, is associated with a lack of assertiveness, weak leadership skills and low status/prestige. The reasons behind women’s ‘disappearing act’ in professional careers are sufficiently well-known and are also true for women’s ‘disappearing act’ in journalism: starting a family; the associated responsibilities of raising children; ‘double shifts’ in career and home, lack of support from home and from employers, discrimination through sex-role stereotyping, male-female interaction and/or social norms, as well as greater control from management. These well-known reasons are not the only ones behind women’s ‘disappearing act’ in journalism.

According to Froehlich, a society’s definition of news is dependent upon its social structure. The social structure produces norms, including attitudes that define aspects of social life, which are of either interest or importance to citizens. News supposedly concerns those recognizable items. News presents to the society a mirror of its concerns and interests. For a definition of news to change,
it follows logically that the structure of society and its institutions must change first. In his view, definitions of news remain dependent on social structures and not on the activities of news workers and news organizations. It is difficult to remember if news ever answered to such a description. Exotic news values have so deeply embedded themselves in the psyches of our journalists that there is little space for a socially relevant definition of news. It is necessary to create that space without loss of time.

2.3.2 Implications of Women in Journalism

Liesbet Van Zoonen’s (1994) study titled “Feminist Media Studies” by is aimed at developing a cultural understanding of the relation between gender, power and mass media. It has applied a cultural studies framework to appraise and integrate feminist research on the distinctive elements of the mass communication. It has also reviewed feminist research on media production and produces and covers the ‘encoding’ of gender in the production process. According to Zoonen, “media production is neither a straight forward derivative of the malicious intents of capitalist male owners nor is it merely the product of the sexist inclinations of media professionals. It cannot be seen as a simple black box transmitting the patriarchal, sexist or capitalist values of its producers. It is better characterized by tensions, contradictions between individuals with different professional values and personal opinions, and between conflicting organizational demands such as creativity and innovation on the one hand and the commercial need to be popular among a variety of social groups on the other hand”. The author has also defined various feminist concepts such as stereotype, gender discourse, etc. She has expressed skepticism over the causal relation
between media exposure and sexist attitude as it appears that even at a very early age children have considerable knowledge of ‘appropriate’ gender behaviour”.

The study has also dealt with the possible role played by journalism education in changing the representation of women in the media content. According to Zoonen, the process of adjusting to professional norms tends to reaffirm a conservative status quo, at the level of journalism education itself, less by clear-cut instructions than by more subtle messages about ‘professional journalism’ which result in self censorship among journalists with ‘deviant’ values”.

Aliza Lavie and Sam Lehman-Wilzig (2005) have tried to find out whether and how gender affects the news product. Their study has analysed the impact of specific research methodologies on findings regarding gender news influence – based on survey questionnaires and in-depth interviews of female and male editors working in Israeli public radio, as well as on content analysis of their editorial product. Based on different results obtained from these qualitative and quantitative methodologies, they have concluded that gender/news research cannot rely on either method exclusively. Editorial interviewees’ responses can be as unreliable as autobiographies due to socio-organizational exigencies, while content analyses of news product must also be viewed critically as they do not necessarily reflect underlying gender ‘otherness’. This study has discussed the research implications of the findings as well as the extent of ‘real’ gender influence on news production.

Mervi Pantti (2010) has discussed about public emotions by examining journalists’ perceptions of the value of emotional expression in broadcast news.
The study has provided insight into how journalists assess the place and role of emotion in news reporting and the perceived emotionalizing of news. It has also examined how the journalists’ discourse about emotion is linked to their ideas of ‘good journalism’, as well as to their professional self-image. The data consist of in-depth interviews with television journalists working for both public service and commercial news programmes in Finland and in the Netherlands. The study has differentiated the ‘quality journalism’ that appeals to the rational and critical understanding of the receivers and the ‘popular journalism’ that provokes emotion over understanding. It has termed the latter as ‘female journalism’. The emotionalizing of news is usually seen as evidence of decay in journalistic quality: as a response to market forces, which require more attention to audience desires and ‘human interest’ perspectives. This shift has also been described as a ‘feminization’ of news narratives or as dissolution of the gendered hard/soft and neutrality/subjectivity binaries as a consequence of the need to attract women and young people.

Ammu Joseph and Kalpana Sharma (1994) have analysed the linkage between the status of women in Indian society and media’s coverage on women’s issues. In Ammu Joseph’s opinion the issue that have come to the force are primarily the result of the initiatives undertaken by the contemporary Indian women’s movement during its formative years. The press coverage of five issues related to Indian women is analysed. Ammu Joseph and Kalpana Sharma have also taken articles that have analysed the portrayal of women on prime television and press. The study is focused on the status of women in the print medium.

Sonia Bathla (1998) has focused on the cultural and political representation of women in the Indian press in her study. It has dealt with the gendered
implications of political communications and the manner in which the news media cover issues of relevance to women. It revolves around the representation of women in news agendas and the role of women as journalists, the relationship between the women’s movement activism and the media. It has tried to analyze these debates into the Indian context and offers a powerful set of arguments grounded in original empirical data derived from the content analysis of news as well as interviews with Indian journalists and women’s movement activists. The sources available for news gathering, disinterests in the women’s question, relative paucity of women journalists, their role, gender differences in reporting and lack of coherent media strategies by women’s organizations have been included in the analysis.

According to Sonia Bathla (1998), “the deeply routed cultural orientation of the Indian urban elite which defines women’s issues as belongings to some private space and thus not relevant to the public debates of a democracy, which she defines Brahmanical hegemony. She suggests that until the women’s movements confront the Brahmanical mindset, there will be little actual progress in debating a whole array of women’s concerns, beyond the lip service that formal democracy pays to gender equality in India.

Jaya Menon and I. Arul Aram (2004), in their study on women, print media and Indian culture have tried to understand women, print media and Indian cultural values in the perspective of how the media concerned cater to their target readers, and it has also evaluated critically print media with respect to the portrayal of women. The critical analysis is made upon two news stories on village prostitution and a rape published in English dailies. It has also examined the issues concerning women journalists in the country. According to the authors,
“Journalistic aspect of media too indulges in sexploitation (sexual exploitation), at times even in the mainstream media. When an actress commits suicide, the news is treated without sympathy and sensationalized. A woman is seen as an object of pleasure and source of sexual scandals. When commercial sex workers are arrested, headlines of most regional language newspapers would read ‘beauties arrested’.

The study has also criticized the composition of women supplements as they are full of popular themes such as beauty tips, cookery, housekeeping and health, child rearing. Very little focus is on hard issues. Women supplements rarely focus on gender bias, and related discrimination and harassment.

Elena Pankratova’s (2001) study is focused on the ‘disappearing act’ with increasing number of women in journalism education and not the same trend getting reflected in journalistic workforce in Belarus. According to her ‘currently 700 of the 1000 students at the journalism department of the Belarusian State University are women but they make up only around 40% of working journalists in the country. A survey organized by the Belarus Association of Journalists (BAJ) revealed that 70% of journalists do not have a degree or completed journalism training. Editors have told the Belarusian Association of Journalists (BAJ) that they prefer to hire a man without a degree than a woman, who has a degree in journalism,

Payal Kumar (2002) has analyzed the significance of mass media in strengthening the democracy with the sociological perspective in the era of civic journalism. According to the author, “One must not assume that by virtue of being a woman, every woman journalist automatically strives to fight for
women's rights. There are many professionals who regard themselves as journalists first and women second. But, those who are actively involved in the cause of women's uplift can surely make a difference, not only by actively encouraging more media coverage of women with more female-centric articles, but also by being more visible as reporters and covering what have been regarded to be hitherto male bastions, such as Barkha Dutt in Kargil. Highlighting stories on successful women, who in turn can serve as role models, are also something that woman journalists can be actively involved in”.

Myra Macdonald (1995) in her study titled “Myths of Feminity in Popular Media”, has echoed the fact that even when women became visible and audible in the high profile media, the handicap of their delayed start meant that they were less likely to emulate male voice.

**2.3.3 Women as News Subjects**

P.Vijayalakshmi (2002) has given the overview of women’s movement and rise of women’s issues in the media in her study and analyzed the various literatures regarding the images of women in the media. It has also analyzed on the issue of media women’s role in changing the portrayal of women in media. The study has also looked into the socio-cultural milieu related to the position of women. According to the study, the women movement increasingly used the media to support their activities and successfully brought some of the women’s issues like violence against women such as rape, dowry deaths, suicides, etc., into the mainstream media. The core message that women are victims has been more pronounced than condemnation of men’s continued violation of women’s rights.
Such portrayal only serves to reinforce rather than challenging the men’s oppression of women.

While commenting on the image of women projected by the media, the author said that media is now depicting women with new image besides glorifying the traditional image of women. Indian women are confident, self-supportive, choosing the career of her choice but acts within the constructs of Indian womanhood. With regard to the position of women in the media industry, women comprise of 12% of the workforce in journalism in India. But the top management is still largely man-dominated. Stereotyped attitudes, sexual harassments, and salary differences, unfair treatment in assignments and promotions, traditional gender biases and lack of support mechanism for working women deter women from joining the media or assuming decision making positions. Women still tend to be assigned to “soft issues” such as fashion, culture, arts, and lifestyle while men are assigned to political, economic stories, which are considered as “hard issues”.

Marylin E. Gist (1993) has conducted an exploratory study of the effects of staffing representation on news coverage. One newsroom was a network television house, and the second was a radio station: in each, 6% to 7% of the employees were ethnic minorities. The third newsroom was a metropolitan daily paper with 13% minority representation. Each newsroom produced multiple editions of the daily news. Retrospective data were collected by sampling of the news content from the 6-month period prior to the study. Dates from this period were chosen at random to yield at least 30 days coverage for each newsroom. Data used for analyses consisted of all photographic and verbal coverage disseminated to the public during each day sampled. Proprietary analyses were
conducted on the gender and racial content of the photographic coverage and news copy that was produced by these newsrooms.

The findings reflected significant differences in the manner which minorities and non-minorities and men and women were portrayed. They also showed an under representation in news coverage – in terms of quantity and diversity – of the populations in the areas served.

According to the study, news judgement inevitably reflects the perceptual biases and interests of those making the judgement. Unfortunately, because women and people of colour have grown accustomed to non-representative coverage as the norm, and because they too are schooled with illustrative news examples deemed “objective”, even they sometimes internalize the biases of the largely white male media establishments. The study also has revealed that to the frequent extent that the media neglect women, portray them as marginally powerful, or objectify them sexually; these signals become internalized by many women as low self-esteem or an obsession with physical attractiveness. These reflected appraisals of their marginalized value most likely harm self-image, thus becoming an internal barrier to personal development and career preparation of minorities and women. For those do enter mass communications, these subtle negatives are manifest in glass ceilings to advancement, which, in turn, prevent minorities and women from having much decision-making influence.

Ammu Joseph (1994) has analyzed how media portray women’s issues such as rape, dowry, etc in her study. It is a content analysis of four women’s issues in selected newspapers. According to the author, the advent of women reporters and the presence of some senior women journalists in positions of
responsibility have made a significant if limited, difference to the coverage of women's issues by the Press.

I. Arul Aram (2006) has questioned the issue of participation of fewer women as subjects of news in the Indian context. The study has analyzed the findings of a global study on gender issues in news media conducted by the World Association for Christian Communication (WACC) in 2005 in which about 13,000 news items on television, radio and in newspapers were examined. The key points from the analysis are:

News is still mainly reported and presented by men. The only exception is among television presenters. As much as 57% of television news stories are presented by women, probably because women - particularly young - are considered more presentable from the male point of view. Elsewhere women are a minority. This imbalance is most evident in newspapers where female reporters write only 29% of newspaper items. Female reporters are more likely to cover `soft` news. Men tend to cover the `hard` topics - news that is perceived as `serious`. Only 32% of stories on politics and government are reported by female journalists compared with 40% of stories on social issues such as education or family relations. More female news subjects are found in stories reported by female journalists. In stories reported by women, 25% of news subjects are women compared with 20% of news subjects in stories reported by men.

News stories are more likely to reinforce than challenge gender stereotypes. Only 3% of stories challenge stereotypes compared with 6% of stories that reinforce gender stereotypes. News content, in general, reinforces gender stereotypes by depicting a world in which women are relatively invisible.
Gender (in) Equality is not considered newsworthy. As much as 96% of news stories worldwide do not highlight issues of gender equality or inequality.

2.4 GENDER AND MEDIA

The studies that have dealt with the issues concerned with feminism and media such as the possible role that the media could play in creating providing gender sensitization, feminist perspective of women and work, and sexism in an organizational structure are discussed in the division.

2.4.1 Media and Gender Sensitization

Margaret Gallagher (2001) had redefined her own view of ‘a critical mass of women in the media change the portrayal of women’ to the deeply embedded nature of gender-based judgements and assumptions that permeate not just the media but all social, economic and political institutions should be refined. Hence “the problem” is both more deeply rooted and more over-arching than can be solved by a numerical redistribution. According to Gallagher, The link between media content and the individuals who produce it is of course greatly attenuated by countless factors including institutional policies, professional values and advertisers’ demands. So although in most countries more women are entering the media professions than ever before, it would be unreasonable to imagine that this will result in a radical transformation of media content.
Manisha Pathak Shelat’s (2004) study titled “Communication for Gender Sensitization – The Value Discussion Approach” has used the “value discussion model” for bringing about the gender equality among the adolescents. In doing so, efforts have been made to evaluate the effectiveness of the two major components of the value discussion model – “dilemma” and “discussions”. It has made an effort to evaluate the effectiveness of value discussion model in communication for gender equality among adolescents focusing on attitude, stereotyping, value judgement and value clarification with respect to gender equality.

According to the study, the mass media is considered to be an essential means to bring about social change in the democratic societies. Appropriate media use can help achieve gender equality even in the traditional patriarchal societies like India. It tries to highlight the positive use of the mass media in achieving the gender equality. The study provides an excellent commentary on the existing stereotyping with in a cultural region of Gujarat believed to “progressive” where women enjoys higher status compared to parts of India. The study has suggested that the discussion and mass media, both should make efforts to expose the adolescent to images that counterattack gender stereotyping created by cultural construction of sexual differences. The study confirms the fact that girls are as much as gender-biased as boys. This is especially applicable to the media when people argue that the image of women in the media will change in positive direction if there are more women communicators. It clearly shows that both, boys and girls, need gender sensitivity programmes.

D.B.Krishnakumari (2006) has analyzed the role of the mass media in mainstreaming gender perspective in the development process by changing its
positive attitude towards their development. It has also looked into the present scenario of the portrayal of women in the mass media. It has emphasized the need for gender sensitization in the process of human development and suggested ways to use the mass media for imparting gender sensitization.

According to the author, media policy should highlight gender mainstreaming to reduce the socio-economic and political inequality in the country. The media should sensitize the developing skills and disseminating methods and tools in the formulation of budgets based on the existing practices for the experts or specialized working on gender sensitivity. The media has to take up the responsibility of strengthening linkages between women movements and civil society for incorporation of gender perspective in governance through participation, transparency and accountability. To remove gender bias and to promote positive portrayal of women, media monitoring should be done and it has incorporate gender sensitivity to come out from unequal, obscene and bad depiction of women.

Karen Lee and Dennis Mumby (2004) have made an attempt to address the relationships among feminism, modernism, post-modernism and organization studies in their study. It has laid the groundwork for the development of the theory of the gendered organization that brings to the four issues of Communication, Power, Resistance and Identity. Rather than adopting a position, “for” post modernism and “against” modernism, the study has tried to articulate a feminist communicatory that is positioned at the intersection of these discourses.

According to the study, gendered organizations thus do not “exist” as such; rather, they are performed moment by moment through the communicative
practices of their members. Communication is conceived as the dynamic, situated, embodied as contested process of creating systems of gendered meanings and identities by invoking, articulating and/or transforming available discourses. Women are produced by patriarchal power at the same time that they resist it. There are good reasons to be ambivalent about the liberatory possibilities of appealing to “reason”, motherhood”, or the “feminine” when they have also been the source of our oppression. Gender is not simply one feature of organizing that may be addressed or ignored; rather, it is a basic, constitutive feature of organization.

David Gauntlett (2002), in his work on Media, Gender and Identity, has explored the role of media in identity creation of its consumers and the depictions of masculinity, femininity and, to a lesser extent, sexuality in a variety of media – men’s and women’s magazines, television, film, popular music and self-help books – to explore how these representations impact women’s and men’s self-identities in both the United Kingdom and the United States. It is not only do discourses shape the way we perceive the world and ourselves, but also that media exert a form of power through their dissemination of prevailing discourses. Mass media propose the ‘ways of living’ through media messages in the form of ‘role models’ and self-help books that direct women and men in constructing identities and lifestyles.

2.4.2 Women and Work

A study by Anuradha Sharma (1999) has analyzed the relationship between women and work with the focus on human resource management. It has
addressed various issues like sexism in employment, family career balance, and change in women’s attitudes towards work.

According to the study, women are least accepted where work involves being independent and innovative, assuming leadership and having power. The expectation that women lack such qualities and skills is perhaps the most potent and injurious form of sexism because the basic assumption at work is masculine ‘qualities are best’. Working women who are married and have children, generally not pursued a career with success in the same single-mindedness as men. So far only a few women are in positions of significant power and their objectives and styles do not seem to be different from those of men. In spite of new liberal values, most men and women still think of intellectual, independent and ambitious people as masculine and supportive and interdependent as feminine. A competitive situation requires willingness to compete, seriousness of purpose, willingness to give up affection for possibility of control and power and need to assert one self. People are more comfortable, when women do not show these characteristics overtly not display their enjoyment of their power so clearly.

2.5 IMPLICATIONS OF THE LITERATURE REVIEW

The reviewed literature on journalism education has provided the basic understanding on the significance and need for such education and how it ought to be in the process of improving professional standards of journalism thereby contributing to the betterment of society (Dates 2006). Journalism education is not just like any other professional training being offered, which will, in turn churn out the professionals to manufacture goods, but produce individuals who will hold the power to influence people’s beliefs and attitudes. It is the process of
preparing the students intuitively and intellectually on what they are going to practices when they enter media industry (Glasser 2005).

Since the nature of journalism education given to the aspirants play a crucial role in shaping the attitudes and attributes of these future journalists, it has to be studied in depth. The curriculum remains the heart and soul of any academic programme. It gives an outline of the contents to be covered in a teaching learning set up. It is required more so with the discipline like communication which is a combination of three discipline – sociology, psychology and anthropology. Since the journalism teacher can only discuss the contents of the curriculum in the classroom, one has to study the curriculum before analyzing its impact on the minds of journalism students.

The reviewed studies (Eapen 1995; Belavadi 2002; AMIC 2002; Veena & Guru 2005) have also exposed the sorry state of affairs of journalism education in India with regard to the issues such as the cramped composition of programme, lack of expertise in teaching journalistic skills, lack of relevant textbooks written in Indian context, absence of the ethical components in the curricula, and almost nil journalism training provided on regional languages. Dalal (1993) has explored the problems and prospects of journalism education offered in regional languages in India. The non-availability of journalism textbooks and course materials in the regional languages remains as the hindrance in designing the curriculum for journalism programmes in local languages, first, and offering such programmes effectively, next.

With the minimal presence of ethical issues in journalism curricula, the commercially viable elements such as advertising and public relations share the
space with journalistic components in the curricula (Eapen (1995). If ethics could not form a part of journalism curriculum, how can one expect the gender components find a place in it?

Studies on gender and journalism education have thrown light on the various issues like need for curriculum change and the inclusion of gender sensitive components in the curricula, the problems faced by women faculty members, and its bearing on journalism students and the impact of journalism graduates on the media industry. While Rakow (2004) has found that the existing journalism curricula reflected the ‘status quo’ in its content and composition, he has argued that reforming the journalism curriculum as gender inclusive, will solve the problems faced by women students, teachers, media content creators and audiences. Reforming the curriculum would have the ultimate effect of changing our systems of communication and eventually, society.

Textbooks are the key parts of a curriculum and Steiner (1989) has analysed the journalism textbooks which not only teach, what is news and news worthy but also who should report the news and what attributes a reporter should have. Most of the textbooks have directly or indirectly insisted that women are not fit for journalism, which is very much physically demanding, and especially covering hard news beats. These textbooks address only simple issues of sexist language and stereotyping in news and failed to provide sufficient insight about newsroom culture, sexism in assignments, balancing domestic and professional responsibilities and gender issues in hierarchical, exploitative relationships. No textbook seriously considers what male-ness means for Journalism practice or the newsroom culture. As a result, these journalism students are not aware of these gender issues, while graduating.
Moreover the glass ceiling which continue to exist in the academia of journalism like the presence of less faculty women and career promotion for them, more teaching work load (Viswanath et al. 1989) have a definite impact on journalism students. More often, both male and female students turn to female faculty members for advising and counseling, which make them miss the researching work, which will eventually counted for career advancement (Sharp et al. 1985). This attitude of looking up to women for mothering roles reinforce the existing stereotypical function of women, during the graduation period, made the journalism students to internalize this norm and shape their attitudes and behaviours in the process of making as a journalist.

The presence of more women as journalism teachers will not only empowering them as academic women in terms of numbers and support they can provide to themselves, they can also influence their students in their perceptions of women in society, which would in turn have a multiplier effect as their students join the media and help change the image of women in society (Okunna 1992). Moreover the agenda setting function of the media could start in a journalism classroom itself, can be tilted in favour of women by these women faculty members during the education of the journalists who now make up the workforce of the media establishments (Zoonen 1994). Since most of the journalism schools are male-dominated, these journalism students including women, internalize the process of selecting and reporting events and issues to reflect a male ordering of priorities. As a result, even if the curriculum is gender inclusive, journalism teachers' perceptions can still play a vital role of attitude intervention of these graduates. Hence the role of journalism educators has to be studied in depth, as a part of this study.
Having understood the proliferation and the significance of journalism education in a democratic country like India, the researcher developed the intention of analyzing the industry-preparedness rendered by these institutes and its possible impact on the young minds, with regard to their journalistic skills and the gender sensitization, they impart, through the curriculum. The role of journalism educators in the making of gender sensitive journalists has been identified and to be incorporated in the research question.

Literature reviewed (Casteli 1984; Joshi 1987; Bhagat 2004; Joseph 2005; Johnson 2006), provided an understanding of the status of women workforce in news media industries, the problems they face, the implications of less women at decision-making levels, comparison of attributes and attitudes of male and female journalists, and the relationship between the presence of women in news media and the media content produced by them. It has also discussed the role played by women journalists in improving the position of women in the society and the contributions of women journalists to democracy (Pozner 2004). A few studies (Bhathla 1998; Joseph & Sharma 1994; Lavie & Wilzig 2005) on the portrayal of women in news and women as news subjects have tried to link the staffing representation of the media and news coverage (Gist 1993). While scholars like Gallagher (2001), Zoonen (1994) have denied the positive impact of more women in newsrooms on the news content, many studies (Gist 1993; Pozner 2004; Shelat 2004) have acknowledged the role of women journalists who have the decision-making power in news selection in altering the gender balance in favour of women, for judgement in inevitably reflects the perceptual biases and interests of those making the judgement. These studies have further argued that to the frequent extent that the media neglect women, portray them as marginally
powerful, or objectify them sexually; these signals become internalized by many women as low self-esteem or an obsession with physical attractiveness.

However, they have also contributed in analyzing the logic behind the presence of more women in news production. It has provided an insight regarding this, by pointing out the fact that the thin line between 'news' and 'entertainment' has eroded. This trend has changed the journalism as ‘pink ghettos’ for news has transformed in to an entertainment package with more human emotions and glamour. With the proliferation of visual media channels, the very definition of news is changed from facts based to human interest oriented ones (Pantti 2010). Hence, the presence of more women in journalism has transformed the very nature of the industry from male to female (Pantti 2010). A few studies in the Indian context (Bhagat 2004; Joseph 2005) have attributed to the availability of women at lower salaries, as the main reason for the increased presence of women in news media.

The studies on gender and media have analyzed the link between various women’s movement and media coverage, the role of media and communication in imparting gender sensitization (Shelat 2004) and the issue of proposing a new feminist communicology of organization by analyzing the present gendered organizational setup. The review has contributed in understanding the gender concepts such as ‘gendering’ ‘gender mainstreaming’, ‘stereotyping’, etc. which will be useful in analyzing the presence of gender related components in the curriculum and the mode of training imparted including the attitudes of journalism educators and graduates. It has also revealed the existence of gender-blind policies and practices within the media houses, which would lead to establishing the gender insensitive work environment.
Having reviewed the literature, the researcher has classified the study into three major parts – analyzing the status and nature of journalism education available at the study area, examining the profile and status of women journalists in the study area and finally the position and prospects of women journalists with and without journalism education.