



GENDER, MEDIA AND EDUCATION: A TRIANGULAR ANALYSIS OF INFLUENCE AND REPRESENTATION

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RESEARCH ARTICLE



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Abstract

The relationship between education, media and gender is intricate and dynamic, profoundly shaping societal views on gender roles and equality. This interplay significantly impacts both individual growth and broader societal advancement. Education plays an epoch-making role in fostering critical thinking and promoting gender-sensitive perspectives, while media serves as a powerful tool for spreading information, either reinforcing traditional norms or challenging stereotypes. Together, they influence how gender is perceived and addressed in society. The collaboration between education and media can either reinforce traditional gender roles or advance gender equality. Challenges in this interaction include persistent gender stereotypes, unequal access to resources and resistance to change within these institutions. However, there are substantial opportunities for collaboration, such as integrating gender studies into educational curricula, promoting media literacy and leveraging media to amplify gender equality initiatives. Together, these efforts can foster progress toward a more equitable and inclusive society. By understanding and utilizing the connections between education and media, there is significant potential to advance gender equality and promote a further inclusive population. This research article investigates how media representations shape gender perceptions and influence educational outcomes. It examines the part of media in establishing gender norms and its impact on educational practices and policies. Through the analysis of current research, trends and theoretical frameworks, the article seeks to provide a detailed understanding of these dynamics and their implications for advocating gender equity in education.

Keywords: *Gender, Media, Education, Interplay, Gender equality*

Introduction

In order to shape society norms, personal identities and the quest of equality, the interaction of gender, media and education is crucial. These three components are intricately linked to one another, each having a strong influence on and an impact on the others. In today's world, the media is a ubiquitous force that shapes public views and plays a critical part in the construction and maintenance of gender roles and stereotypes. On the other hand, education has a crucial role in influencing how people perceive and interact with these gendered narratives by providing them with the information and analytical abilities needed to confront and navigate these representations. This triangular relationship creates a complex web of influence, where the media's representation of gender impacts educational content and practices, while education shapes how media is consumed and critiqued. Simultaneously, gender itself is a lens through which both media and education are understood, influencing the production, reception and dissemination of knowledge and cultural norms. "Gender, Media and Education: A Triangular Analysis of Influence and Representation" delves into this intricate interplay, examining how each element affects and reinforces the others. It explores the ways in which media can perpetuate or challenge gender stereotypes, how education can empower individuals to critically engage with these portrayals and how both institutions can work together to promote a more equitable society. By analyzing this dynamic relationship, the study aims to uncover the opportunities and challenges in using media and education as tools for advancing gender equality, ultimately contributing to a deeper understanding of the societal structures that shape our perceptions of gender.

Review of Literature

Scholarly interest in the interaction between gender, media and education has grown since these three fields are inseparably connected and have a huge impact on personal identities and societal norms. The complex interactions between gender, media and education, emphasizing how gender, media and education work together to influence opportunities, behaviours and attitudes are taken into account to review the literature interlinking these factors. Meaning, goal and method of education are explained through different perspectives (White, 1903; Kumar & Ahmed, 2008; Dewey, 1986). Definition, operation and information about media is depicted in many books and articles (Kosut, 2012; Gitelman, 2008; Soroka, 2012; Cui et al., 2018). Significance and definition of gender is highlighted by many authors throughout the globe (Pryzgoda & Chrisler, 2000; Harris, 1991; Ochs et al., 1993; Beutel & Marini, 1995). How media presentation is influenced by gender and race stigma is explored by many researchers (Brooks & Hébert, 2006; Fiske & Hancock, 2016; Walsh, 2009). The manifestation of gender equality through the channel of education is illustrated by Chisamya et al. (2012). The portrayal of the relation between gender and education in the light of feminism has been taken place (Acker, 1987). Media education and media literacy are defined in several ways (Fedorov, 2003; Rasi et al., 2019; Hobbs & Jensen, 2009; Erstad, 2010). However, the researcher could not locate any comprehensive studies that examine the dynamic relationship between gender, media, and education. Consequently, the author aims to address this research gap by conducting an in-depth analysis of the complex interactions among gender, media, and education.

Objectives: The objectives of the study are as follows:

- **To Examine the Interconnected Roles:** The study will examine how societal ideas and conventions around gender roles and identities are shaped by the interaction and effect of media, education and gender.
- **To Identify Media's Impact on Gender Perceptions:** The purpose of this research is to assess how the media shapes and reinforces gender stereotypes as well as how it might question and alter these stories.
- **To Explore Educational responses to Media Influences:** The present study attempts to evaluate how curriculum and teaching methods in educational systems include and react to media representations of gender and how education might enable students to critically interact with these representations.
- **To Evaluate the Role of Education in promoting Gender Equality:** Through the promotion of critical media literacy and the questioning of conventional gender norms, this study investigates how education might be a vehicle for advancing gender equality.
- **To Assess the Opportunities and Challenges:** The objective of this paper is to delineate the prospects and obstacles associated with harnessing the collaborative power of media and education to promote gender parity. These obstacles may include cultural standards and institutional protocols.
- **To Propose Strategies for Collaboration:** In order to promote more inclusive and equitable gender representations in media and educational content, the goal of this study is to provide solutions for collaboration between media producers, educators and policymakers.
- **To Contribute to Policy Development:** The article seeks to offer insights that may be used to guide the creation of media guidelines and educational policies that support gender equality and lessen the negative effects of gender stereotypes.
- **To Foster Public Awareness and Engagement:** By emphasizing the significance of taking a critical and knowledgeable stance toward these influences, the present investigation strives to promote increased public understanding and participation on the issues of gender portrayal in media and education.

Methodology: This study follows content analysis method. It can have the following steps:

- **Sample Selection:** To review curricula, textbooks, educational policy and other media sources.
- **Analysis:** To assess how those representations affect the relationships between gender roles and identities, media, education and these three domains.

Theoretical Framework

Gender, media and education have relevant theories connecting them to each other inseparably.

1. Gender Theory:

- **Social Constructionism:** Social constructionism is a theoretical foundation that focuses on the sociocultural processes shaping humans' fundamental perceptions and understandings of the world (Allen, 2005). Social processes, such as the media and education, shape gender roles. The way stereotypes are portrayed in the media either reinforces or refutes them helps to shape these roles.
- **Intersectionality:** Gender cannot be viewed in isolation but must be understood in conjunction with other social factors such as race, class and sexuality, which intersect to influence educational and media experiences.

2. **Media Theory:**

- **Representation Theory:** Gender stereotypes in the media frequently mirror and perpetuate cultural norms. Public opinions and personal self-concepts can be influenced by these portrayals.
- **Agenda-Setting Theory:** Policy-making and educational agendas are influenced by the media, which not only reflects but also drives public conversation on gender problems.

3. **Educational Theory:**

- **Critical Pedagogy:** Gender equity and the questioning of current power systems should be encouraged in education. The emphasis of critical pedagogy is on the role that education plays in challenging and changing social norms.
- **Transformative Learning:** By assisting people in dismantling traditional gender stereotypes and cultivating a more inclusive worldview, education may be a transforming instrument. Besides, ICT functions as a transfiguring tool that empower and enhance educational processes (Makrakis, 2014).

Intersecting Factors

There are few factors interlinking gender, media and education:

1. **Intersectionality:** It's been called a movement, a goal, a tactic, an analysis of inequity and a lived experience (Al-Faham et al., 2019).
 - **Multiple Identities:** Each of us possesses multiple identities, including race, gender, age, sexual orientation, occupation and more (Gaither, 2019). Gender is not a monolithic concept; it interacts with various facets of identity, including sexual orientation, class, ethnicity and disability. Comprehending these intersections is essential to addressing the particular difficulties that each person faces and developing inclusive behaviors and policies.
 - **Inclusive Education:** All students may benefit from equitable chances and assistance, regardless of gender or other identities, by implementing an intersectional approach in education.
2. **Stereotypes and Representation:** Students' ideas of gender roles can be shaped by educational material and the frequent reflection and reinforcement of stereotypes in media depictions of gender. For example, textbooks and other educational resources could reinforce conventional gender norms, which could have an impact on students' comprehension and interaction with gender issues.
3. **Socialization Processes:** Education and the media both have an impact on how people learn about and internalize gender standards. The gender standards that are promoted by the media might be questioned or upheld in educational environments.

Interplay among education, media and gender

The interplay among education, media and gender is a dynamic relationship where each element influences and shapes the others, contributing to the broader social understanding of gender roles and equality. Here's how they interact:

1. **Education shapes Media Perceptions of Gender:**

Here's how education influences media's portrayal of gender:

- **Curriculum Development:** Curricula that hinder stereotypical gender roles and promote equality are developed by educational institutions. Educational curricula should be updated to propagate gender equality and challenge traditional gender stereotypes (Levtov, 2014). These viewpoints are frequently brought to the media sector by educated individuals and this has an impact on the content they produce.
- **Critical Media Literacy:** Education makes individuals recognize and challenge gender stereotypes and biases in media by preparing them to critically examine the messages of media.

2. **Media Influences Gender Norms in Education:**

This is how media shapes gender norms within educational sphere:

- **Representation and Role Models:** The media showcases a variety of gender role models in different professions and life scenarios for students. Positive depictions have the ability to motivate young individuals to follow career paths or hobbies without being limited by traditional gender norms.
- **Bias and Stereotyping:** Conversely, media that promotes gender stereotypes may impact educational settings by promoting biased teaching methods or strengthening traditional gender roles for students.

3. **Education and Media Collaborate to Promote Gender Equality:**

Education and media work together to advance gender equality in several ways:

- **Educational Campaigns in Media:** Media can collaborate with schools to support campaigns promoting gender equality, focusing on issues like gender-based violence, wage disparities and encouraging girls to pursue STEM (Science, Technology, Engineering and Mathematics) education.
- **Educational Content in Media:** The public may be taught about gender issues through documentaries or television shows, which can help to create a more equal and knowledgeable society.
- **Role Models:** Positive role model of gender is promoted by media by propelling young generation and challenging stereotypes.

4. **Media Reflects and Amplifies Educational Progress in Gender Equality:**

Here's how media reflects and amplifies educational progress in gender equality:

- **Documenting Change:** The media frequently captures and magnifies changes in educational policies and practices to make them more gender-inclusive, disseminating success stories and best practices to a wider audience.
- **Public Discourse:** By drawing attention to gender-related arguments and discussions from educational contexts, the media may influence public opinion on gender equality by bringing these discussions into the mainstream.
- **Spotting Challenges:** The media calls attention to persistent gender gaps in education, which spurs more change and action.

Relation between Gender and Education: Gender continues to play a pivotal role in shaping educational processes, carrying a wide range of implications for individuals' lived experiences (Bailey & Graves, 2016):

1. **Education Accessibility:**

- In the past, women and girls have had a difficult time getting an education, especially in poorer nations. Although more girls are enrolling in school as a result of efforts to create gender parity in education, differences still remain, especially at higher education levels.
- The primary hurdles that still prevent females from accessing school include socioeconomic issues, cultural standards and gender-based violence.

2. **Pedagogy and Curriculum:**

- Preconceptions and established gender norms can be reinforced by gender biases in curricula and instructional strategies. For instance, textbooks may depict men in active, professional roles while women are shown in passive, domestic roles (Islam & Asadullah, 2018). Gender bias in textbooks (GBIT) is a hidden barrier, masked by the widely accepted stereotypes about gender roles (Blumberg, 2008).
- The goal of developing a gender-sensitive curriculum is to dispel these myths and advance gender equality by incorporating a variety of viewpoints and emphasizing the achievements of women across a range of professions.

3. **STEM Education:**

- STEM disciplines exhibit a notable gender disparity. Tandrayen-Ragoobur & Gokulsing (2022) investigate how behavioral, contextual and personal variables interact to influence involvement in STEM education and professions. Because of misconceptions, a dearth of role models and a lack of support, women are underrepresented in STEM fields and jobs.
- The key to closing this gap is implementing laws and initiatives that encourage girls to pursue careers in STEM, such as inclusive teaching methods, mentorship programs and scholarships.

4. **Teacher Training and Awareness:**

- **Professional Development:** To identify and confront their own prejudices and incorporate gender-sensitive teaching strategies, educators must get training.
- **Instructional resources:** Maintaining an equal learning environment requires reviewing and updating instructional resources to make sure gender bias is removed.

5. **Policy and Advocacy:**

- **Policies Enforcing Gender Equity:** Educational establishments ought to create and implement policies that address discrimination based on gender and advance gender equity.
- **Advocacy and Support:** In order to advance educational changes and increase public awareness of gender concerns in education, advocacy groups and support organizations are essential.

Role of Education in promoting Gender Equality

Through empowering people, shattering stereotypes, encouraging inclusion and guaranteeing equitable opportunities, education plays a critical role in furthering gender equality. It accomplishes this by means of:

1. **Providing Equal Access:** Education is a fundamental right that helps close the gender gap and unleash the potential of both boys and girls.
2. **Empowerment:** Educational inequality is the political choice (Walker et al., 2019). Girls and women who have an education are better prepared to make their own decisions and possess a vigorous role in society.
3. **Shattering Stereotypes:** Gender-sensitive curriculum dispel negative prejudices and advance inclusion and justice.
4. **Workplace Equality:** Gender disparities in leadership and employment may be reduced with equal educational opportunities in all professions, including STEM.
5. **Violence Prevention:** Gender-based violence is lessened by education, which promotes healthy relationships and respect.
6. **Leadership:** It promotes women's participation in decision-making and leadership roles.
7. **Breaking Cycles:** Educating women breaks the cycle of poverty and inequality by promoting healthier families and economic advancement.

Interconnection between Media and Gender: We may identify the interlinks between gender and media by adopting a multidimensional viewpoint (Ross & Padovani 2016):

1.Representation:

- Culture's conceptions about gender roles are greatly influenced by the media. Women are frequently portrayed in traditional media as objects of desire, which serves to reinforce gender stereotypes.
- Gender representation in the media is shifting in favour of more varied and equal portrayals. This entails questioning established ideas of masculinity and presenting powerful, nuanced female characters.

2.Media Influence on Self-Perception:

- A person's opinion of their body shape and self are influenced by their media exposure. Media-promoted gender stereotypes and unrealistic beauty standards can contribute to problems including eating disorders, mental health difficulties and poor self-esteem, especially among young people.
- To assist people critically assess messages of media and have a better knowledge of gender and body image, media literacy courses are crucial.

3.Digital Media and Social Media:

- The term "Digital Media" describes a broad variety of physical and online strategies for reaching big audiences. Social media is only available on online platforms. It is a subset of digital media. Electronic communication is made possible by both types of media, enabling the exchange of concepts, information and messages. Gender and digital media research has historically focused on feminist themes, especially how girls and women may use new technologies. However, in current years, it has changed to be transformed as a tool for gender control within developing digital media infrastructures (Kanai & Dobson, 2016).

➤ **Digital Media:**

- **Content Creation:** With the democratization of content creation, anybody may now create and distribute material that defies preconceptions and conventional gender roles. Influencers, vloggers and bloggers may produce material that challenges social norms and advances alternative narratives.
- **Counter-Narratives:** Digital media provides fresh perspectives on gender and identity by facilitating the spread of counter-narratives that challenge and critiques conventional gender norms.

➤ **Social Media:**

- Now sites of social media are important forums for advocacy and conversation about gender issues. People have been empowered to share their stories and demand change by movements such as #MeToo, which have brought attention to issues of gender-based violence and harassment.
- Additionally, social media can cooperate to spread negative gender stereotypes and encourage online harassment and bullying, especially against women and LGBTQ+ people.

Role of Media in promoting Gender Equality: The media plays a key part in expanding gender equality through a broad spectrum of tactics. Here are some key points:

1. **Representation:** By eschewing preconceptions and providing a wider spectrum of viewpoints, the media may convey varied and accurate depictions of different genders in a variety of positions.
2. **Awareness:** Media coverage of gender-related issues such as discrimination, violence against women, and wage disparities are raising public awareness and initiating discussions on gender equality.
3. **Education:** The media may educate viewers about gender equality concerns and the significance of establishing equitable societies through documentaries, articles and educational programs.
4. **Advocacy:** Media outlets have the power to magnify the voices of groups, activists and supporters of gender equality, which can spur support and have an impact on legislative reforms.

5. **Role Models:** The media may motivate people to defy gender conventions and follow their dreams by showcasing accomplished people from a diversified gender backgrounds.
 6. **Campaigns:** Media-generated campaigns can assist legislative attempts to lessen gender gaps, induce behavioral changes and advance gender equality measures.
 7. **Dialogue:** By providing forums for people to express their thoughts, worries and experiences with attaining gender equality, the media may encourage candid conversations regarding gender-related topics.
 8. **Challenging Norms:** The media has the ability to challenge current gender conventions and stereotypes by providing alternative viewpoints and advocating for more inclusive narratives.
 9. **Policy Influence:** By highlighting gender-related concerns and promoting legislation that advances equality, media coverage can sway lawmakers.
 10. **Community Building:** Media platforms have the potential to foster collaboration and support within the gender equality movement by uniting individuals and organizations dedicated to this cause.
- Through utilizing its wide reach and impact, the media has the ability to greatly contribute to propagate gender equality and influence societal perspectives.

Alliance of Education with Media: According to Preeti (2014), there is a vital and ever-changing interaction between media and education. The dynamics of the connection between education and media are as follows:

1. **Attitudes and Perceptions:**
 - Students' views about gender roles, job goals and self-perception are influenced by media representations.
 - Gender stereotypes can exacerbate existing prejudices and restrict chances for both boys and girls.
2. **Educational Media:** Westera (2015) highlighted how distance universities utilize educational media and also come up with challenges regarding new technologies.
 - Media is an effective educational instrument that supplies a variety of learning tools and interaction possibilities. Interactive media, online courses and educational television programs can improve accessibility and learning opportunities.
 - With the use of inclusive material and varied role models by dint of stereotype-challenging media, gender equality in education may be advanced.
3. **Textbooks and Curriculum:**
 - **Gender Biasness in Educational Substances:** Gender bias is evident in many educational materials, which either reinforce traditional gender norms or leave out important contributions made by women. Students' comprehension of gender equality and their professional goals may suffer as a result. Disparities in curriculum options and instructional experiences are widespread, influenced by factors such as race, gender, ethnicity and class, affecting students across all grades, subjects and schools (Gay, 1990).
 - **Reform Initiatives:** In order to advance gender equity in education, curriculum and textbook revisions that incorporate a variety of gender viewpoints and dispel prejudices are necessary.
4. **Media Literacy Program:**
 - **Significance of Media Literacy:** Students may examine media material, particularly gender depictions, more critically when media literacy is incorporated into the curriculum. This gives pupils the confidence to question preconceptions and make wise decisions.
 - **Case Studies:** In many different countries, literacy programs on media are supposed to be beneficial in enhancing students' perspectives on equality of gender and their capacity for critical thought.
5. **Teacher and Peer Influence:**
 - Teachers who are conscious of the gendered implications of the media may work to provide an inclusive and fair learning environment.
 - Peer interactions create a social framework in which students may discuss and exchange differing viewpoints, critically analyze media messages and deepen their comprehension of media representations.

Role of Education in challenging Media Representations: In order to challenge media depictions, education is crucial since it may engage people in the following ways:

1. **Media Literacy Education:**
 - Encouraging pupils to evaluate media messages critically can enable them to identify and disprove gender stereotypes.
 - Media literacy programs can encourage students to raise their voice through media, promoting diverse and positive image of gender.
2. **Inclusive Curriculum:**
 - In media stereotypes may be contested by creating curricula that incorporate a variety of gender experiences.

- Enhancing students' comprehension of gender problems may be achieved by including narratives and personal experiences from women and gender minorities.

3. Empowering Educators:

- Educators can be better equipped to confront gender prejudice in the classroom by receiving training on gender sensitivity and media literacy.
- Teachers may act as role models by acting in a gender-equitable manner and encouraging critical analysis of media messages.

Challenges and Opportunities: There are challenges and opportunities associated with the interaction between gender, media and education. Comprehending them can aid in optimizing their favorable attributes while reducing their adverse effects.

➤ **Challenges:**

The interlink of gender, education and media presents several challenges:

1. Persistence of Gender norms:

- **In Media:** Notwithstanding advancements, conventional gender norms and prejudices are frequently perpetuated in the media. It may be more difficult to question ingrained conventions when these representations have an impact on society norms and instructional material.
- **In Education:** Gender prejudices may also be reflected in and reinforced by educational resources and instructional strategies, which can restrict students' goals and frame their perspectives of the outer world.

2. Unequal Access:

- **Education Inequalities:** Not everyone, especially in underprivileged communities, has equal entrance to high-quality education. This discrepancy may result in a paucity of fundamental media literacy abilities, making people more susceptible to the negative effects of gender-biased media.
- **Digital Divide:** Gender inequality is further aggravated by the digital divide, which denies certain populations, particularly those in developing nations, access to media and educational materials.

3. Resistance to Change:

- **Cultural Norms:** Gender roles are resistant to alter in many countries due to cultural and traditional views. When promoting gender equality, the media and educational institutions may encounter resistance, which might slow down the rate of progress.
- **Institutional Barriers:** Due to embedded rules, practices, or leadership that is resistant to progressive change, educational institutions and media companies may have gender biases that are difficult to overcome.

4. Commercial Pressures in Media:

- **Motives of Profit:** Sensationalized or stereotyped representations of gender are among the material that media businesses frequently highlight, which can hamper attempts to promote gender equality and critical education.
- **Content Control:** Political and corporate interests may have an impact on media coverage, which might lead to skewed narratives or a lack of representation of different gender views.

5. Lack of Inclusive Curriculum:

- Insufficient coverage of gender problems in educational curriculum may result in pupils having a limited comprehension of gender. The media may then reflect these prejudices and ignorance as a consequence of this.

➤ **Opportunities:** The interconnection of gender, education and media offers several opportunities:

1. Promotion of Gender Equality:

- **Reforms in Education:** Adding gender studies and critical media literacy to curricula can enable students to question stereotypes and promote gender equality.
- **Integrative Media:** The media may significantly possess an engaging role in encouraging good change, dispelling pessimistic stereotypes and showing a variety of gender roles and stories.

2. Media Literacy for Empowerment:

- **Critical Thinking:** Raising awareness of gender biases and teaching the public and students how to evaluate media information can help them generate more informed and fair opinions.
- **Activism and Advocacy:** Advocates for gender equality may use the media as an arena for fetching a larger audience and impact public policy.

3. **Collaboration Between Education and Media:**

- **Educational Media Content:** Public service announcements, online courses and films are few examples of the educational and media partnerships that may provide interesting and instructional material that supports gender equality.
- **Awareness Campaigns:** A wide audience may be reached and societal change can be sparked by media amplification of gender equality education efforts.

4. **Advancements in Educational Technology:**

- **Tools for Digital Learning:** Even in isolated or underserved places, students may access a mountain of information on gender equality through the employment of digital apparatus and methods in curriculum.
- **Interactive Media:** New media forms that question conventional gender norms and promote empathy, such as virtual reality and interactive documentaries, can provide engaging learning opportunities.

5. **Global Reach:**

- **Cultural Exchange:** The media may communicate a variety of gender viewpoints from around the world. This has potential to enhance the quality of instructional materials and increase students' awareness of global gender issues.
- **Social Media Movements:** Social media platforms provide grassroots campaigns for gender equality a boost, which frequently results in actual changes to legislation and educational practices.

6. **Role Models and Inspiration:**

- **Positive Portrayals:** Students might be motivated to follow interests that go against social expectations by seeing role models in the media who defy gender stereotypes. When included into instructional materials, this can turn especially beneficial.
- **Diverse Voices:** The media possesses the competence to mainstream equality and spur educational reforms that promote it by highlighting the successes and struggles of people of both genders.

Recommendations: To improve the connections between education, media and gender, several strategic recommendations can be made. These suggestions aim to foster more inclusive, equitable and effective interactions between these domains:

1. **Incorporate Media Literacy into the Classroom:**

- **Curriculum Development:** All school programs should include media literacy as a fundamental component. Students should be able to identify and dispel preconceptions via critical examination of how gender is portrayed in the media.
- **Teacher Training:** Teach educators about gender concerns in media literacy while providing them with professional development. To assist students comprehend how the media shapes gender stereotypes, teachers should be well-prepared.

2. **Promote Gender-Inclusive Educational Content:**

- **Curriculum Review:** Verify all instructional substances are free of gender bias and stereotypes by regularly reviewing and updating them. Incorporate a range of gender viewpoints and exemplary roles into textbooks, lesson plans and educational materials.
- **Inclusive Language:** To promote the culture of equality and respect, encourage the use of gender-inclusive language in all educational contexts, including written materials and classroom discussions.

3. **Foster collaboration between Educators and Media Professionals:**

- **Partnerships:** Co-create material that promotes gender equality, form collaborations with educational institutions, media companies and schools. The creation of instructional documentaries, interactive media, or public service announcements are examples of collaborative undertakings.
- **Workshops and Guest Speakers:** Arrange for gender studies specialists and media practitioners to give talks or workshops at colleges and universities about gender representation in the media. Students may gain beneficial knowledge and concept from this in the actual world.

4. **Develop Gender-Sensitive Media Content:**

- **Content Guidelines:** Promote the adoption and observance of policies by media companies that support gender-sensitive content. This include depicting people in powerful and non-traditional ways, eschewing stereotypes and expressing a wide spectrum of gender identities.
- **Youth-Oriented Media:** Approach younger people with media content that questions gender stereotypes and promotes gender-related critical thought. TV shows, online content, and social media promotions can all be classified in this group.

5. **Leverage Technology and Social Media:**

- **Digital Platforms:** Spread information on gender equality using social media and digital channels. In addition to engaging students outside of typical classroom settings, online courses, webinars and interactive tools may reach a broader audience.
- **Engagement Campaigns:** Start online campaigns on social media that encourage instructors and students to talk about gender issues in the media and to produce and distribute material that supports gender equality.

6. **Facilitate Policy Development and Advocacy:**

- **Educational Policies:** Adopt laws governing education that require media literacy and gender studies to be included in all national curriculum. As a result, all pupils will get instruction that takes gender equality and media awareness into consideration.
- **Regulations of Media:** Advocate legislation requiring fair and truthful gender representation in the media to be developed. The production of material that supports the objectives of gender equality might be fostered by policymakers for media corporations.

7. **Support Research and Innovation:**

- **Grants for Research:** Research on the relationship between gender, media and education should be financially supported. Studying how the media affects gender stereotypes in the classroom or how successful media literacy initiatives serve as two examples of this.
- **Innovative Projects:** The development of innovative gender-equality-promoting educational technologies, such as virtual reality experiences, games, or applications that provide interactive learning about gender problems should be encouraged.

8. **Cultivation of a Supportive School Culture:**

- **Gender-Sensitive Practices:** It is imperative that policies and procedures, such as inclusive extracurricular activities, gender-neutral facilities, and anti-bullying policies, are established to support gender equality in every classroom.
- **Voice of Students:** Developing discussion and advocacy spaces for gender issues in schools for students through the creation of groups dedicated to gender equality, student councils, or school media can be initiated.

9. **Impact of Monitoring and Evaluation:**

- **Tools of Assessment:** Instruments and metrics should be provided to evaluate the success of programs that try to link gender and media with education. Continuous assessments can support strategy improvement and provide assurance that goals are getting attained.
- **Feedback Mechanisms:** A feedback loop can be taken into action so that educators, students and media professionals may discuss how well gender-related media and education are working, allowing for ongoing optimization.

10. **Global and Cultural Sensitivity:**

- **Cultural Contexts:** In order to promote global and cultural sensitivity, adjusting to media and instructional practices in the cultural settings of various geographic areas is essential. Recognizing and valuing diverse cultural beliefs about gender is crucial while promoting universal principles of equality and respect.
- **Cross-Cultural Exchange:** Encouragement of cross-cultural exchange programs allowing pupils and instructors to know about gender issues in different media, widening their perceptions.

The links between gender, media and education may be enhanced by putting these suggestions into practice. This will create a more educated and inclusive society where people feel empowered to speak out against stereotypes and support gender equality.

Conclusion

Individual identities and cultural standards are shaped by the complex and powerful interactions between gender, media and education. Gender roles are interpreted and performed differently depending on media portrayals and educational approaches. Media has the power to shape public attitudes and expectations by either challenging or reinforcing stereotypes. When it comes to promoting a more fair knowledge of gender issues or maintaining old gender norms, education is crucial. People can be empowered to critically examine and confront gender prejudices through the convergence of progressive educational

techniques and media literacy. Ultimately, fostering equality and building a more inclusive society-where people aren't limited by antiquated preconceptions and are instead encouraged to realize their full potential-needs addressing the nexus of gender, media and education.

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