



Hacettepe University Graduate School of Social Sciences

Department of Communication Sciences

MEDIA LITERACY POLICY IN PAKISTAN

Sana ZAINAB

Master Thesis

Ankara, 2019

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YAYIMLAMA VE FİKRİ MÜLKİYET HAKLARI BEYANI

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Yükseköğretim Kurulu tarafından yayınlanan “**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**” kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- Enstitü / Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
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21/02/2019


Sana ZAINAB

¹“Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge”

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ETİK BEYAN

Bu alıřmadaki bütn bilgi ve belgeleri akademik kurallar erevesinde elde ettiđimi, grsel, iřitsel ve yazılı tm bilgi ve sonuları bilimsel ahlak kurallarına uygun olarak sunduđumu, kullandıđım verilerde herhangi bir tahrifat yapmadıđımı, yararlandıđım kaynaklara bilimsel normlara uygun olarak atıfta bulunduđumu, tezimin kaynak gsterilen durumlar dıřında zgn olduđunu, Tez Danıřmanının nvanı, Prof. Dr. Mutlu BİNARK danıřmanlıđında tarafımdan retildiđini ve Hacettepe niversitesi Sosyal Bilimler Enstits Tez Yazım Ynergesine gre yazıldıđını beyan ederim.

Sana ZAINAB



DEDICATION

For Ali Hussain
And All the Children of Pakistan

ACKNOWLEDGEMENT

First of all, I am grateful to Almighty Allah for blessing me more than I could ever imagine. After that, I acknowledge the profound guidance of my supervisor Prof. Dr. Mutlu Binark for her counselling and timely feedback. As she is one of the most amazing teachers who can go out of the way to facilitate and encourage their students. My gratitude also goes to my parents Mr and Mrs. Syed Ali Raza who believed in me and gave me confidence to make choices for myself and to work on my dreams.

It is such an honour to be part of Communication Sciences, Hacettepe University that taught me much more than course work. I got a chance to meet many amazing professors no matter if I took courses with them or not. It's very interesting that I learnt something from everyone out there. Specially, three professors of mine, Dr. Mutlu Binark, Assoc. Prof. Dr. Glsm Depeli and Assoc. Prof. Dr. Serhat Kaymas have been an inspiration to me and would always remain the same.

Apart from that, I am highly obliged to my sisters Saba and Kinza for their unconditional support. I am grateful to Ms. Őule KarataŐ Ozaydın and my friend Selin Őetindađ for their full assistance during my research as well as I appreciate the valuable feedback of respected jury members.

Last but not the least, I am thankful to Presidency for Turks Abroad and Related Communities (YTB) for their ultimate support for my Masters. In short, my Masters journey wouldn't be so smooth without my kind teachers, loving family and amazing friends. I cannot name everyone here. But I am truly indebted to the all these precious people in my life who are building blocks of my motivation, happiness and success.

Thanks to all of you.

Ankara Jan, 2019

Sana ZAINAB

ABSTRACT

ZAINAB, Sana. Media Literacy Policy in Pakistan, Masters Thesis, Ankara, 2019.

Media literacy is a multidisciplinary narrative which has been defined differently by different scholars and researchers. Over the time, it has been explicated in many ways and incorporated distinct techniques. Media literacy is not something bizarre rather its multifarious and diversified in nature. Since the early 19th century, the debate of media literacy started in different parts of the world and the prime focus was print literacy and film literacy. In contemporary era, new ICTs have transformed the whole landscape of media and communication around the globe. The access to internet is much easier than ever before. McLuhan's global village is well connected and taking both social and professional life to cyber space. Advancement in communication technology is changing learning patterns too. Intentionally and unintentionally, we are exposed to excessive information online. On one hand, cyber crimes, cyber bullying, online gambling, internet pornography and violent video games are effecting the internet users. On the other hand, media manipulation, fake news, propaganda, privacy, online harassment, security and data mining are some other challenges of this domain. Traditional pedagogy is lacking in creating critical thinking and democratization of education system to meet the goals of today's media mediated world. That leads to the need of media literacy. Critical media literacy can help to bring educational and social reforms.

This study focus on media literacy policy for Pakistan. A media literacy policy for Pakistan could stimulate other South Asian and developing countries to take a step. As far as Pakistan is concern, media is not just watch dog rather act as a third party in almost all affairs. The constitution of Pakistan gives right to information, right to education and freedom of expression but practically, how far it's true is also discussed. Pakistani media and education system both are reviewed. For data collection, in-depth interview method has been used. For that educationists, media practitioners and media teachers were contacted. It emphasizes that critical media literacy can enable both adults and kids to decode media messages rightly, no matter if it's conventional or new media. This study identifies the need of media literacy policy in Pakistan as well as purposes the basic framework for such a policy.

Key Words

Media literacy, New Media, Media education, media, literacy, education, curriculum, school

ÖZET

ZAİNAB, Sana. Pakistan’da Medya Okuryazarlığı Politikası, *Yüksek Lisans Tezi*, Ankara, 2019.

Medya okuryazarlığı, farklı bilim insanları ve araştırmacılar tarafından farklı şekillerde tanımlanan, birçok yönden açıklanan ve farklı teknikler içeren çok disiplinli bir anlatıdır. 19. yüzyılın başlarından beri, medya okuryazarlığı tartışması dünyanın farklı yerlerinde başlamış ve ana odak noktası okuma yazma bilme ve film okuryazarlığı olmuştur. Modern zamanda yeni Bilgi ve İletişim Teknolojileri (BIT) dünyadaki tüm medya ve iletişim alanlarını değiştirmiştir. İnternete erişim artık geçmişte hiç olmadığı kadar kolaydır. McLuhan’ın ‘küresel köy’ kavramının bağlantıları gelişmiş ve hem sosyal hem de mesleki yaşamı siber uzama taşımıştır. İletişim teknolojisindeki gelişme, öğrenme modellerini de değiştirmektedir. Kasıtlı ve kasıtsız olarak, çevrimiçi ortamda aşırı bilgi erişimine maruz kalmaktayız. Bir yandan, siber suçlar, siber zorbalık, çevrimiçi kumar oynama, internet pornografisi ve şiddet içeren video oyunları internet kullanıcılarını etkilemektedir. Diğer bir yandan ise medya manipülasyonu, sahte haberler, propaganda, mahremiyet, çevrimiçi taciz, güvenlik ve veri madenciliği bu alanın diğer zorluklarını oluşturmaktadır. Geleneksel pedagoji ise bugünün medya aracılı dünyasının hedeflerini karşılamakta ve eleştirel düşünme ve eğitim sisteminin demokratikleşmesini yaratmakta yetersiz kalmaktadır. Bu durum, medya okuryazarlığı ihtiyacına yol açmaktadır. Eleştirel medya okuryazarlığı, eğitim ve sosyal reformların getirilmesine bu noktada yardımcı olabilir.

Bu çalışma, Pakistan için medya okuryazarlığı politikasına odaklanmaktadır. Pakistan için medya okuryazarlığı politikası, diğer Güney Asya ülkelerini ve gelişmekte olan ülkeleri adım atmaya teşvik edebilir. Pakistan’ın bu konuyla ilgili olduğu sürece, medya sadece takipçi olmakla kalmaz hemen hemen tüm işlerde üçüncü taraf olarak hareket edebilir. Pakistan anayasası; bilgi edinme, eğitim hakkı ve ifade özgürlüğü vermektedir. Ancak pratikte bunun ne kadar doğru olduğu da bu çalışmada tartışılmaktadır. Bu çalışmada, Pakistan medyası ve eğitim sistemi incelenmiştir. Veri toplamak için derinlemesine görüşme yöntemi kullanılmıştır. Bunun için eğitimciler, medya alanında çalışanlar ve medya eğitimi veren öğretmenlerle iletişim kurulmuştur. Geleneksel ve yeni medya fark etmeksizin, eleştirel medya okuryazarlığının hem yetişkinlerin hem de çocukların medya mesajlarını doğru bir şekilde çözümlenmelerini sağlayabileceği vurgulanmaktadır. Bu çalışma, Pakistan’da medya okuryazarlığı politikasının gerekliliğini ve böyle bir politikanın temel çerçevesini belirlemektedir.

Anahtar Sözcükler

Medya okuryazarlığı, Yeni Medya, Medya eğitimi, medya, okur yazarlık, eğitim, müfredat, okul.

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INTRODUCTION

Nowadays, the exposure of media is amplified more than ever before. The evolution of communication and means of communication in other words media is overlapping the usual living patterns. That took us into the phase of smart living. Economy has expanded to global markets, non-stop marketplace, decreasing sleeping hours as well as on-screen convenience has transformed the off-screen activities. Self-identity is laminated by social identity in this media oriented life style. The opportunities and facilitates offered by new media have promoted user generated content practices which is quite challenging for conventional media because of several reasons that includes accessibility, availability, timelessness, multitasking, innovation, creation and affordability. At the same time, conventional media is adjusting its' sails according to the new trends (Jenkins, 2016). The inactive consumers of media are turned into active media users, participants and creators (Thackeray, Neiger, Hanson & Mckenzie, 2008). Along with that self-chosen roles and careers are emerged like Citizen journalists, bloggers, YouTubers, freelancers etc.

Both conventional and new media are changing life styles. Now, people not only prefer to handle routine tasks through media to save time, money and energy but also to be safe, to be more accurate. Children who used to play in parks and grounds are kept inside. They have television, gaming consoles, tablets, laptops and mobile phones as it's considered to be safer at home rather than being risked in a park or elsewhere. Majority of parents are no more comfortable to leave their children alone in parks even with friends. Many parents have long working hours and not everyone is able to escort their children. So, many times, it's considered better to engage them with TV, tablets, gaming consoles and phones and parents take it positively (Virttup et al, 2014) without bothering that the threat is no more outside. It entered into our homes, sitting rooms, and bedrooms. It's hard to keep check on your children' online activities and to know how's television programmes or advertisements effects them. Most of the studies shows that parents are concerned about their child privacy and still their investment in technology for children is increased. It is also complex to give your children sense of independence and then keeping check for their safety and well being (Livingstone, Blum-Ross & Zhang, 2018). But debate is not limited to just privacy. As if it would be only about privacy, censorship could

be a good idea. But there is much more. More precisely, three concerns are raised about children and Livingstone (2016) referred to them as “privacy, protection and participation”. As it’s equally important to prepare and empower children with ICTs. boyd (2014) writes in her book *It’s Complicated, The Social Lives of Networked Teens* that issues are same in both offline-online interface. The social behaviours, identity, inequalities, safety concerns, bullying, privacy issues are not created by new media rather individuals take everything with them to new media interface. When boyd tried to assess the media literacy among teens, she found uneven patterns. According to her, the main driving force to learn and and explore is curiosity among youth. boyd (2014, p.177) argued that being able to produce or share media being able to produce or share media content doesn’t make anyone expert or capable to interpret complex media messages. So, one cannot assume youth as media literate just because they are able to use it. boyd emphasized on the need of new literacies to critically assess any information. In a UK based study, researchers found even IT professionals are concerned for their children’s media literacy skills. The main concerns of the parents included ubiquity and timelessness of media, lack of life skills, and leaving a record. These parents shared their strategy to handle their concerns and that has three points; first the supervision of screen time, second limited access to information, thirdly, teaching children media literacy (Kuntsman, Rattle & Denver, 2018). Apparently, IT professionals could be assumed as the best parents to pass on digital literacies to their children. But the thing is, it’s much more than just technical knowledge.

Media is not only helping people to be connected, informed, entertained rather it’s also used by political and influential groups to maximize their own interests. It has been used to influence people in one way or another. No matter if it was propaganda during world wars or recent trends of data mining, communication techniques have been used to effect the masses. So, it’s quite obvious that with the plenty of rewards, emerging media brought some challenges too. When we refer to traditional media, cross ownership, monopoly, advertisements, organizational agenda, national censorship, self censorship, exaggeration and rating rivalry effect the objectivity of information. For example, media consolidation is on peak all around the globe as just in United States of America about 90% of media is owned by only 6 corporates that include, WALT DISNEY, VIACOM, TIME WARNER, CBS, NEWS-CORP and GENERAL ELECTRIC (Bishop, 2015). Even about three decades ago, when

Ben Baghdikian wrote his book *The New Media Monopoly* (1983), he discussed how big media corporates take control. No matter, number of media organizations are tremendously increased but the ownership and concentration is shrunk down (Baghdikian, 2004). That effects the smooth flow and neutrality of information and results in influencing democracy and democratic process too. To sum up, it's another way to influence and control public opinion which puts democracy on risk. That also states the fact that liberal or independent media is a myth. On the other hands, new media has also brought new challenges like identity theft, online violence, privacy, online safety, copyrights, freedom of speech, hate speech, cybercrimes, cyberbullying, fake news, excessive information, corporate monopoly, surveillance and so on.

Collectively, with the rise of media technologies, effects and influence of media became more visible. That's how the debate of media literacy has been started. Media literacy itself is a multidisciplinary narrative which has been defined differently by different scholars and researchers. In general, it's interpreted as the ability to access, analyse, evaluate and create messages across a variety of contexts" (Livingstone, 2004). Over the time, media literacy has been explicated in many ways and incorporated distinct techniques. It is not something bizarre rather its multifarious and diversified in nature. Since the early 19th century, the debate of media literacy started in different parts of the wold in different ways. The prime focus of early debate was print literacy and film literacy. In contemporary era, new ICTs have transformed the whole landscape of media and communication around the globe. The access to internet is much easier than ever before. McLuhan's global village is well connected and taking both social and professional life to new heights of ICTs. Advancement in communication technology is changing learning patterns rapidly. Intentionally or unintentionally, we are exposed to excessive information through media. On one hand, rating obsession, dramatization of crime stories, cyber crimes, cyber bullying, online gambling, internet pornography and violent video games effect the media users. On the other hand, media manipulation, fake news, propaganda, privacy, online harassment, security and data mining are some other challenges of media age (Rather, Sharma, Loia & Jeong, 2017). That also leads to the need of media literacy that enable one to navigate safely and skilfully into today's media oriented world.

Since many decades, computer literacy or computer education has been part of most of the schools' curriculum worldwide. In addition to that, the devices like tablets and smart phones are user friendly and same goes for new media portals. Hence, the technical media literacy could be helpful to use the tools, use different type of media and sign up for that. But how to verify or validate any data or information even if its news? How to make sure your safety and privacy? How to identify fake vs real? How to handle cyberbullying or online harassment? How to deal with commercialisation and media propagation? How to evaluate source or contributor of information? How to differentiate between news and opinion? How to create child sensitive media content? How to know your rights and responsibilities in media mediated world? How to avoid identity theft, online spying, digital fraud, plagiarism, manipulation and agenda setting? How to use media for personal, professional, political or commercial use? How to use it for development, democracy and civic skills? Why and how to report inappropriate content? and many more questions. Its about both conventional and new media as both are in convergence state now. New media takes no time to react on conventional media and conventional media depends on new media for promotion, news dissemination, increase the reach out and the most importantly, to get the news stories. That's where, new media and conventional media collide and engage all segments of audience with overflow of information (Jenkins, 2016). For all these reasons, experts, researchers and scholars are arguing for the need of critical media literacy for both adult and children.

This study aims to highlight the need of media literacy policy for Pakistan and analyze the feasibility of such a policy in Pakistan. A media literacy policy for Pakistan could stimulate other South Asian and other developing countries to take a step for development, democracy and to safeguard public interest. Developing world is still struggling for basic human needs and need to handle many challenges like poverty, hunger, health issues, unemployment, population growth and many more. The world population is about 7.5 billion according to US and World Population clock¹. About 852 million people suffer with hunger and 500 million of them are based only in Asia as Asia has 60% of the world population². Around 66

¹ U.S. and World Population Clock. Retrieved February 6, 2019, from <https://www.census.gov/popclock/>

² Population. (n.d.). Retrieved February 6, 2019, from <http://www.un.org/en/sections/issues-depth/population/>

million primary school children attend school while being hungry³. The top 10 fast growing population includes 8 developing countries as; India, Nigeria, Pakistan, Ethiopia, Brazil, Bangladesh, Indonesia and Mexico⁴. That means developing regions are more populated than developed ones. In such a situation, its of immense importance to take initiative to raise living standards in disadvantaged regions. By stimulating these regions to create consciousness could anticipate a more democratic, peaceful and healthy future.

As far as Pakistan is concerned, media is not just watch dog rather act as a third party in almost all affairs. The constitution of Pakistan gives right to information, right to education and freedom of expression but practically, how far it's true is also discussed. This study reconsiders existing literacy practices and media structure in Pakistan. Pakistani media and education system both are reviewed to know the strength and weaknesses of the system and scope of media literacy policy within existing system. This thesis answers the following main concerns for development of media literacy policy in Pakistan which are as follow;

- Existence or non-existence of media literacy reforms
- Reasoning for such a policy
- The policy agenda
- Main actors
- Requirements for application
- Challenges
- Contribution

For data collection, 21 educationists, media practitioners and media teachers were interviewed. Few other media activists and policy makers were contacted though the top-down political and power hierarchy made it harder to access some experts. The methodological framework is qualitative and based on in-depth interviews. The insufficient literature in this field is another reason to get first hand information from the experts of the domain. Along with that, the NGO's who claimed to promote media literacy in Pakistan have been reviewed through their web-portals.

³ WHO Hunger Statistics. (2014). Retrieved February 6, 2019, from <http://un.org.au/2014/05/14/who-hunger-statistics/>

⁴ 2019 World Population by Country. (n.d.). Retrieved February 6, 2019, from <http://worldpopulationreview.com/>

The main assumption is that the ecology of media in Pakistan is experiencing transition due to rapid development in ICTs and the growing public access. It's changing life styles, have impact on both government and public. Conventional media, cyber media and telecommunication industry is offering much more than before but there are still many divides like class, gender and regional divides. This digital divide is systematic and it needs to be assess as way beyond than just technical skills, availability or access to digital platform (Hargittai, 2010).

On the other hand, unavailability of any uniform educational policy and colonial effects on the whole educational system are paralyzing the actual essence of literacy in the country. Therefore, in order to conceptualize media literacy policy, media and education sectors of Pakistan are reviewed. That reveals strengthens and weaknesses of both sectors.

This study consists of three chapters. The first chapter is an attempt to understand the media and literacy as well as media literacy. It explains how fast growing media is changing the living patterns and making an impact on both individual and collective. Then, it discusses the theoretical perspective of media literacy to conceptualize the media literacy policy and handling of media literacy in different regions specifically in the neighborhood of Pakistan. The historical, geographical and cultural intimacy among the neighboring countries could set example for each other and also assist to have a quick look on regional media and literacy structure. The second chapter of the study gives a concise introduction of Pakistan and its diverse structure. Besides that, this part of the study comprehensively views the education system and media in Pakistan. By analyzing both pedagogical practices and the media in Pakistan, it provides argument for the need or scope of media literacy policy. The third chapter of the study refers to the analysis of experts' in-depth interviews that provides ground to answer the research question which were initiated in the beginning of the study. The final part of the study is consisted on the conclusion that indicates the current scenario, existing trends in media, literacy and propose future of media literacy policy in Pakistan as well as discusses the possible challenges for such a move. The restraints of study include insufficient literature, difficulty in accessing experts and convincing them to give their views. Not everyone was ready to comment on this topic and not everyone replied back.

This study identifies the need of media literacy policy for Pakistan as well as purposes the basic framework for such a policy to handle media challenges as follows; First of all, the vibrant landscape of media became inevitable for information, education, entertainment and economy. But only technical knowledge cannot help to sustain oneself rather critical skills are needed to understand media messages and to handle them accordingly. Pakistan has a wide majority of youth and media provide new platforms of opportunities. YouTube has been banned in Pakistan for three years (September 2012 to January 2016) for not taking down blasphemous content⁵. But in past few years, many successful Pakistani YouTubers are setting examples. They learnt and explored it themselves. Recently, a young Pakistani YouTuber was shot dead while doing a prank as a ghost and making people scared but wasn't expecting any consequences (Pakistan Today, 2018). Its one side of the story. The other side of the story is some scary pranks can harm people too. For instance, a person having weak nerves can have a heart attack in reaction to any scary prank. So, who would be responsible? There is immense need to understand how your actions will effect others and to anticipate any possible reaction. For example, in this case, a prank could be scripted where you ask people first and then shoot it that way. In short, youth needs to know more than they get to know just by exposing to media by themselves and by using it. As boyd (2014) says its dangerous to assume that they are media literate just because they are using it.

⁵ YouTube has been blocked in Pakistan during 2012 to 2016 because of a blasphemous video. That video provoked the sentiments of millions of Muslims across the world and caused protests in various countries. Even then, YouTube did not turn down the video. For that reason, YouTube has been banned in Pakistan until YouTube offered a local version and reached an agreement with Government of Pakistan. According to that agreement, Pakistan Telecommunication Authority can ask to turn down any offensive content. During this ban, most of the people had no access to YouTube though a significant number of population could use YouTube through VPNs and proxies. So, the majority of Pakistani youth couldn't reach out and relied on other websites. For instance, many of the Pakistani vloggers started their careers with Facebook and later moved to YouTube when ban was lifted down.

CNBC. (2016, January 19). Pakistan lifts YouTube ban after three years. Retrieved February 9, 2019, from <https://www.cnbc.com/2016/01/18/pakistan-lifts-youtube-ban-after-three-years.html>

Reuters. (2016, January 19). Pakistan's YouTube ban lifted. Retrieved February 9, 2019, from <https://www.theguardian.com/world/2016/jan/19/pakistans-youtube-ban-lifted-as-government-gets-say-over-content>

In addition to that, the politics and media both are hot cakes in Pakistan and somehow revolves around each other. Although political structure is not very stable in Pakistan and has been erupted by opposition or military for few times. In order to strengthen democracy and responsibility in public, media literacy can play a vital role. On the other hand, conventional media has cross ownership, political affiliations, rating obsession and a trend to create hype among audience. Most of the so called liberal media belongs to big business tycoons that effects neutrality and fair journalistic practices too. Other than that in entertainment media, gender stereotyping, commercialism and sensationalism is common (Ricchiardi, 2012).

There are almost no children friendly media practices. Some channels add the label of PG (parental guidance) but that doesn't help at all. Not all parents understand how to explain complex media messages to their children. Not always children watch television or use other media under supervision. Another issue raised due to the inexpensive access to internet and mobile phones as number of users are tremendously increased. At the same time, cyber crime cases are also increased. Other important concerns in Pakistani media structure and digitalization includes, media consolidation, cultural invasion through foreign content, growing telecommunication sector and scams, identity theft and banking frauds, child pornography and dark web, 5th generation warfare and many more. People doesn't need safety against internet or media rather knowledge and skills to handle complex situations before any loss. As the technology is in transition and to navigate with that one needs critical literacy.

Last but not the least, Pakistan has a struggling economy with high unemployment rate and foreign loans, media literacy can open up alternative ways for economic growth for both public and state. Therefore, sooner or later Pakistan needs a media literacy policy not just safety but for empowerment. This study aims to work on the need, possible ground, agenda and challenges of media literacy policy for Pakistan. What adds value to this study is that there is no similar before in Pakistan. That made it harder to handle but this study can support any future studies in this domain and can assist to take the upcoming studies to next level by providing some foundation. On the other hand, this study may attract academician and researchers to the domain of media literacy in Pakistan. A large number of studies has been found on the significance and effects of media in different segments of Pakistani

society. For instance, Media Use Habits of Youth: Exploring Trends, Preferences and Effects on Social Capital⁶, The Effects of Social Networks on Pakistani Students⁷, Social Media and Youth in Pakistan: Implications on Family Relations⁸, Cultural impacts of Turkish Dramas on Life style of Pakistani House wives⁹ and hundreds of more Pakistan based studies are focused on the effects of media. But now, there is need to step forward and to initiate proper policy to maximize the output and minimize the challenges of media mediated world. This thesis opens up new debate in both academia and policy makers of Pakistan. It emphasizes that critical media literacy can enable both adults and children to decode media messages rightly, no matter if it's conventional or new media.

⁶ <http://pr.hec.gov.pk/jspui/handle/123456789/8953>

⁷ <https://www.omicsonline.org/open-access/the-effects-of-social-networks-on-pakistani-students-2165-7866-1000203.php?aid=92869>

⁸ <http://www.globalmediajournal.com/open-access/social-media-and-youth-in-pakistan-implications-on-family-relations.php?aid=76372>

⁹ https://www.researchgate.net/publication/318781729_Cultural_impacts_of_Turkish_Dramas_on_Life_style_of_Pakistani_House_wives

CHAPTER 1

CONCEPTUAL FRAMEWORK

1.1. UNDERSTANDING MEDIA

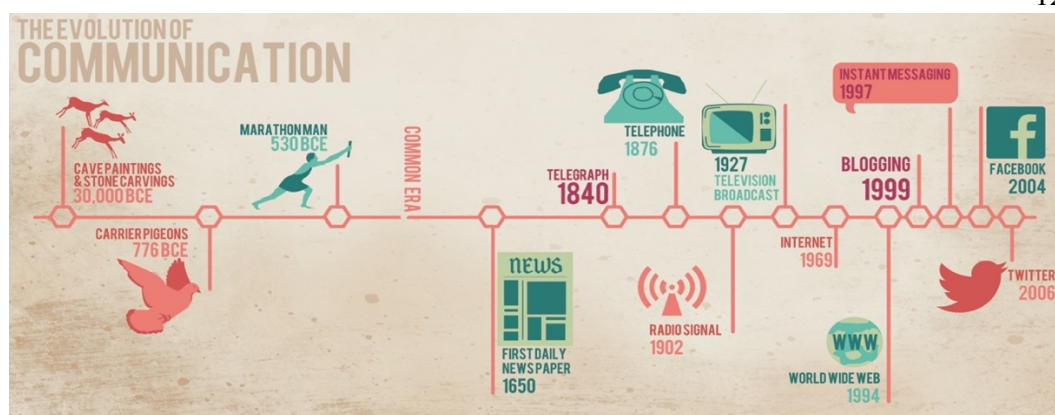
The Oxford dictionary¹⁰ defines media as means of mass communication. That includes letters, newspapers, radio, television, personal computers, laptops, DVDs, CDs, internet, smart phones, tablets, paintings, news, movies, podcasts, documentaries, songs, emails, dramas, poetry, books, stories, web forums, messages, social networking portals, mobile applications, talk shows, video games, coupons, receipts, street art, photos, public speeches, pamphlets, brochures, emojis, traffic signs, protest signs, posters etc. When we talk about media, we see that over the time the use of media is increased rapidly.

As with the rise of information technology, we are exposed to media anywhere and everywhere. It provides us multitasking media excess. Media which itself is a plural of “medium” that means “referring to more mediums together” has shrunk down to one medium that's smart phone. Submit your home assignments, work from anywhere in the world, keep in contact with your friends and family, watch your favourite show, listen radio, share your story on Instagram or Facebook, Skype or WhatsApp, edit your photos, access your favourite celebrities on twitter, go live anytime from anywhere, telecast or broadcast, shop online, find academic resources, pay your bills with e-banking, plan your vacations, apply to your dream college abroad, advertise or market your work, online exams and what not? In short, we are exposing to both conventional and new media all the time. The multidimensional prospects of media offer multitasking (Fatih, 2011) and that make it more popular, addictive in all age groups specially in youth. As media is offering so much now, we are active with media more than ever before and a lot of people rely on media for information, communication, entertainment and news. The significance of media is proved in almost all spheres of our lives. Many times, people use more than one medium together. For instance, while watching television

¹⁰ Media | Definition of media in English by Oxford Dictionaries. (n.d.). Retrieved from <https://en.oxforddictionaries.com/definition/media>

in home, watching a movie in cinema or attending a concert or live conference, people update their social media like tweets, status, stories and use chat applications, give live locations and share their activities, rate and review the same content on other media platforms. According to Bird (2011), the term prosumer was given by Alvin Toffler in 1980 to articulate the change in society where people start using home-based services for themselves and open to serve others too. New communication landscape offers them to find likewise people, connect, discuss, share and learn new skills. Such practices change a media consumer into prosumer. Prosumerism is one of the key features of new participatory culture in media that means to consume and produce as well. The whole participatory culture and consumer participation is altered in this media mediated age where three activities are escalated which include production, participation and distribution of media content (García-Galera & Valdivia, 2014). Bird (2011) argues that intertextuality of media has been identified by academia long ago and the Brun's coined term produser could give the full meaning where individual would own their space in media. The fast changing media and communication technologies are cause of shift in media use and communication model too which empowers and challenge at the same time.

Since the beginning of human history, information was used to be shared by word of mouth. Gradually, man learnt to draw, paint and give meanings to symbols that's what we found in archaeological relics. When we go through the timeline and development in order to understand the development of media, it takes us back to thousands of years. No matter if there were cave paintings or sign language. The journey of communication and information dissemination which started by word of mouth reached to a single touch and tap which is not less than a miracle. Technology made it fast, simple, convenient, accessible, more visible, multimodal and what not. It offers several ways to enhance the intensity of communication too as well as to use it with a verity of purposes much more than just sending and receiving messages. It includes advertising, marketing, opinion shaping, advocacy, influencing, propaganda, self-defence as well as a tool to create inform, entertain and sometimes to create hype or to distract people. So, no matter what technological advancements have reshaped the whole media and communication both in theory and practice.



Graphic 1. The Evolution of Communication¹¹

From Gutenberg's printing press (1440) to the invention of telegraph (1840) provided foundation to the electronic evolution of communication for both personal and mass media. The journey which started from word of mouth has reached the position of electronic word of mouth means tweets with more accessibility, visibility, ubiquity and affordability (Jansen, Zhang, Sobel & Chowdury, 2009). In the beginning, the use of media was confined to inform or convey pertinent information concisely. Whereas the advancement of technology has reconstructed both motives and modes of communication. Media took over from pivotal to anything and everything as it's hard to handle excessive information now. Anyone can broadcast, publish, podcast anything and everything. That creates extensive opportunities along with massive challenges. The evolving patterns of media are engaging children and youth more swiftly than their earlier generation for information, education, entertainment, infotainment, to participate, produce, propagate, to share, to engage, to provoke, to earn, to offer something or even to offend. To sum up, media is a must in today's life. It is engaging different segments of global community, creating an impact in all spheres of social, political and economic affairs.

1.2. UNDERSTANDING LITERACY

The word literacy is derived from word literate which has been originated from Latin word '*littera*'. The term literacy has been used since so long for the ability or

¹¹ The Evolution of Communication. (2013, December 08). Retrieved February 21, 2018, from <https://sci10sectionm.wordpress.com/2013/12/08/the-evolution-of-communication-effects-on-the-world-of-science/>

expression of reading and writing. According to Oxford dictionary¹², literacy has two meanings; first one is, "the ability to write and read" and second one is, "competence or knowledge in a specific field". The same definition has been used for most of statistical data to calculate literate population. People who can just write their names have been considered as literate for a long time. Literacy have been used as a synonym to education which is basic and free right of any individual according to article 26 (i) Universal Declaration of Human Rights Charter given by United Nations. It says,

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit (Article 26.i).

According to UNESCO's Global Education Monitoring Report (2006, p.148), the term literacy had been used as "to be familiar with literature" but in 19th century, it has been used as "ability to read and write". Soon after World War-11, the global debates for literacy policy were started. By 1956, UNESCO's definition of a literate person was as follows 'a literate person is one who can, with understanding, both read and write a short simple statement on his or her everyday life' (UNESCO, 2006, p.153). By 1965, international community realized the connection among literacy and development. Globally, it has to be accepted that literacy and development are directly proportional to each other. But the understanding of literacy is not same across the world. That adds grey area to the statistics of literate population.

Ability to read easily or with difficulty a letter or a newspaper ⁷	
	Angola, Bosnia and Herzegovina, Burundi, the Central African Republic, Chad, Côte d'Ivoire, the Democratic Republic of the Congo, Equatorial Guinea, Kenya, Madagascar, Myanmar, the Republic of Moldova, Rwanda, Sierra Leone, Sudan, Suriname, Swaziland, Togo, Zambia
Ability to read and write simple sentences	
Language Criteria	No mention of language: Algeria, Bahrain (illiterate: 'persons who cannot read or write, as well as persons who can read only, for example a person who studied the Koran'), Belarus, Bulgaria, Macao (China), Colombia, Cuba, Cyprus, Dominican Republic, Ecuador, Egypt, Honduras, Lesotho, Malta, Mauritius, Mexico, Nicaragua, the Russian Federation, Tajikistan

¹² Literacy | Definition of literacy in English by Oxford Dictionaries. (n.d.). Retrieved from <https://en.oxforddictionaries.com/definition/literacy>

	Ability to read and write simple sentences in specified languages: Argentina, Azerbaijan ('literacy is acceptable in any language having written form'), Cameroon (in French or English, for those aged 15 and above), Lao PDR, Malawi, Mauritania ('in the language specified'), Niger, Sri Lanka (in Sinhalese, Tamil and English), the Syrian Arab Republic (in Arabic), Turkey (for Turkish citizens: in current Turkish alphabet; for non-citizens: in native language)
	Ability to read and write in any language: Benin, Brazil, Brunei Darussalam, Burkina Faso, Cambodia, Croatia, Iran (Islamic Republic of) ('in Farsi or any other language'), Maldives (in 'Dhivehi, English, Arabic, etc. '), Mongolia, Pakistan, Palestinian Autonomous Territories, Papua New Guinea, Philippines, Saudi Arabia (with allowance for blind reading by Braille), Senegal, Tonga, United Republic of Tanzania, Viet Nam
Age Criteria	Thailand (over 5); Armenia, Guatemala, India and Turkmenistan (over 7); El Salvador (over 10); Seychelles (over 12); Bolivia and Jordan (over 15)
Other definitions	
China	'In urban areas: literate refers to a person who knows a minimum of 2,000 characters. In rural areas: literate refers to a person who knows a minimum of 1,500 characters.'
Namibia	'[Literacy:] The ability to write with understanding in any language. Persons who could read and not write were classified as non- literate. Similarly, persons who were able to write and not read were classified as non-literate.'
Singapore	Literacy refers to a person's ability to read with understanding, eg a newspaper, in the language specified.
Tunisia	Literate is a person who know how to read and write at least one language.

Table 1. Definitions of Literacy in Different Countries (Source: UNESCO, 157, 2006)

School attainment (by increasing levels of attainment)	
Estonia	"No primary education, illiterate" was recorded for a person who had not completed the level corresponding to primary education and cannot, with understanding, both read and write a simple text on his/her everyday life at least in one language.
Lithuania	Literate (no formal schooling) is a person who does not attend school but can read (with understanding) and/or write a simple sentence on topics of everyday life.
Mali	Illiterate is a person who never attend school even if that person can read and write.
Ukraine	Literate] 'Those who have a definite level of education. For people who do not have education – reading or writing ability in any language or only reading ability'.
Slovakia	[Illiterate] 'Data on the number of persons who do not have formal education'.

Malaysia	[Literate] 'Population 10 years and above who have been to school in any language'.
Hungary	'Persons not having completed the first grade of general (primary, elementary) school have been considered as illiterate.'
Paraguay	Illiterates are defined as people aged 15+ who have not attained Grade 2.'
TFYR of Macedonia	'Persons having completed more than three grades of primary school were considered literate. In addition, literate was a person without school qualification and with 1–3 grades of primary school, if he/she can read and write a composition (text) in relation to everyday life, i.e. read and write a letter, regardless of the language'.
Israel	[Literate] 'Population at least having primary school'.
Greece	As illiterate are considered those who have never been in school (organic illiterate) as well as those who have not finished the six years of primary education (functional illiterate).'
Saint Lucia	Data submitted were based on 7 years of schooling.
Belize	'Illiterate: Persons who are 14+ years of age and have completed at most seven or eight years of primary education.'
Romania	'Literates: primary level + secondary level + post-secondary level and people who read and write. Illiterates: people who read but cannot write and people who can neither read nor write.'

Table 2. Definitions of Literacy in Some Countries (Source: UNESCO, 157, 2006)

Organization	Definition of literacy
UNICEF	Functional literacy is the ability to use reading, writing and numeracy skills for effective functioning and development of the individual and the community. Literacy is according to the UNESCO definition ('A person is literate who can, with understanding, both read and write a short statement on his or her everyday life.').
Department for International Development (UK); United States Agency for International Development; World Bank	Literacy is a basic set of skills (reading, writing and counting) or competencies.
Canadian International Development Agency; Danish International Development Assistance; New Zealand's International Aid and Development Agency	Literacy is one of the skills that basic education should provide or a component of basic education.
BMZ [German Federal Ministry for Economic	Literacy is reading and writing skills, and it indicates the

Cooperation and Development]; the Netherlands	capacity for further learning.
Swedish International Development Cooperation Agency	Literacy is about learning to read and write (text and numbers) and also about reading, writing and counting to learn, and developing these skills and using them effectively for meeting basic needs.

Table 3. Aid Agencies' Definition of Literacy (Source: UNESCO, 158, 2006)

Above given table reveals the national definition of literacy in different countries. The different definitions in various countries in above tables manifest that literacy has been understood as ability to read and right in several parts of the world. Even ability to read and write simple phrases has been accepted as literacy. That's the issue number of literate people are increased but the outcomes attached to literacy are still far behind as this understanding lacks the need of critical thinking and the same goes for the definitions given by different agencies.

1.3. UNDERSTANDING CRITICAL LITERACY

Literacy is not something static. When we refer to the literature, it shows that literacy has been defined in varied ways and evolved over the time. Ong writes in his book *Orality and Literacy* (Ong, 2005) that the literacy has been changed over the time. The expression, knowledge or information sharing started with orality that means by words of mouth. But then, it moved to the symbols (alphabets) and script. Soon after the printing age, orality and literacy were differentiated. That time orality and literacy both were used for reading and writing. Gradually, only the expression of literacy was used for both the writing and reading. Since then literacy has been strongly linked with writing, power of articulation of one's thought and expression in script, print and then electronic. Ong says that the idea of self-consciousness is attached to the articulation and expression of the human ideas, desires and thoughts and that takes time to grow. It supports the idea that the expression of human thoughts, information and ideas sharing evolves with time and technology. So, literacy could not be defined as something static rather with time, we need new literacies. On the other hand, when we say that traditional literacy is not enough as it failed to acquire what was expected. Scholars and researchers identify the need of critical literacy which is way beyond than the ability to read and write. For

instance, Shore (1999, p.2) quoted Anderson and Irvine's (1982) definition of critical literacy as critical literacy is "learning to read and write as part of the process of becoming conscious of one's experience as historically constructed within specific power relations". Shore (1999) further argues that critical literacy is not solution to terminate all the issues that prevail in society but can create awareness and consciousness to realise the responsibility and stand up for change. A critical literacy class cannot be limited to spoon-feeding students rather making learning an activity where everyone grows, share and question the given facts. Here comes a question that, why this type of literary activity is essential? It is a debate rooted back in human history where every effort to create consciousness have always been suppressed by power elites to rule and fool general public.

Paulo Freire who is known as a major contributor in critical pedagogy, has criticized the traditional literacy patterns and called it "Banking Concept of Education" where teacher deposits the curriculum to the brains of the students while expecting the replication of the identical content. This depository pedagogy leads to the formation of colonized mind sets where the powerful elites and political bodies rule the minds. For instance, when India was colonized by Britain (1757-1947), English was imposed as official language. People who were reluctant to adopt new language were left behind. It was hard to get job if you are jobless and equally difficult to get promotion if you are already employed. People who were merging in the new education system were stable but others were left out. Same happened in other colonies no matter if it was French, Spanish, Portuguese or Arabs. Invaders controlled the intellectual and academic cradle too. Freire emphasized on "Dialogics and conscientization" features of literacy. That means the educational activity has to be in the real life situation relating to the learners, to engage dialogue, to address, to question, to criticize, to contribute rather than one dimensional spoon feeding (Freire, 1968). Freire's stance on "Education for critical consciousness" is also focused on critical thinking. He designed and launched non-traditional literacy programs in indigent communities of Brazil though accused of spreading revolutionary ideas and jailed for that. According to Freire, it's more important to combine one's socio-cultural position in learning, using local language and developing literacy process from simple to complex (Elias, 1975). As it's easier to make connections, build relation, memorize and think for longer not from only one

point of view but while putting yourself in the situation. It's essential to understand that one can produce identical content for multiple time if the literacy is just limited to read and write. We have to incorporate literacy with our daily lives otherwise one could be degree holder but not literate.

If we look back in history, literacy that involved critical consciousness is proved to be a threat for political powers who do not want people to know their rights, to take a stand, to raise their voices, to question, to criticize, to ask, to argue and to be aware of whatever is happening around them and with them. The Greek philosopher Socrates (470 BC–399 BC) was poisoned for the same reason as his fault was to promote critical thinking, to stimulate logic and reasoning in the Athenian youth and being dissent (Bowles, 2007). There are many such cases where powerful groups seized any efforts to create consciousness among the general public so that they wouldn't be able to make better choices, could be independent and question for social injustice, corruption and inequalities. Giroux (2011, p.172) says that critical literacy is a process where teacher and student both becomes change agents and the main objective of critical literacy is to reshape pedagogical practices. Its not just about creating critical thinking but to facilitate both teacher and student to question power and knowledge. That's what scares

By the end of second world war, United Nation was formed in 1945 in order to promote peace, cooperation, unity and development worldwide. Soon after that, in 1946, UNESCO was formed for promoting literacy. As literacy has been found the basic tool to eradicate poverty, to promote development, democracy and peace. Many of the developing countries and most of the underdeveloped countries are still struggling to promote literacy. International organizations are playing an active role in fostering literacy across the world. Although there is a significant increase in educational institutions and in the number of people who can read and write but still the objectives of literacy couldn't be attained. The rise in statistics of people capable of reading and writing couldn't end wars, violence, crime, hunger and couldn't boost development the way it was expected (Raja, 2005). That refers to the fact that there is something missing and that's critical thinking.

Contemporary scholars and intellectuals came to the fact that literacy is not just confined to the ability of reading and writing. Literacy is meaning making and it's

a multimodal process rather than just reading and writing (Kalantzis, Cope, Chan & Trim, 2016). It involves critical thinking and understanding too. For instance, if someone knows the alphabets of a foreign language and able to pronounce them too. That person can write and read text but wouldn't be able to understand or explain anything. Those alphabets would be just meaningless symbols or sounds for that person. According to Kalantzis et al (2016), synesthesia of meaning making includes written, audio, oral, visual, gestural, tactile and spatial. So, literacy is no more limited to writing and reading in fact it's a multimodal process. Now, literacy is a step beyond books. The process of learning or exposing to information is reaching out the next level. We expose to new information through media, get a chance to respond to it, even become capable to create new messages and spread any information if we want.

1.4. MEDIA LITERACY

Media and literacy are related since the beginning of human history. When man learnt to draw and invent symbols to express himself. Although literacy has been limited to the ability of read and write. Back in times, it's understood as there were not many means of communication. When man learnt to write, he started to document, keeping journal, writing letters and even giving receipts of exchange. Although alphabets in themselves are symbols/ drawings which are assigned to specific sounds. So, some kind of media was even there that time. For centuries and even now, for many of us literacy is still an ability to read and write. No matter what both reading and writing are revolutionary reforms in human history along with the development of language. After that new information and communication technologies are reshaping the world (Warschauer, 2001). Directly or indirectly, all of these reforms are inter-connected. As it's about communication, expressing, understanding, learning, exposing to new ideas, existing ideas, sharing, producing even generating an impact.

As modes of information and communication are transformed where books became e-books, audio books, movies, songs, dramas and much more. The ability to read and write are no more the only way to express yourself or to learn something rather media has provided multi-modal dimensions to learn, express and explore. So, it's no more possible to separate media from literacy. It would restrict the whole

experience of being literate, limit the access to information, narrow down options to deal with information, shrink the possibilities.

According to Kellner and Share (2005, p.369) “Literacy involves gaining the skills and knowledge to read, interpret, and produce certain types of texts and artefacts and to gain the intellectual tools and capacities to fully participate in one’s culture and society.” Thus, Literacy can’t be detached from technological, social and economic factors as claimed by Kress (2010, p.1) in his book *Literacy in the new media age*. Same goes for media too. It wouldn’t be wrong to say that without being media literate one cannot enjoy it’s all characteristics and one can insecure himself. Hobbs (2015, p.2) has cited two definitions of media literacy by Aufderheide (1993) as “the ability to access, analyze, evaluate and create media in a variety of forms” which has been popular in US and the definition given by (Khan, 2018) as “providing the critical knowledge and the analytical tools that will empower media consumers to function as autonomous and rational citizens” which has been popular in Europe. According to Hiechmann and Poyntz (2012), media literacy is the collection of abilities that are required to understand, explain, identify and use media in routine life. The phenomenon of media literacy is more like an umbrella that covers different types of literacies. Some terms are usually confused with each other as mentioned in the table below. In general media literacy need to handle all of these literacies and even much more than them. For instance, print literacy, film literacy, data literacy and related aspects that refer to copyrights, privacy, security and permissions etc.

Media Literacy	The ability to access, assess, evaluate and to create media in different forms of media
Technical Media Literacy	Capability to use and create media
Computer Literacy	Knowledge of computer, able to work on computer
Information Literacy	Skills to find information when needed, spot, find, assess and use information in useful way.
Technological Literacy	More than simple operation. Using browsers. Finding and using information. Handling databases, Installing software
Digital Literacy	Ability to use digital surfaces that could be computer or other gadgets too.

Table 4. Types of Media Literacy¹³

¹³ Centre for Teaching. (n.d.). Retrieved February 4, 2019, from

It wouldn't be wrong to say that media literacy could cater all the different understandings of it along with new literacies. But for that the usual pattern literary patterns wouldn't be enough. The internet users in the world are more than 4 billion¹⁴ and about 4.5 billion people use mobile¹⁵ phones. That means they have some kind of knowledge to use computer, internet and mobile devices. Most of the devices are user friendly as well. So, does it mean more than half of the world population is media literate? In that case, people would have been much more resourceful which is not the actual case. It only means that technical knowledge, computer know-how, using and creating media could be part of media literacy. A well defined media literacy practice need to cover all of these literacies as well as new literacies too.

1.5. CRITICAL MEDIA LITERACY

The general understanding and use of media doesn't qualify to make one media literate until unless one has critical skills to navigate with different type of media, information and situations. While referring to media literacy, Livingstone (2004) also gave a relatable definition of media literacy as "the ability to access, analyze, evaluate and create messages across a variety of contexts". Thomas and Jolls (2005, p.190) elaborated in more detail,

Media Literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate and create messages in a variety of forms--from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.

Critical media literacy could be further defined as,

Critical media literacy is an educational response that expands the notion of literacy to include different forms of mass communication, popular culture, and new technologies. It deepens the potential of literacy education to critically analyze relationships between media and

https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/Types_of_Literacy_ed.pdf

¹⁴ Internet Users in the World. (2018, June 30). Retrieved February 5, 2019, from <https://www.internetworldstats.com/stats.htm>

¹⁵ Mobile phone users worldwide 2015-2020. (n.d.). Retrieved February 5, 2019, from <https://www.statista.com/statistics/274774/forecast-of-mobile-phone-users-worldwide/>

audiences, information, and power. Along with this mainstream analysis, alternative media production empowers students to create their own messages that can challenge media texts and narratives (Kellner & Share, 2007, p.60).

In other words, the most abstract definition of media literacy could be the critical understanding of media. Media literacy is the demand of time and it is as wide as media itself. Sometimes, it is taken only as a technical media literacy though that's insufficient without critical media literacy. As if you have technical knowledge of a tool but you don't know when to use it? How it can affect you or the others? In such a situation your technical knowledge can lead you to nowhere. Same goes for media. Technically, new media is user friendly. Nearly, everyone knows how to access a website, create a message, reply to a post, go live, participate in any online program, play radio, switching channels on TV set and etc. But media doesn't just create plain, direct and simple messages rather media messages could be indirect and complex.

So, if one doesn't have competence to analyze the content, source and anticipate the propaganda or to identify the hidden message, it's not enough and you may risk yourself or others. The reason is sender or creator of message has his own background, aims, experiences and expertise. If there is a middle man between the sender and receiver that can also change the intensity of a message to some extent. Then, receiver decodes the message according to his own understanding, experiences and expectations. In this whole process, the actual essence of message could be modified, misunderstood or misinterpreted. Stuart Hall's theory of encoding and decoding (1973) also emphasized on the active audience. Hall rejects the approach of textual determinism that we receive message as it is. Hall's theory shows that audience have ability to understand, analyze, approve, reject or decide whether to reply, forward or ignore. But this may lead to miscommunication too on receiver's end or during the transmission of message. Medium and structure can also effect the tendency of the content. Other than that Stimulus response model says that consumers have full tendency to get effected by advertisement. The stimuli could be internal or external, but consumer needs motivation to response or act and media provides that motivation to do so. Whether consumer is active or passive in both cases, rapidly emerging media brings complex messages and need competencies through media literacy to get it rather than being influenced by it.

In different times, media literacy has been approached differently. In general, three models of media literacy have been discussed and debated. Leaning (2009) has highlighted these models as follows;

1. **The Protectionist Model:** This model was basically defensive and focused on the protection against mass media. It was debated around 1960s. The aim was to teach people to differentiate between negative and positive outcomes of mass media as well as how to secure oneself from negative effects of mass media. By that time, not only academic or theorists were concerned even British Government and British Education Board set up a policy in 1938 to save youth from the negative effects of mass media like to give protection against media's negative effects like violence, pornography, racism, hate speech etc. Media was featured as manipulative, risky and alien.
2. **Demystification Model:** This model was influenced by critical theory of Marxism, feminism and post colonial theory. This model focused to interpret the factors behind any media message whether its political or something else. This model perceived audience as passive who uncritically receive and use media messages. This model advocated the practice to understand a message in different ways as how it is communicated and what could be behind it. This model linked extended media literacy from text to the critical view of whole cultural setting.
3. **Participatory Model:** In 1990s and afterwards, participatory model got popularity. Before media users used to be considered as passive but this model highlighted their activeness and engagement. The theory and practice both changed because of the development of new ICTs. Secondly, pedagogical practices also enhanced. Thirdly, the major shift in digitalization and computing change the patterns to use media. Conventional media, new media and their convergence created whole new eco system. This model allows media audience to engage, participate and perform in new media eco system rather than being a victim of media.

Critical media literacy helps you to read between the lines, to see behind the scene, to question, to doubt, to go an extra mile for clarification of your understanding and to act accordingly. We often heard other terms such as digital literacy, computer literacy, media education and cultural literacy too which means multiple literacies

are a requisition for today's life. In order to understand why critical media literacy is needed, Ward (2010, p.5-21) well elaborated the reasons as given below;

Media's connection with anything and everything
Ownership and business model of corporate media
Evaluation and management of excessive information
Cyber crimes, fraud, identity theft, bullying and harassment
Children's use of media
Changed learning patterns
Safety and security in screen age
Media in school; learning tool, sponsored advertisements
Government and schools' indirect endorsement
The other side of freedom of expression

Table 5. Argumentation for Media Literacy (Ward, 2010)

So, the children have to face all the burden. Not all parents have time or ability to supervise or guide their kids. Additionally, it varies from person to person how they perceive media and what measures they take to ensure their children's safety and well being. Some parents can end up with restricting media use which would lead to unequal opportunities. That's the reason media literacy should be part of regular schooling. But that is just one side of the story.

Above discussed, Ward's (2010) approach is more protectionist. That's important but that should not troll the opportunities and empowerment offer by media. For instance, Canadian economy has changed from labour-based to knowledge-based economy. For that media literacy has been considered significant for knowledge management (Bradley, 2013). On the other hand, South African perspective is to use knowledge management for poverty eradication as it has been used in Thailand too (Fombad, 2018). Where knowledge management has been used for creating communities, sharing information, supporting economically disadvantaged member of a society can identify their problems, look for solutions in worldwide examples, create, adopt and share that knowledge in form of discussion, media, project or anything. Knowledge and skills gain are also possible when people know what they want to learn, able to find right resources from the

excessive pool of information available by ICTs both on local and global level. Bradley (2013) quoted a statement of ALIA¹⁶ that,

A thriving national and global culture, economy and democracy will best be advanced by people who are empowered in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals” and going on to assert that information literacy contributes to, lifelong learning, creation of new knowledge, acquisition of skills, personal, vocational, corporate and organizational empowerment, social inclusion, participative citizenship and innovative and enterprise.

When big economies like Australia and Canada are looking for knowledge-based economy model to empower their citizens, at the same time countries like Thailand and South Africa are aiming to eradicate poverty through knowledge management. Media literacy can help to attain economic goals no matter if a country is big or small.

As far as democracy is concerned media literacy have power to reinforce democratic values. Both conventional and new media plays an important role in politics and shaping citizens’ mindsets. For democracy and responsible citizenship, people should be capable to differentiate between actual facts and the facts presented by media. Civic sense (not only as a one country’s citizen rather as a global citizen too), participatory culture, democratic responsibility could be developed when people would be able to access, understand, analyze information and create conscious response to it (Karaduman, 2015). Hobbs (1998) discussed media literacy in connection to strengthen democracy and promote citizen participation long ago. Most of the information about politics and politicians come from different forms of media. Hobbs says people choose to consume different media platforms and expose to a lot of direct or indirect political messages all the time. But the ability to decode powerful media messages and to identify the authenticity of information comes with media literacy as it enables you to question where needed. Then, there are alternative ways to participate in political debates. But the apparently liberal media is not that much neutral. As it has been seen in 2016’s US elections when about 50 million Facebook accounts were hijacked by a firm to show people personalized political messages (Graham-Harrison & Cadwalladr, 2018). Same happened during Brexit. Here media has been

¹⁶ Australian Library & Information Association

used against public. In contrary to that during Arab springs general public used media to communicate, unite, engage, inform and protest against government (Remington, 2016). So, media is a powerful tool which could be used against you if you would not use it in favors of yourself. For democratic practices and citizen participation, one needs to be equipped with media literacy to understand, react and response in the best of his interest rather than being used by illiberal practices of so-called liberal media.

In a nutshell, critical media literacy is an inevitable skill to navigate in existing media-mediated age and to be prepared for upcoming advancements too. It's vital for safety, empowerment, development and well being in recent media ecology for both adults and children. For developing countries, it can offer much more for social, economic and political reforms.

1.5.1. Media Literacy and Policy Regulations

Understanding public policy is essential to comprehend the media literacy and policy regulations or media literacy itself. Howlett & Cashore, (2014) quoted Dye's (1972) definition of public policy that "Anything a government chooses to do or not to do". According to Torjman (2005), "A public policy is a deliberate and (usually) careful decision that provides guidance for addressing selected public concerns." These definitions of public policy reveal that government is the key actor in any public policy. A public policy effects every members of state directly or indirectly. A public policy aims to serve the public no matter in economy, health, education, safety, governance, transportation, taxes etc. Public policy itself is a wide subject but aims to work in interest of public.

Hawlette & Cashore (2014) emphasized on the significance of government in public policy as a policy that comes from government applies to all member of the state. There could be other actors in formation, advocacy, application or enforcement of a policy but government is considered as a key player in public policy.

Policy research is of great importance for several reasons, to review or assess existing policies, to find out how to facilitate or protect public interest, to draw measures for national security and related areas. With the development of media,

media policy and regulations also became an important aspect of discussion. Proper legal framework and consideration of basic rights¹⁷ are essential for media policy making (Fourie, 2010). When we refer to policy making, the transitive nature of media creates some challenges for policy makers too. With reference to policy formation, Buckingham (2009) showed a concern that without defining the objectives and preferences regarding media literacy, we could be distracted. Technology is rapidly evolving and this transition makes it a sensitive deal. Not only a well structured policy is essential, in fact media literacy policy would need follow ups and reviews with the fast changing media sphere. Many countries already have media literacy policy and regulations that include Canada, China, US, Ireland, UK etc. But a wide majority still needs to be equipped with media literacy capabilities.

1.5.2. Media Literacy in Global Scenario

Media users are no more just a passive audience, they are media creator, producer and manager too. Barak Obama's election campaign in 2008, wikileaks in 2006, Arab Spring in 2010, Chinese dissident Liu Xiaobo and many other happenings verify the power of new media (Mihailidis, 2011). How media can have an impact or why we need to have media literacy so that our democratic rights wouldn't be controlled. Facebook data collection during United States' elections in 2006 is just one example¹⁸ where even Donald Trump accepted to be favoured by Facebook (Breur, 2016). Apart from that the proactive conventional media is merging in new

¹⁷ For instance, freedom of expression, access to information

¹⁸ US presidential elections 2016 and later even Brexit referendum were alleged as rigged through fake news and personalized content. A UK based firm Cambridge Analytica was alleged for data collection, using it for profiling, individually targeting voters with personalised advertisements and stories. Facebook also came under heated debate and accepted the data breach of about 50 million users. So, in the age of media, democracy could be hijacked by big data and fake news.

Risso, L. (2018). Harvesting Your Soul? Cambridge Analytica and Brexit. In *Brexit Means Brexit?* Retrieved January 29, 2019, from

http://www.adwmainz.de/fileadmin/user_upload/Brexit-Symposium_Online-Version.pdf#page=75

Cadwalladr, C., & Harrison, E. G. (2018, March 17). Revealed: 50 million Facebook profiles harvested for Cambridge Analytica in major data breach. Retrieved January 28, 2019, from

<https://www.theguardian.com/news/2018/mar/17/cambridge-analytica-facebook-influence-us-election>

ICTs for its own survival. For that reason, with the popularity of social networking sites, second screen is emerged no matter if it's drama, news or sports. People not only use second screen to share and discuss what they are watching but to be engaged during commercial breaks too (Giglietto, Selva, 2013). Consumers are prosumers now with a power to influence and engage their peers and followers (Gunelius, 2011). The whole landscape of media is changing so fast and to live in a healthy media ecology, we have to navigate with it but for that we need up to date literacy. As internationally, media literacy has been a far concerned in different times. Nowadays, in one way or another, media literacy is globally accepted mandatory.

As Ong (2005) says literacy is not something static so it has always capacity for improvement. Different scholars and intellectuals have different approaches to media literacy. For instance, Kellner & Share (2007, p.60) referred to media literacy as follows which are flexible in nature as shown in Table.3.

Sr.No	Approach	Scope	Limitations
1	To be safe, fear of manipulation & addiction	Protection against multiple agenda settings & propagation	Media users are perceived as passive. It also encourages anti-media prejudiced.
2	For self expression, creativity	Technical skills, Production of media	Critical pedagogy is ignored.
3	Communication Competencies, media sense	Access, Analyze, Evaluate & Communicate	Focus on apparent meanings without intellectual, historical & social factors. Political narratives are excluded to be neutral.
4	Critical media literacy	Information, Technical & multimodal literacies, critical analysis, challenging power, considering gender, race, class & sexuality too.	

Table 6. Approaches to Media literacy (Kellner & Share, 2007, p.60)

So, only critical media literacy has the capability to fulfil what's actually needed. But it has been handled differently in different timeframes. According to Buckingham (2015), the beginning of media literacy in United Kingdom had the

only objective to cope with the media violence back in 1990s. As far as policy making is concerned, UK added it in communication act 2003 along with cyber safety in order to enable people to understand media, to keep themselves safe as well as to handle irregularities of media.

In many countries, censorship is also used in order to protect youth from the influence of media. This approach is also close to protectionist model that frames media as alien and dangerous. But that's not the fact. It is not the way to distant just because there are some challenges rather it's needed to overcome those challenges. Since by stepping down from challenges would also turn down the new possibilities and opportunities. It has been argued by Heins and Cho (2, 2003) that censorship is never enough and quite relative practice which varies from person to person. Forbidden content may look more attractive to youngsters. For instance, Turkey's off and on Internet censorship, China's Great Firewall, Iran's Halal Internet, Pakistan's censorship regulations couldn't completely turn down anything. Not all but a significant number of people opt for VPNs, and proxy browsers like TOR and access banned sites too (Florio, Verde, Villani, Vitali & Macini, 2014; Anderson, 2012; Akgül & Kırılıdoğ, 2015). By using unauthorised version of VPNs, people can risk their privacy but not everyone is aware of that. By adopting critical media literacy, state can empower its people.

When its about the adaptation of media literacy programmes. Generally, there are five approaches to the application or deployment of such programmes (Leaning, 2009),

1. Firstly, Informal practices to teach media literacy. NGOs, local activists and teachers themselves advocate media literacy. It could be challenge to expand these informal practices to country-wide.
2. Secondly, Non-hierarchal groups like teachers' association integrate media education into formal education. This kind of programs worked in Australia, Canada and New Zealand. For that active teachers' organizations need to be there.
3. Thirdly, pressure groups like media organizations or religious groups advocate and organize media literacy. But mostly, pressure groups use such attempts in their own interests. Such projects could be limited to specific areas to protect

the interest of founder organization and could be influenced by organizational philosophy rather than neutrality.

4. The fourth model is completely curriculum centered model. Either curriculum include media education as a separate course or as a part of another subject like Social Sciences. But when it is added into another course, mostly it priorities that subject and can loose its essence and applicability to all spheres.
5. The fifth model is government initiated one where government provides full assistance to the media literacy program. It also facilitates public with guidance, training and material. Such models could be expanded to the whole country but if only state would handle the project, it could turn into something nationalist.

Leaning (2009) himself argued that these media literacy deployment models are not all in all in themselves. Rather, public policy, transition in media, pedagogical practices and applicability drags media literacy deployment model to more flexible direction. This framework can help to consider the options but not to limit the possibilities to launch media literacy in any other way. On the other hand, the deployment of media literacy could be resulted by merging two or more model. For instance, oppositional forums, NGO's, labour unions and other dissent groups should also play a role to keep it free from any influence (Bek & Binark, 2009).

Some countries already adopted media literacy and are still engaged in media literacy reforms. European parliament, European Commission, European Union and UNICEF are the main actors to bring media literacy in Europe. For the first time Grünwald Declaration in 1982 emphasized that media literacy should be on public agenda. It states, "The school and the family share the responsibility of preparing the young person for living in a world of powerful images, words and sounds." It further adds, "Children and adults need to be literate in all three of these symbolic systems, and this will require some reassessment of educational priorities. Such a reassessment might well result in an integrated approach to the teaching of language and communication." Since then, Europe and European Union has been working on media literacy in different ways. In a report of Australian Communication and Media authority (Digital media literacy in Australia, 2009), the media literacy regulators of some of countries were established almost a decade ago. Some were there even before that.

Countries	Media Literacy Regulators
UK	OFCOM since 2003 (The Office of Communication) https://www.ofcom.org.uk/home
Australia	ACMA since 2007 (The Australian Communications and Media Authority) https://www.acma.gov.au
USA	NTIA (founded in 1975 though started media literacy reforms late). (The National Telecommunications and Information Administration) https://www.ntia.doc.gov/
Europe	EUC, AMSD since 2000 (Audiovisual Media Services Directive) https://ec.europa.eu/digital-single-market/en/audiovisual-media-services-directive-avmsd
Canada	CAMEO since 1975 (Canadian Association for Media Education Organization) http://jcp.proscenia.net/CAMEO/
New Zealand	BSA since 2007 (The Broadcasting Standards Authority) https://bsa.govt.nz
Ireland ¹⁹	BAI on Media literacy since 2016 (Broadcasting Authority of Ireland) https://www.bai.ie/en/

Table 7. Media Literacy Regulators in Some Countries (Digital media literacy in Australia, 2009)

In 20th century, academics like John Culkin, Marshall McLuhan and Theodor Adorno worked on the critical aspects of media. But actual media literacy activism in United States could be seen around 1960 and afterwards. By 1970, media literacy projects, open discussions and collaborations were launched (Moody, n.d; Heins & Cho, 2003). Since then, media literacy has been under discussion in US though still in progress. Ward-Barnes (2010) writes in her Master's thesis that the approach of media literacy at this stage in United States was more protectionist. The effects of media were questioned by general public and educationists that time. New York and Iowa came up with some school projects in this regard. UNICEF also contributed in media literacy promotion in 1964. At this stage, media users were considered passive audience. The critical approach towards mass media became a concern after 1970 when mass media took over majority of the population. The

¹⁹ O'Brien, T. (2018, August 31). Broadcasting Authority of Ireland launches Media Literacy Policy. Retrieved from <https://ec.europa.eu/epale/en/resource-centre/content/broadcasting-authorityof-ireland-launches-media-literacy-policy>

media entered into schools but as songs, story books though controversial media content wasn't even touched. Programs like "Television Literacy: Critical Television Viewing Skills", "Television Awareness Training" were launched. In 1980's when advertisement became an importance part of media, media literacy advocates had to reconsider the media effects and initiative to handle it. By 1990, the debate for media education as part of k-12 education got strengthened. By 1995 and onwards, more parents, teachers, different organizations campaigned for media literacy (Ward-Barnes, 2010). Then, seven debates of media literacy in United States (Hobbs, 1998) became popular which focused on the following aspects.

Protection against Media: The protectionist stance on media literacy may restrict the student and teacher to classroom. Where students would be taught about negative effects of media, would look to their teachers for solution and would always adopt the same strategy

Media production in classroom: Some researchers debate for the media production in the classroom so that children can have hands on experience with media. This production material could be vocational or expressive. While critics says that media production could lead children to take it as a job skills and the essence of media literacy could be lost.

Incorporation of popular culture media in class room: Some academics consider using popular culture text and content in classroom normal as children are exposed to the same content all the time. While others think that classical art and literature could be used as popular culture in classroom could drag the student's attention to else where.

Political and Ideological perspective: Many are of the view that media literacy can be used for social change, democratic reforms and citizenship. While other consider it as a potential radicalization where a teacher can influence their students though the goal of media literacy is to create autonomy and independence.

School-based projects: The programmes need to be designed according to social realities and school's sensitivities. For instance, if parents and teachers are fine with the changing pedagogical practices, it could work well to change the curriculum add films, newspaper texts and other material while cutting down the existing course. But if teachers and parents would not accept that it might lead to extra workload and could be handled in after school or extra classes. The critics

of this view thinks that the actual requirement is to add media literacy in natural flow of schooling and changing whole traditional pedagogical practices.
As a specialized subject or part of another course: Media could be added and used in any course but this questions the qualification of teachers too. While a specialized subject will have a specially trained teacher in media. By adding media literacy in different courses, different subject could be linked together but an untrained teacher and dominance of that specific subject could undermine the impact of media literacy itself.
Sponsorship by Media organization: Some media organizations in US provide teacher training workshop, printed material, parents workshop as there is no national level institution to do so. Some people view it as their social responsibility to serve the country and their people. While others take it risk to media literacy as it could be used to soften the public opinion about media rather than preparing them to deal with it.

Table 8. Seven Debates of Media Literacy (Hobbes, 1998)

According to Hobbs (1998), firstly, teachers are the most important partners in media literacy programmes. Their training, assessment and involvement can contribute to successful outcomes. The media literacy curriculum prepared by teachers should be shared and discussed on national levels. Secondly, the research and theoretical work is essential for evolution, evaluation and enhancing the media literacy projects. Ward-Barnes (2010) consider media literacy in United States far behind as compare to other English speaking countries. As different states in US handles literacy differently and now all own the recent trends of critical media literacy.

Other than that, Turkey is one of the countries who adopted media literacy about a decade ago but still need to meet the essence of critical media literacy. Media literacy has been introduced by Turkish Education Ministry and RTÜK (Radio and Television Authority of Turkey) in 2004. It's an optional subject since 2007 in 35000 public schools of Turkey. But government is not the only actor who advocates media literacy rather different forums, opposition groups, cultural institutions like Halkevleri, media organization like Bianet, Açık Radyo, Özgür Radyo, Evrensel, Birgün, Express and academia also joined the media literacy debate in the country (Bek & Binark, 2009). Bek and Binark (2009) argue that the

media literacy programmes in Turkey are still distant from critical media literacy. They further recommend that critical media literacy assist in promoting consciousness, civic sense and responsible attitudes and without that the goal could not be achieved. Soon after the popularity of new media, the concerns of safety increased and Binark call the concerns of child protection against new media in Turkey as “Moral panics” that means to reawaken and fortify the existing concerns fears of a society again which were already there. As before civil society and print sector was afraid of television’s effect. Binark (2017) emphasized on the need of techno-social policy so, that one can choose what he wants to have rather than being imposed by others. Binark (2017) referred to Livingstone (2010) that media should be handled in a balanced way. It has both opportunities and threats like day to day life. The moral panic created by society against media could distract one from the opportunities that comes with media. Children, parents and other adults need to be taught to handle media messages, complex situations, access authentic information themselves to decide what is right and what is wrong.

Turkey launched media literacy from school. On the other hand, some countries started it even from colleges and adult women but got overwhelmed results. For example, in Indonesia where government and non-government organizations used media literacy to overcome gender divide, empower Indonesian women and encourage the use of ICTs in women. Along with government two organizations Women Information Technology Awareness organization (IWITA) and FemaleDev (Female Development) are quite active. As a result, it gave rise to women entrepreneurship while overcoming gender divide too. Being a fourth largest country²⁰ in terms of population, it’s a great incentive for Indonesian economy and people themselves as well. When housewives and mother run their own businesses from home, they share financial burden of their male family members too. There are many more examples but the thing is to start from somewhere.

Collectively, many countries have already adopted media literacy but how far it meets the standards of critical media literacy is another debate. Researchers and

²⁰ Population of Indonesia. (n.d.). Retrieved February 8, 2019, from <https://www.indonesia-investments.com/culture/population/item67?>

academicians are working in this domain and recent literature shows that it's one of the important concerns in recent debates.

1.5.3. Status of Media Literacy in Pakistan's Neighbourhood

Pakistan is bordered with Afghanistan, China, India and Iran. The media literacy policy by any of the neighbours can support others to adopt the parallel route. For that reason, it's essential to have a look on the neighbouring countries and their media literacy reforms if there are any.

1.5.3.1. Afghanistan

Afghanistan has experienced decades of war and violence including Anglo Afghan Wars, Soviet Union invasion, Taliban conquest, US control, NATO forces presence and tribal issues on borders (Jones, 2010). Afghanistan has both digital and gender divide (Brown & Brown, 2015). Media in Afghanistan is dated back to 1911 but still not able to enjoy freedom and safety. It has faced strict restrictions by government in 1973, went into state control during Soviet Union invasion in 1979 and complete shutdown in 1996 under Taliban Rule. In 2002, foreign donors promoted free press in the country but later, in 2009 government came up with Media Violations Investigation Commission to keep check on media activities. Afghan media has to face state intervention, threats by Talibans and Islamic states as well as by local political and influential people (Gossman, 2015; Lyon, 2015). Many times, media practice self-censorship so not everything got covered. (BBC, 2017).

As far as statistics of mass media are concerned there are above 170 radio stations, more than half population holds television sets and hundreds of print publications. Turkish and Indian music and serials are imported and broadcasted by private networks. Social media is popular but destitute and high priced internet is a deal breaker here (BBC, 2017).

Hanna and Montejo (2017) referred to the Digital Citizen and Fund for the statistics that only 10% population have internet access, 33% literate, more than 40% jobless and 75% lives in rural areas. According to BBC (2017) about one fourth of the

households have internet access though overall computer literacy and ownership is low. Roya Mahboob, the first female CEO and the CEO of Digital Citizen and Fund (An NGO) told to CNBC (Educating Afghanistan's women on digital literacy, 2017) that her organization aims to provide digital equipment and training to women in Afghanistan. She highlighted gender inequalities too. A report of Human Rights Watch discussed issues of female journalists as they have less mobility, sexual harassment, gender bias even within their organizations (Lyon, 2015).

Such issues create a solid digital divide in Afghanistan. No wonder that there are no media literacy work by government. In such scenario, government has to deal with many other issues at the same time. In one way or another, education is one of the basics. By joining hands with civil society and NGOs, government can incorporate media literacy in schools and can raise not only educated but a visionary generation too. Cellular companies are providing 3G and 4G but most of the people can't afford smart phones because of low income. Most of the population lives in remote areas, high illiteracy rate, less jobs, no subsidies from government does allow any significant rise in buying power of general public (Karimi, 2018). Overall, Afghanistan has to handle many challenges but at the same time, critical media literacy can open up new ways for education, employment, and accessing the global market without any gender divide.

1.5.3.2. Iran

Most of the Iranian media is state controlled. There is only one and state owned radio and television channel called Islamic Republic of Iran Broadcasting (IRIB). There are about 18000 radio and television channels are accessible through satellite and receivers. About 125 of them are in Persian. But by law, these channels are banned (Talebuan, 2017). The private and liberal media face penalties if they publish or broadcast against national media policy. Over the last few years, Iranian government is failed to fully control media as foreign funded Persian media outlets keep updated the Iranian public. Iranian cinema quite often makes it to international film festivals though many renowned Iranian film makers are banned in Iran like Jafar Panahi and Asghar Farhadi.

Nearly, two third of the population is using internet that makes about 56.7 million users. There are many broadcasters from Europe, US and other countries targeting Iranian youth and broadcasting in Persian. It's officially banned though widely watched in households as people use VPNs and other programmes to access block sites (BBC, 2017). New media opened up new ways for Iranians to protest and speak up against government and their national laws. But even if it's not against government but against Iranian laws, it might end up someone in jail. For example, Madeeha Hojabri, a 19 years Instagram star was arrested for sharing her dance videos (2018). She had about 600, 000 followers. Later, she condemned her own actions on television. She is one of the many people who face outraged from government for not obeying national laws (Erdbrink, 2018). Iranian Internet users protested against government on Twitter and other social media with hash tags like #dancing_isn't_a_crime. It seems that Iranian government has dual policy which is different for state and public. As state officials use new media to make them heard but public is not allowed to so.

While referring to literacy, the literacy rate in Iran is 98% in male and 97% in female (UNESCO, 2016). That shows women have almost equal access to education in the country. As far as media literacy is concerned Iranian academia and activists are concerned to introduce media literacy in schools. American professors found themselves surprised when they got invitation by an Iranian NGO, "The Media Literacy Research Group" for the first international media literacy conference in Iran (Maley, 2014). The 15th UNESCO on "Cyber space and Cyber culture: Dual specialization of the world" focused on "Media literacy education in Iranian schools" as mentioned by University of Tehran (UT, 2017). It emphasized on multiple literacies with reference to cyber literacy. Such events signify that Iranian scholars are aware that traditional literacy is no more enough but they need government support to step forward. Other than that there is no significance work in the domain of media literacy.

1.5.3.3. China

Having 772 million internet users, China has the largest internet community along with 2600 state owned radio stations, 1900 newspapers, 3300 television channels and about 97.5% youth has access to net through smart phones (BBC, 2018). Government is shareholder of this huge media structure both at national and

regional level. Even foreign media is not free in China and has to follow government directives. Even the Chinese broadcasters abroad are not allowed in China (Qinglian, 2004).

Chinese constitution allows freedom of speech but media regulations give government full privilege to censor, ban, block any content and question, inquire or punish any journalist or media person if found guilty. Government use one of two ways to pressurise journalists, either job loss or judicial persecution. Violence against journalists is common but rarely reported in media (Qinglian, 2004). Many journalists are penalised for criticising government or highlighting poor performance or corruption (Xu & Albert, 2017). As far as new media is concerned, Chinese public have no access to the web portals like Wikipedia, Google, Facebook and YouTube since so long though they have their own web portals, social networking sites and chat messengers. It helps Chinese government to keep control on information and maintain the surveillance on the citizens.

Chinese media literacy approach is more protective than critical. Literature shows that Chinese were concerned about media literacy even in 1920 and it was suggested by that time to incorporate media education in secondary schools in order to educate people to understand journalism and everyday life. But the early media education movement was more basic and less defensive in China (Yanqiu, 2014). According to Yanqiu (2014), media literacy debates were started in China in late 20th century after emerging of new media and it took no time to be something popular even in ordinary people. Media have been under state control for a long time but people were allowed to share their concerns and people (who were aware of creating media content like posters that time) used posters but they had to be careful in their speech and actions. Tan, Xiang, Zhang, Teng and Yao (2012) featured that school, colleges and universities are offering media education in China both conventional and new media in order to understand and use media more safely and critically. There are special programs to train teachers and research centres are working on syllabus and other aspects. Many universities have media literacy research centres and government is fully supporting it though it's still in earlier stages. But Tan et al. (2012) argued that parents don't have enough media literacy and that's also an issue. Because children don't spend all their time in school, they expose to media anywhere and everywhere, ask questions and need more assistance. Even then,

Chinese government and academia seems to be pro-active in media literacy. It's already in a government agenda and part of compulsory curriculum in China (Chetty et al., 2017) that's how China is leaving behind the other countries in the region in terms of digital literacy. But on the other hand, strict control on mass media, less access and less popularity of foreign media make it easier for Chinese government to snoop or control the content. In short, rather than creating critical media literacy in China, it's far more important to censor and ban media in China to maintain the authority of state.

1.5.3.4. India

Media in India is one of the fast growing domain. About 180 million households own television sets and most of them are using satellite which offers about 800 television stations. Print media contains nearly 100,000 newspapers (Karishnan, 2018). It has about 462 million internet users that makes it second largest online community after China (BBC, 2017).

With the proliferation of media in India, the corporate and political influence is also increased (Karishnan, 2018). Karishnan (2018) quoted media practitioner Sevanti Ninan that "The government does not directly exert pressure on journalists; it puts pressure on media owners who usually concede. Self-censorship has gone up tremendously since the BJP government came to power (in 2014)". He quoted a sociologist Srivastava saying that "Large media organizations are being owned and controlled by political and business conglomerates that are using channels and newspapers to undermine their opponents". So the ownership, political and corporate giants have full influence on Indian media. That makes it harder for independent media practitioners to be unbiased and save their jobs.

On the other hand, the second largest internet community is facing challenges of fakes news and hoaxes on new media. That creates social rifts among different, ethnic, religions and cultures within the country. In July 2017, a video depicting a gang of men involved in child abduction went viral on WhatsApp. Soon after that a mob of hundreds of people killed seven men in doubt of that gang. The news was proved fake and killed individuals were proved innocent (Karishnan, 2017). About 32 people have been killed in 2017 due to fake news, rumours on social media and chat applications (Chakrabarti, 2018). Hindu nationalist's parties are using new

media to propagate their agendas through fake news. BBC's research project Beyond Fake News Series (2018) found out that the disinformation and fake news in India are supported by Hindu Nationalists and are giving rise to anti-Muslims narrative. This study also shows that the price fall of mobile phones and low rates of 3G internet is making it accessible to a wide majority (Waterson, 2018). So, the largest democracy is facing challenges of fake news and disinformation. It's hard to keep check on the shared content on applications like WhatsApp as it is end-to-end encrypted. But rather media literacy can help people to look beyond the content.

Media literacy has been understood in various ways in India. It could be learning technical media skills, training of media professionals, learning through ICTs or developing critical media approach for social change (Jayachandran, 2018). India has no formal media literacy reforms as mentioned by Roy (2017). He urged that media education is unavoidable as Indian media is commercialized but there are only few projects mostly organized by non-government sector. Abhivyakti-Media for Development started weekly media training in 11 schools of Nasik, Maharashtra though didn't cover creation of media content. Indian National Council of Education Research and training also added some readings related to understanding of media in few schools. Then, there is a Gandhi Media literacy program but doesn't address proper curriculum or assessment criteria. Nalanda Way Foundation, Chennai, Tamil Nadu came up with a program "Eastside Story" for teenagers which emphasized on creation of media (Roy, 2017). These programs targeted a number of schools and smaller areas mostly urban region.

While having 1.339 Billion people as provided by The World Bank Data (2017), a very active media industry and quite variant society, it doesn't look enough media literacy work in India. An independent research institute in Delhi launched a programme Sarai which focuses on politics in communication and culture and interactions of technology and culture. They set upped free media labs (Cybermohalla) to make technology accessible for youngsters and women and to enable them to create their own media messages for both political and social engagement and become active citizens (Spatial Agency). Asthana (2010) talks about Cybermohalla (Cyber Neighbourhood) in India which aims to create democratic awareness in economically disadvantaged youngsters through media understanding and using it as a tool to create and spread messages. Despite being

economically disadvantaged, this assembly introduce them to new ways to reclaim themselves, their citizenship and identities as an individual and as a community too.

Being exposed to the new possibilities of self expression, confidence of being heard, capability to access and question or comment are viable only through new information and communication technologies. Most of the participants couldn't afford to go school or were school dropouts but this project proved to be an alternative educational opportunity too. The projects like cybermohalla could be trend setter in India and in neighbouring countries too.

1.6. REVIEW

In the first chapter, a comprehension view of media and literacy has been discussed along with the significance and current dynamics of the media and literacy both separately and collectively. Through literature review, the global practices of media literacy have been examined.

Pakistan is bordered with Afghanistan, China, India and Iran. So, three of Pakistan's neighbours, China, Iran and Afghanistan have controlled media and media is considered as a threat to the authority. In China and Iran, media is state controlled whereas Afghanistan has non-state actors to pressurize media. India and Pakistan shares similar historical, social and cultural fabric irrespective of their political and diplomatic relations. Despite that literature shows the beginning of media literacy in India whereas China is far ahead as they already have it on agenda and component of mandatory education.

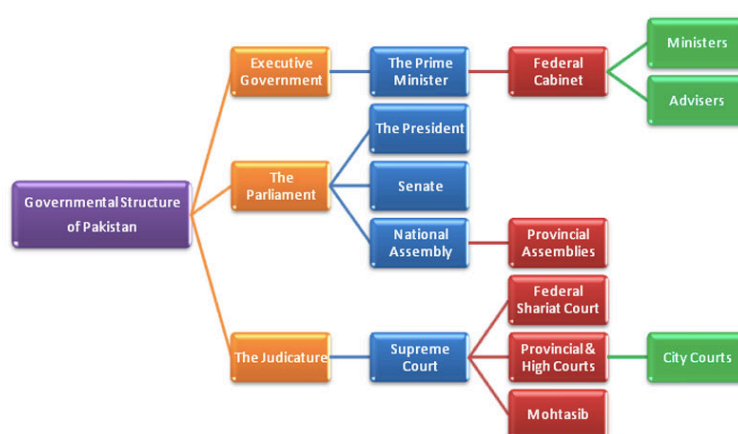
CHAPTER 2

UNDERSTANDING PAKISTANI MEDIA AND LITERACY STRUCTRE

This chapter gives a brief introduction of Pakistan and a detailed view of educational framework and media landscape of Pakistan. Prior to step in media literacy in Pakistan, knowledge of existing educational and media set up can help to understand the feasibility and application of media literacy policy in Pakistan.

2.1. PAKISTAN

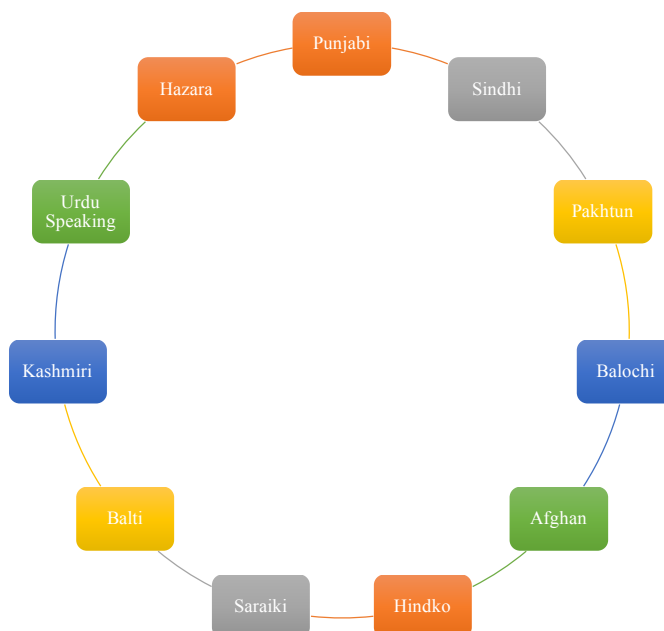
Pakistan has an important as well as sensitive geographical position as it shares border with China, Iran, India, Afghanistan and Arabian Sea, having about 1.93 million of population (The World Bank, 2016). Pakistan is rich in natural resources as it has rivers, land, mountains, hills, dessert, sea and minerals. It has struggled through political instability, military rule and terrorism over the time. It has federal parliamentary political system and bicameral legislature. By constitution, it's an Islamic and democratic country which guarantee full religious freedom to minorities. Elections are held every five years. The elected government has been out thrown by military for three times and mostly uncertain political situation doesn't allow democratic governments to complete the tenure.



Graphic 2. Governance Structure in Pakistan. Source: (National Defence Foundation)²¹

²¹ National Democratic Foundation. (n.d.). National Democratic Foundation. Retrieved from <http://www.democraticfoundation.com.pk/govt-structure-of-pakistan>

Pakistan is really very diverse in many ways. Pakistani culture is a combination of many regional cultures as Punjabi, Sindhi, Balochi, Pakhtoon, Balti, Kashmiri, Kalash and other tribal cultures. These regional cultures are substantial in their own way as they have their own languages, dresses, cuisine, norms and traditions.



Graphic 3. Ethnic and Sub-Cultural Identities in Pakistan²²

By religion, Pakistan is an Islamic country having about 96% Muslims (Pakistan Bureau of Statistics) along with other minorities including Christians, Hindus and Sikhs. Apart from that 96% Muslim majority have minorities in itself too. According to US Department of State, 75% of Muslim population is Sunni and 25% is of Shia faith. This 75% of Sunni Muslim population include a wide majority of Bralves, Salfis, Deobandis, Bohras and Ismaili. Some of them are hot targets of extremist groups that include Shias, Ismailis and Ahmadiyahs (Sheikh, 2018). Both government and media do not give the equal importance to the Muslim minorities. The official languages are English and Urdu though Punjabi, Sindhi, Balochi, Pashto, Saraiki, Kashmiri and Balti are regional languages. Overall, Pakistan is culturally very rich and at the same time, it's quite sensitive.

²² Graphic 3 has been made by researcher in order to show the diverse cultural identities in Pakistan. The information has been retrieved from the following source: Paracha, N. F. (2016, December 23). Here is why Pakistan is more diverse than you thought. Retrieved February 7, 2018, from <https://www.dawn.com/news/1296772>

Pakistan is the 6th largest country by population which is a plus as having huge human resource but Pakistan is facing high rate of poverty, unemployment, inflation and foreign loans. According to UNDP, around 40% of the population is experiencing poverty (Hassan, 2016). Some regions like FATA or Baluchistan have 70% of economically disadvantaged population. Joblessness, economic issues and inflation give rise to brain drain in Pakistan (Laila & Fiaz, 2018). Qualified and skilled people do not miss any chance to migrate. Some youngsters who do not find any legal way to move abroad become target of immigration agents and often adopt illegal ways to move abroad.

According another report of UNDP, Pakistan's 64-65% population is under 29 years of age and 70% of them are literate, 52% of them hold their own phone and 70% of them are literate. The author of the report Adil Najam elaborated it further by adding up that these statistics do not only represent a young country but a young country even after 2040 (Najam, 2017). UNESCO country programming report (2013, p.4) also emphasized on the fact that 68% of population is under the age of 30. Youth is strength of any country but to direct them in the right direction is a great responsibility. For that only resources and opportunities are important but to teach them how to use such stuff. The huge population of youth also shows that most of the media users are youngsters especially new media. Youngsters are using social media the way they want (Tariq et al, 2012). Indeed, new media is empowering youth but is it really a win-win situation? That's another debate.

2.2. EDUCATION IN PAKISTAN

Education is crucial for development and growth of any country. In Pakistan, education has been on agenda of every government and even NGO's are active in this domain. According to Article 25-A of 25th Amendment of Pakistani constitution (2010), it gives a right to 12 years of free and compulsory education for every Pakistani citizen aged 5 to 16. Pakistani education system is divided in several parts in several ways.

Level	Pre-School	Primary	Middle	Secondary	Higher Secondary	Higher Education
Grade	Play group, Nursery, Prep	1-5	6-8	9-10	11-12	Above 12
Sector (Govt or Pvt)	Only in Private	Both	Both	Both	Both	Both
Curriculum	Different	Different	Different	Almost Same	Almost Same	Different

Table 9. Education System in Pakistan

There are a number of organizational set ups involved in education system in Pakistan and they vary in terms of their functions.

Organization	Nature	Functions
Ministry of Federal Education and professional training ²³	Federal Government	Higher Education and Standards in Higher Education, Technical Education and Vocational/Professional Training, Non Formal Basic Education, Adult Literacy, Coordination with Provinces/ Areas, Secretariat of Inter Provincial Education Ministers' Conference (IPEMC), National Curriculum Council, National Education Policy (NEP), International Cooperation
Higher Education Commission ²⁴	Federal Government	Formulating policies and frame work for higher education institutions, organizing seminars, conferences and workshops, advising government on budget for public universities, advising on charter attribution to both public and private universities, establishment of fellowships, scholarships, establishing link between industry and education sector, guiding institutions on curricula, evaluate performance of institutions.
Boards of Intermediate and Secondary	Government	Every province is divided into regional boards who commence secondary and higher secondary level examination. All schools have to be affiliated with

²³ <http://www.moent.gov.pk>

²⁴ <http://www.hec.gov.pk/english/Pages/Home.aspx>

Education ²⁵		their relevant board.
Education and Literacy Department Sindh ²⁶	Provincial Government	Designing policies, planning and application, prepare curricula, handle provincial schools and colleges
Education Management Information System ²⁷ , Balochistan	Provincial Government	Handling Policy, planning and implementation, formulating curricula, managing provincial schools and colleges
School Education Department, Punjab ²⁸	Provincial Government	Policy and legislation for primary, middle, secondary and higher secondary education and institutions, formulate curricula, conduct teachers training programmes, maintain quality of education in the province.
Punjab Education Sector Reform Program ²⁹	Provincial Government	Work for transparency, collaboration and innovation in education
Pakistan Madrasah Education Board ³⁰	Government	Designs syllabus and code of conduct for Madaris, conduct examination and handle equivalence certification

Table 10. Education Regulatory Bodies in Pakistan

Some other institutes, NGOs and international organization are also active either by promoting education or handling educational projects such as Education Policy and Data Centre, Idara-e-Taleem-o-Agahe (Institute of Education and Awareness), Institute of Social and Policy Science, United Nations Development Programme, World Bank etc. Generally, schools could be divided into three categories;

Government Sector	Private Sector	Madaris
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²⁵ <https://www.fbise.edu.pk>

²⁶ <http://www.sindheducation.gov.pk/pages.jsp?page=mission>

²⁷ <http://emis.gob.pk>

²⁸ <https://schools.punjab.gov.pk>

²⁹ <http://www.pesrp.edu.pk/pages/mission>

³⁰ <http://pmeb.edu.pk/contact-us/>

Federal Schools ³¹ Provincial Schools	Beacon House ³² , Froebels ³³ , Educators ³⁴ , Roots ³⁵ , LGS ³⁶ and many more.	Different school of thoughts have their madaris for religious education
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Table 11. Division of Schooling Systems

Despite of the fact that education has to be free as constitution states, it's not. It is free only in provincial schools in Pakistan other than that all government and private institutions have their own fee structure. One of the most popular private schools of Pakistan Beacon house is charging about 15000 PKR (Pakistani Currency Rupee) monthly for a pre-school kid. Other private schools have their own fee structures. Quite interestingly that's the minimum wage in Pakistan so, obviously not a normal person can afford it. Whereas the Federal Schools are charging about 200 PKR monthly. Then, there are provisional schools which are free but lack teachers, infrastructure and quality of teaching.

Schools	Curriculum	Fee	Class strength	Teachers Hiring	Teachers Assessment	Extra-curricular Activities	Parent-Teacher Meetings	Medium of instruction
Federal	Same	Minimal Fee	Crowded	Mostly Permanent	Rare	Sometime	Occasional	English
Provincial	Different	Free	Crowded	Mostly Permanent	Rare	Rare	Rare	Different
Maddaris (Private)	Different	Free	Crowded	Contract Based	Rare	Rare	Rare	Urdu
Private	Different	Average to very high	Small Groups	Contract based	Regular	Regular	Regular	English

Table. 12. Schooling Structure in Pakistan

Examination system varies from school to school. Most of the schools use their own assessment and examination methods except the class 5th, 8th and above. For class 5th, 8th and above, examinations are designed, taken and assessed by central regulatory bodies. Written examinations are taken though some courses include practical or viva voce too.

Pakistan has huge inequalities in the education system, economic, gender, regional

³¹ <https://www.fbise.edu.pk>

³² <https://www.beaconhouse.net>

³³ <http://www.froebels.edu.pk>

³⁴ <http://www.educators.edu.pk>

³⁵ <http://www.rootsinternational.edu.pk>

³⁶ <http://lgs.edu.pk>

and provincial. There is not just a cost difference, that manifests class difference, economic power of parents, facilities at school, teachers training and qualification, teacher's pay scale, teacher's financial state, curriculum, methodology, overall quality of education, class room environment, evaluation and assessment and much more. When a teacher is well paid, satisfied with job incentives, manageable number of students, have well-planned curriculum, facilities to use latest technology and output demand from the institution, that teacher will do more than a government school teacher who has less or no facilities, over-crowded classes, financial issues, unplanned syllabus, no or less job insecurity, no output demand, no teachers' assessment, no or less parent-teacher interaction. The question is not about who is at fault but the question is that whose loss is this? Yes, the students. This is just not the upbringing of young generation in different systems but raising them as different social groups.

In terms of critical education, this education is not yet successful to achieve that goal in anyway. Ullah (2014) says that in recent years, many initiatives have been taken to enhance the quality of research at university level in Pakistan but almost no attention has been paid to classroom interaction where the actual learning process happen. Being a professor himself, Ullah (2014) do not see any reforms to root out the colonial banking model of education from Pakistan where memorizing and cramming are the core competencies of a student. Rather such education system blocks the critical competencies of students. Another pitfall is narrative teaching in Pakistan where the same syllabus has been taught with fewer or minor updates and students are asked to memorise and reproduce in the exam (Khan, Khurshid, Malik, & Hameed, 2017). The teacher needs to be involved in the learning process rather than dictating what to do. As Khan et al (2017) quoted Freire (1970) "to teach is not to transfer knowledge but to create possibilities for the production or construction of knowledge". But this practice is missing from education system in Pakistan. Even the rise in literacy rate in Pakistan couldn't end social injustice, sectarianism, gender inequality and cultural bias from mind sets (Raja, 2005). So the existing literacy is nothing more than paper based certification of being literate. According to Parveen (2015), critical pedagogy would be not open up its wings in Pakistan until educationist get inspired by the outcomes of conscious learning. It cannot be an overnight shift in a diverse country.

Opening up new institutions, enrolling more children, offering more scholarships or equipment is useless until the actual learning activity is redefined with right measures. Raja (2005) also mentioned that literacy or the increased number of literate people cannot help but to create consciousness. That's possible with uniform policy, equal opportunities and working on classroom interactions as well as to follow up each and every initiative to maintain it. Pakistan needs to needs to handle many challenges but a conscious nation can take the responsibility of itself but only if it is allowed to get that consciousness through proper education system.

2.3. MEDIA IN PAKISTAN

Pakistani media history has strong foundation since pre-independence³⁷ days. By that time print media had been used to create critical thinking, awareness and to counter propaganda. Nowadays, print media lost its position specially in youth, electronic media is really very popular and social media is proved to be double edged sword for public after new cyber laws in the country. Overall, media has great impact on both government and public in Pakistan.

2.3.1. Print Media

If we go back in history, independence movement³⁸ had used print media quite effectively. Not only publication even alternative modes of expressions have been used. Muhammad Iqbal, the very famous poet of sub-continent used poetry to make people aware and conscious of their rights.

Other than that Sir Syed Ahmed Khan brought educational reforms for Muslims of sub-continent. While referring to journalism and literary foundations built both in pre-independence era and during independence movement, one can count Sir Syed Ahmed Khan, Maulana Zafar Ali Khan, Maulana Muhammad Ali Johar, Molana Abul Kalam Azad and Hasrat Mohani with valuable contributions. There were few important publication (pre-independence

³⁷ Pre-Independence era is referred to the time before 1947 when India, Pakistan and Bangladesh were one country. India has been colonized by Britain during 1757-1947.

³⁸ In 1857, local people revolted against Britain but couldn't succeed. Later, Muslims of sub-continent had realized the need of separate state and struggled for it which is called Independence movement.

publications are shown in Table.7) which created consciousness among the Muslims of Subcontinent and strengthened Pakistan Movement (Tehami, 2004, p.52). These literary contributions had one aim to create awareness and make people think what they want for their future, when, why and how? Sir Syed Ahmed Khan went for an extra mile to convince people to send their children to school as during British Rule, majority was not convinced to send their children to English schools. For that reason, Muslims were falling behind in job competition and promotions whereas Hindus were taking the lead by switching fast to English education. So, print media had been used as a tool for education and awareness of the Muslims of sub-continent.

At the time of independence, there were only four Lahore based Muslim owned newspapers but soon after independence, Pakistani press got a strong position and various newspapers and journals appeared but couldn't maintain it. Tehami (2004, p.83) mentioned post-independence scenario of media as many publications were closed because of financial instability though many were started that time. Gradually, print media got firm progress in Pakistan.

Pre-independence/ During Pakistan Movement (Before 1947)	Post independence (After 1947)	Present Situation
<i>The Zamindar, The Ehsan, The Hamdard, The Comrade, The Mohazzab, The Inqalab, The Nawae-i-Waqat, The Dawn</i> (Tehami, 2004)	<i>Pakistan Times, Nawa-e-Wakt, Zamindar, Civil and Military Gazette, The Civil and Military Gazette, The Pakistan Times, The Nawa-i-Waqat, The Jung, The Mashriq, The Imroze, The Wafaq, The Azad, The Maghrbi Pakistan, The Masawat, The Pukar, The Muslim, The Dawn, The Frontier post, The Markaz, The Nation, Urdu Digest</i> (Tehami, 2004)	<i>The Dawn, The Jung, The Nawa-e-Waqat, Urdu Digest, Express tribune, The News, and many regional newspapers and publications.</i>

Table 13. Prominent Publications in Print Media

At the moment, big media groups are maintaining their newspapers successfully and some of them are running television channels as well whereas small and regional newspapers are struggling for their survival. Cross ownership is quite common in the country.

2.3.2. Radio

When we consider electronic media, we see that Pakistan inherited only 5 radio stations at the time of independence. People used to listen radio for news, sports commentary and other programs (Tahir, 2010). Radio has been source of information and entertainment even for those who couldn't read. The arrival of FM radios in Pakistan added variety to this medium but could be enhanced in many ways. The former senator and federal minister of Information and Broadcasting Javed Jabar (SMIU, 2016) highlighted that how community radio is giving voice to local communities at international level but in Pakistan FM licenses are issued through open auction and on commercial basis which is a complete loss of the actual purpose of these radio stations.

Private FM stations have been working in all over the country but the practices have been changes. Unlimited music and talk shows though plenty of advertisement is way FM radios have adopted to sustain themselves. The number of listeners in urban areas are decreased as more people moved to visual media. In tribal areas, some non-licensed FM stations are also working and controlled by some extremist groups to communicate with local community. In rural areas where people rely on Radio for news also listen foreign broadcasting services like BBC or AIR etc. In tribal areas, some extremist groups have been using FM to promote their agenda in local community though such Radio channels have been banned by authorities (FRC, 2012). Here, it's important to notice that even extremist groups are handling FM radios in their own interest but our private FM stations have no agenda instead of getting more advertisements, playing foreign music and talks as fillers.

2.3.3. News Agencies

Since the independence (1947), Pakistan has its own new agency Associated Press of Pakistan (APP). There are some other prominent local news agencies too. Apart from them, many foreign new agencies are working in the country.

News Agencies in Pakistan			
Associated Press of Pakistan	Pakistan Press International	United Press of Pakistan	Other local and foreign news agencies include BBC, TRT, DW etc.

Table 14. Prominent News Agencies in Pakistan

2.3.4. Television

First television station had set upped by government by the name of "Pakistan Television" commonly known as PTV in 1964. It got popularity in general public in no time. The transmission was initially limited to few hours and just black and white though it added colors to people's lives. Even having insufficient technical support, PTV produced some of the ever-green programs. PTV's dramas had power to change the life styles as people used to close markets, end their routine activities and go home just to watch prime time drama. Not everyone could afford television set but people were gathering at that one's home who was fortunate enough to have a television set. Gradually, it became necessity rather than a luxury to have a television set. The news bulletin of 9:00 P.M became an authentic source of news though radio was still there.

During the tenure of President Musharraf, private channels got licensed and media experienced freedom to the fullest in 2008. Since that time news media has been transformed in Pakistan. Private channels took the lead from the state television for both news and entertainment. On the other hand, private television sector step forward then just being a watchdog. In Pakistan, media is playing the role of third pillar. It's no more a bridge connecting government and people rather it's a party itself.

2.3.5. Theatre

Before and even after the arrival of television, theatre has been popular among the masses. Many of the early television actors and directors were the ones from theatre. For last few decades, theatre used to be limited to specific audience and known to present inappropriate content. But in recent few years, some educated and

motivated groups are trying to produce qualitative content. For example, Sarmad Khosat³⁹ and Sania Saeed⁴⁰.

2.3.6. Puppetry

Puppetry (commonly known as Putli Tmasha in sub-continent) is a form of community media. Mostly, in cultural festivals, folk stories are performed to promote love and peace (R, 2011). Rafi Peer and Farooq Qaiser gave a new rise to puppetry in Pakistan by proper training and encouraging youngsters to use it for both entertainment and awareness in the society by story telling. But after the arrival of new media, puppetry is no more popular in urban areas though still entertaining for rural areas.

2.3.7. Lollywood, Pakistani Cinema

History of Pakistani cinema is dated back in 1929 pre-independence time as Indian Cinema. After the independence of Pakistan cinema was affected due to technical and economic issues but sustained itself. It wouldn't be wrong to say that before the military coup of 1977, cinema was really popular among the masses. People from all segments of society used to go cinema with families. In fact, between 1959-1977 was the golden era or Pakistani cinema. But it was targeted during the military coup of General Zia-ul-Haq. After that time, Pakistani cinema faced consistent decline till 2000. Many cinemas had been closed because of economic loss and strict policies. Some groups used to throw ink on the film posters or use other tactics to destroy them. Even few cinemas were burnt.

Other than that cable television effected our cinema industry. When people have access to Indian movies for free, why would they pay and go to cinema? In last few years, some Pakistani directors and producers took a risk to invest and

³⁹ Sarmad Khosat is a Pakistani actor, director, screenwriter and academician. He has many successful television and theatre plays on his credit.

Sarmad Khoosat. (2018, November 09). Retrieved from https://en.wikipedia.org/wiki/Sarmad_Khoosat

⁴⁰ Sania Saeed is working in to both theatre and television as an actress. She has used theatre as a medium to raise voice against the dictatorship along with her father and husband during 1982-1992.

Sania Saeed. (2018, September 19). Retrieved from https://en.wikipedia.org/wiki/Sania_Saeed

produce family-oriented films and revive Pakistani cinemas (Kirk, 2016). These films *Bol* (by Shoib Mansoor, 2011), *Khuda ke liye* (by Shoaib Mansoor, 2007), *War* (by Bilal Lashari, 2013), *Punjab nhi jaungi* (by Nadeem Baig, 2017), *Ramchand Pakistani* (by Mehreen Jabar, 2008), *Main hoon Shahid Afridi* (by Syed Ali Raza, 2013), *Namalum Afrad* (by Nabeel Qureshi, 2014) and many others.

Young film makers are focusing on quality and low budget films. Sharmeen Obaid Chinoy⁴¹ a female Pakistani film maker won Oscar twice in 2000 and in 2012 (Khalil, 2016). All of this shows that there is still hope and some sincere efforts could take Pakistani cinema to new heights. Some media policies and censorship are still suppressing films which highlight political loopholes. For example, Ashir Azeem's⁴² political thriller "*Maalik*" passed all the three censorship boards but banned by federal government ("*Maalik* Movie", 2016). So, the road is still not smooth for thought provoking media content and scripts challenging ruling class.

2.3.8. Foreign Media

When we refer to foreign content in Pakistan, it's excessive and somehow damaging local media industry though giving a wider perspective. People living close to Indian borders always had access to Indian TV channels and radio even without cable and satellite. On the other hand, cable network and satellite are quite common across the country. For a long time, Indian films and soaps have huge

⁴¹ Sharmeen Obaid Chinoy is Pakistani film maker. She won Oscar twice though her films her not celebrated in Pakistan. The general perspective is that she is encouraged by foreign media because her films depicts Pakistan negatively. A fiasco was created on twitter when a doctor sent a Facebook request to her sister and Chinoy tweeted it as harassment. The doctor had to lose his job. But it created a huge debate in Pakistani social media users that how a Facebook request could be harassment. (<https://tribune.com.pk/story/1544337/4-celebrities-react-sharmeen-obaid-chinoy-facebook-shuts-page/>)

⁴² Ashir Azeem is a film director, actor and former civil servant from Pakistan and now, settled in Canada. He used media to bring social reforms. His film "Maalik" (2016) was banned in Pakistan though released in other countries. He won the legal battle but still government didn't let him release that film in Pakistan. Now, he is driving a truck in Canada and using YouTube and Facebook to bring social change in Pakistan. (<https://www.youtube.com/channel/UCYEbvKwxoWzJbmmyQYx6U3A/about> https://en.wikipedia.org/wiki/Ashir_Azeem)

viewership but now, Turkish soaps are taking the lead. For channels, it's less costly to import foreign serials as compare to the production of serials.

Some reports claim that most of the TV channels are broadcasting 30-90% of foreign content and local TV industry including producers and actors are upset on it (Khan, 2018). Many famous TV stars are being offered to do voice over for foreign content. It's not wrong to broadcast foreign content but it shouldn't be at the cost of destruction of local industry. Other than that there are various implications of this foreign content. For instance, millions of people in Pakistan have Indian songs as ring tone on their phone. So researchers also gave the figure of 70 million people having Indian songs on ringtone (Naseer, Nawaz, Azhar, Andleeb, Ahmed & Riaz, 2014). Children and youth are taught historical narratives by Indian perspective as Pakistani media itself failed to produce counter narrative or to design programs to for children. This could lead to cultural imperialism. As during colonial era, British influenced the Indian culture. Colonial control is ended but colonial mind sets still exist in life styles specially in education system of South Asia (Khan, 2010). Now, Pakistan has Indian influence and if it would

2.3.9. New Media

Internet gave access to unlimited content. Until the arrival of smart phones, people having laptop and landline connection could access the internet but smart phones and 3G, 4G technology have make it accessible to a huge population. People are accessing, using, generating, questioning, discussing a variety of media content. Cyber space has opened new opportunities to communicate, debate, promote and question anything and everything. Before smart phones, there was a huge digital divide but now, it's different. People from all ethnic and cultural, social, economic, educational and political background are interacting with each other through new media.

As Pakistan has a very diverse society, people share, argue and debate on their actual issues. It's more like people took their personalities, pride, weaknesses, prejudice with them to cyber space (Boyd, 2014). In addition to that citizen journalism and social activism are the outcomes of new media in Pakistan.

New media gave voice to voiceless segments of society. People react against injustice, inequalities, discrimination, biasedness and almost all social and political evils. In the result, authorities have to consider their demands. Before new media, there was no direct way to approach ruling class and even if some individuals could, it couldn't have the same impact as it has now. For instance, Zainab's rape case, Khadija's case, Shahzaib's murder case, Naqeebullah's encounter.

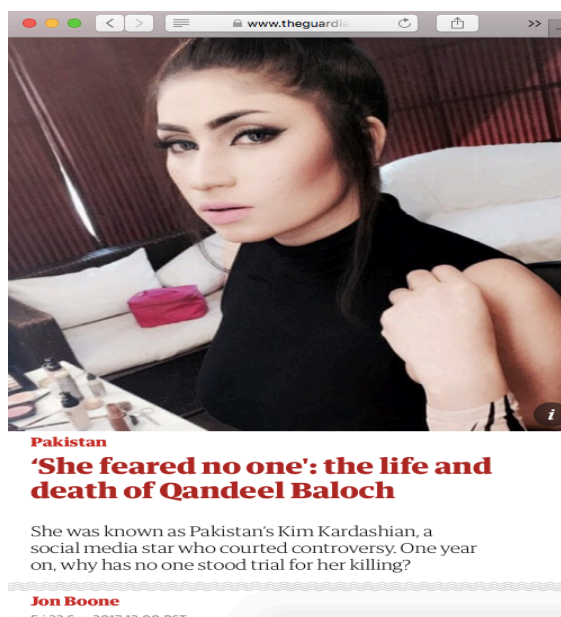
Incident	Details	Date & Location	Source	Twitter trends
Zainab's rape case	A 6 years old girl was kidnapped, raped, killed and dumped in a trash box by a neighbour	4 th Jan, 2018 in Kasur.	https://www.bbc.com/news/world-asia-42637027	#JusticeForZainab
Naqeebullah's case	A 27 years old man killed by police in a staged fake encounter.	16 th Jan, 2018	https://www.aljazeera.com/news/2018/01/police-killing-naqeebullah-mehsud-angers-pakistanis-180119081758397.html	#Naqeebullah #RaoAnwar #JusticeForNaqeeb #Naqibullah
Khadija's case	A 21 years old girl stabbed for 23 times by a classmate, son of an influential lawyer. The accused was angry on breakup and he also hacked Khadija's Facebook profile before.	May, 2016 in Lahore	https://www.theguardian.com/world/2018/jun/10/khadija-siddiqi-case-fight-all-pakistani-women-courts-stab-victim	#WeAreWithKhadija #KhadijaTheFighter #JusticeForKhadija
Shahzaib's case	Killed by a son of feudal family when Shahzaib stopped him from harassing his sister.	25 th Dec, 2012 in Karachi	https://tribune.com.pk/story/486791/shahzebkhans-murder-online-movement-enters-the-real-world/	#JusticeForShahzaib #ShahrukhKahnJatoi

Table 15. Call for Justice by Social Media

People also got name and fame by new media. For example, Arshad Khan (tea seller), Qandeel Baloch and many others. Arshad Khan, a blue eyed, teenaged tea seller became a social media sensation when someone shared his picture on Twitter. People got crazy for his looks and he immediately got modelling offers. On the other hand, Qandeel Baloch, a young girl, used social media after getting rejection in modelling audition and got popularity along with huge criticism for being bold (Boone, 2017). She got name and fame though the same caused her killing in the name of honour.



Picture 1. Arshad Khan, The Tea Seller⁴³



Picture 2. Qandeel Baloch, The Model⁴⁴

Online media has also created a huge work platform however job seekers have to identify opportunities themselves. Many of Pakistanis work online and many of

⁴³ Molloy, M. (2016, October 19). Arshad Khan: 'Dreamy-eyed' tea seller becomes model after photo breaks the internet. Retrieved from <https://www.telegraph.co.uk/news/2016/10/19/arshad-khan-dreamy-eyed-tea-seller-becomes-model-after-photo-bre/>

⁴⁴ Boone, J. (2017, September 22). 'She feared no one': The life and death of Qandeel Baloch. Retrieved from <https://www.theguardian.com/world/2017/sep/22/qandeel-baloch-feared-no-one-life-and-death>

them adopted new media to extend their businesses. Ecommerce is still in the earlier stages across the country. By extension of online ventures, a consumer awareness is also raised. For example, many of the community groups are active on different social platforms where people share their experiences concerned to various online stores and services. It wouldn't be wrong to say that new media provided opportunities to improve consumer experiences, by highlighting consumer crimes and by uniting people to boycott shady or fraud product and services.

On the other hand, businesses are also competing each other in both services and marketing. Government also realized the significance of this new job market and recently offered some courses to unemployed graduates like freelancing, graphic designing, web designing, basic computer etc. Private institutes are also offering such courses. In this regard, Technical education and vocational training authority (TEVTA) in supervision of Punjab Government is playing an important role but there is no framework to make course providers accountable or to check the effectiveness or efficiency.

2.3.10. Media and Political Interactions

Pakistan has been under three military coups in different times as during 1958-1969 by General Ayub Khan which handed over to General Yahya Khan who ruled during 1969-1972, during 1977- 1988 by General Zia-ul-Haq and during 1999-2007 by General Pervez Musharaf (Hashim, 2013).

Military rule effected almost all spheres of the state including media. It's interesting to see that media was handled differently by different military rulers. For instance, the private TV channels were launched by General Musharraf in 2008 and since then, state channel lost its monopoly. Whereas during the rule of General Zia, his approach of Islamization had affected media. The only available television channel by that time was PTV and it faced huge censorship. It was the first ever and only time in Pakistan's media history when female presenters were directed to cover their heads. The script writers were instructed to adopt mystic themes, singers to choose folk music, Islamic spirit and patriarchy was promoted. PTV experienced

heavy censorship and strict policies but the attributed father of Television in Pakistan Aslam Azhar⁴⁵ opposed such censorship (Shahid & Shahzad, 2017).

In addition to that more like international political trends, Asian governments also joined Facebook, YouTube and Twitter to directly connecting with their citizens but are still far behind as compare to some other countries (Kuzma, 2010). In Pakistan dynastic politics have been dominated for many decades. Only few elite families have enjoyed the power again and again. The elections 2018 have shown that people want social change and ready to accept something new when a comparatively new political party won the election who struggled and campaigned for 22 years to break the chain of dynastic politics. But in last few years, this campaign became more effective and popular among youth because of the new media. Specifically, in 2013, for the first time ever, PTI⁴⁶ (Pakistan Tehreek-e-Insaf) was the trend setter political party of Pakistan who used social media to run their political campaign which proved to be a milestone for the whole political system in Pakistan to know the effectiveness of new media (Ahmed & Skoric, 2014). Since that time, Pakistani politician are using both conventional media and new media for political campaigns. Mass media campaigns are quite expensive and not every politician can spend that much though all of them participate in mass media campaigns more or less. But new media is proved to be inexpensive and more effective. Without any price or time bargain, as it directly connects you with your desired audience even much more than that. It establishes a two-way interactive connection where receiver is no more passive and one could be receiver, sender, producer at the same time as Bird (2011) also discussed that passive roles are transformed to the extent that where all became *producer* and receiving, offering and sharing not only messages but services too.

In contrary to opportunities provided by media for political setups, Pakistani political spheres also couldn't resist against fake news. For instance, The

⁴⁵ Aslam Azhar was the founder of Pakistan television. He had to set aside from Pakistan television during General Zia-ul-haq's rule. That time, he used theatre for social change. Masood, T. (2015, December 30). Aslam Azhar – far from the madding crowd. Retrieved from <https://tribune.com.pk/story/1018841/aslam-azhar-aloof-from-the-maddening-crowd/>

⁴⁶ PTI (Pakistan Tehreek-e-Insaf) is a political party in Pakistan run by former international cricket play and current prime minister of Pakistan Imran Khan. <http://www.insaf.pk>

Cambridge Analytica (CA) scandal revealed data breaches and influencing public during US presidential elections (2016) and then during Brexit(2016). Later, Pakistan's ousted prime minister Nawaz Sharif was accused to hire CA's services during elections 2018 and during heir court trials to keep themselves popular among the public. This allegation came up by not a very popular website and soon went viral. Mainstream media, political parties and general public reacted on it without assessing the source of news. People made memes, videos and wrote posts on it (Janjua, 2018). The point is, while providing new public space, media brought challenges too. Even conventional media cannot resist to understand rather depending on new media for news stories.

2.3.11. New Media Policies, Laws and Regulators

In Pakistan, Ministry of Information and Broadcasting (MIB), Ministry of Information Technology (MIT), Pakistan Telecommunication Authority (PTA), Pakistani Electronic Media Regulatory Authority (PEMRA), National Response Center for Cyber-Crime (NRCCC) are some of the media regulators. With the convergence of media, media regulators. Former Minister of Information and Broadcasting Javed Jababr (SMIU, 2016) emphasized that with the convergence of media, policy makers and media regulatory bodies also need convergence as all the diverse media is one media now and smart phones are facilitating excess to anything from anywhere on a single touch. By convergence or close networking more effective policies could be planned and introduced (Yusuf, 2009).

Government of Pakistan passed highly controversial Cyber Crime bill in 2016 with the idea to make cyber space safer than before but media activists consider it as an attack on constitutional rights that includes freedom of expression and right to information. It could be another way to control new media. As Nighat Dad, the founder of PDRF⁴⁷ is quoted by Ahmed (2016), "the overly broad language used in the bill ensures that innocent and ignorant Pakistani citizens, unaware of the ramifications of what the bill entails, can be ensnared and find themselves subject to very harsh penalties." This bill has been criticized by both social activists and IT

⁴⁷ Pakistan Digital Rights foundation. Nighat Dad is a lawyer and social activist who founded an organization to raise awareness of digital rights particularly in women and to secure them from cyber harassment.

experts as it blurs the line between “Government’s absolute power” and “Citizen’s invincible rights”. The cyber wing of Federal Investigative Agency of Pakistan (FIA) has launched a campaign to spread awareness among the masses. For that, they are conducting weekly online program to explain the cyber laws, banking, identity theft, cyber crimes, data breaches, bullying and blackmailing. This programme is the one and only attempt by government to create some media awareness, information handling and personal safety. But media activists do not see this set up as neutral and fair for all rather an attempt to control public and their information. There could be some shady areas but cyber crime law also provide safe guard to general public against the cyber crimes which are apparently new in Pakistan.

Cyber law along with blasphemy law adds risk to general public who doesn’t understand the grey areas in the policy and law. Blasphemy law of Pakistan which has been mishandled and used for personal grudges has been criticized by social activists but a wide majority supports it while without even understanding it just because they are preached that it is to protect the religion. Every time, when an attempt is made to make some changes to this law, it creates outraged among some religious groups, results in nation wide protests and assaults on individuals and national property. It is important to understand that there are more stances of blasphemy online as compare to real life and anyone for anything could be accused of blasphemy. Just in 2 years’ multiple cases of online blasphemy have been seen (Editorial, 2016). So, it could be use and being actually used to fulfil personal or political grudges, Muslim minorities, non-Muslim minorities, liberals and critics. Salman Haider a media activist and professor was accused of blasphemy for sharing poetry which was written by another poet many decades ago (Zehra-Malik, 2017). The media regulations, law and policies needs to be revised with fair use approach to minimize misuse.

2.3.11. Conventional and New Media in Pakistan

New media challenges traditional media in many ways. Traditional media cannot control news anymore. Citizen journalist, bloggers and social media activists share and discuss news in no time. New media is popular because of its some special features like constant availability, accessibility, flexibility,

interactivity, alternative options, chances to raise your own voice and question what's happening and why? On the other hand, excessive information makes it harder to identify the fake news.

Internet is fast and controversial news go viral earlier and create unrest among the masses. Not everyone cross check what comes across to them. Specially, people trust print media and even television to some extent. News channels are telecasting investigative reporting, crime stories, re-enactments, satire and political shows (Mahsud et al, 2013) though preferring controversial topics to get more rating.

Many times, rumours have been attributed to Government and private organizations and later, clarified. For example, Dawn leaks⁴⁸ were one of the most popular news scandal in Pakistan as it targeted two major institutions, government and military while raised concerns on national security. It was published in an English newspaper but the military head of Pakistan tweeted in response to reject this news story. That tweet was misinterpreted as a conflict among civil and military leadership which was later clarified (Sikandar, 2017). But the point is, conventional media and new media are going hand in hand in Pakistan. There are cases where conventional media pick up stories and views from new media. Then, there are cases where new media reacts, affirms, reject, support or mock conventional media.

2.3.13. Challenges for Media and Communication Sector

Media also brought some challenges for Pakistan no matter if its conventional or new media. To handle, such challenges and take maximum advantage of media Pakistan needs proper policy making and proactive strategy. Some of the challenges are discussed below;

⁴⁸ Dawn leaks is attributed to a story published in a Daily Newspaper Dawn in Pakistan by the reporter Cyril Almeida. That referred to give some insights of Pakistan's and Military leadership's meeting minutes. It revealed that civil government is asking military to take action against militant groups in order to avoid international isolation. This news led to create immense pressure on Pakistan from both internal and external factors. Specially, it created tension among Pakistan and its traditional rival India.

Khan, A., & Ahmed, B. (2017, May 02). What are the 'Dawn Leaks'? A look into Pakistan's headline-making news scandal. Retrieved from <https://arynews.tv/en/what-are-the-dawn-leaks-a-look-into-pakistan-infamous-news-scandal/>

2.3.13.1. Freedom of Speech

Pakistan has been listed in one of the most dangerous countries for journalists by International Federation of Journalists (2017). Many journalists and other media persons have been kidnapped, attacked and killed. Even many social media activists have experienced violence and abduction. For that reason, some media organizations and journalists are forced to apply self-censorship in order to be safe. It's not even safe to work in the field, many journalists and other media workers had lost their lives while covering events. In the view of Joel Simon, executive director of Committee to protect journalists (CJP, 2010),

For many years, journalists in Pakistan have been murdered by militants and abducted by the government. But with the rise in suicide attacks, the greatest risk is simply covering the news. Journalists must put their lives on the line to cover a political rally, a street demonstration, or virtually any major public event. This is a deeply troubling and frankly untenable situation.

CJP's report (2010) also comments on the deaths and attacks on online journalists and activists who were not usually covered at that time as this report was published in 2010. Now, threats for online activists have increased. Some of the bitter incidents happened just in 2017 and 2018 with journalists and bloggers are given below;

Name	Position	Incident	Source
Salman Haider	Journalist, Social media activist, professor	Kidnapped on 6 th Jan, 2017 from Islamabad.	Zahra-Malik, M. (2017, January 28). Missing Pakistani activist Salman Haider recovered: Family. Retrieved July 01, 2018, from https://www.reuters.com/article/us-pakistan-activists-idUSKBN15C0AB
Sammar Abass	Social media activist	Kidnapped on 11 th Jan, 2017	
Asim Saeed	Social media activist, Co-admin of Facebook group Mochi and Facebook page, Citizen for secular democracy	Kidnapped on 4 th Jan, 2017 from Lahore	
Waqas Goraya	Social media activist, Co-admin of Facebook group Mochi and Facebook page, Citizen for secular democracy	Kidnapped on 4 th Jan, 2017 from Lahore	

Ahmed Raza Naseer	Social media activist,	Kidnapped on 7 th Jan, 2017	
Reza Mehmood Khan	Social media activist, member of Aghaz-e- dosti forum to promote friendly relationship between India and Pakistan	Kidnapped on 2 nd Dec, 2017 from Kasoor.	
Gul Bukhari	Journalist, Social media activist, Critic	Kidnapped on 5 th June, 2018 from Lahore.	Bukhari, M. (2018, June 06). Pakistani journalist critic of military freed after abduction. Retrieved July 02, 2018, from https://www.reuters.com/article/us-pakistan-kidnapping/pakistani-journalist-critical-of-army-abducted-in-lahore-colleagues-idUSKCN1J12X1
Ahmed Noorani	Journalist	Attacked and beaten on 27 th Oct, 2017 in Islamabad	CJP. (2017, October 27). Pakistani journalist attacked in Islamabad; three attacks on media groups in Balochistan (Rep.). Retrieved from https://cpi.org/2017/10/pakistani-journalist-attacked-in-islamabad-three-a.php
Taha Siddiqui	Journalist	Attacked and beaten, Jan, 2018	Zahra-malik, M. (2018, January 11). 'The New Normal' in Pakistan: A Journalist on the Run from Gunmen. Retrieved from https://www.nytimes.com/2018/01/11/world/asia/pakistan-attack-journalists.html

Table 16. Assaults on Journalists

It's thought provoking that most of the attacks happened in big cosmopolitan cities rather than far flung areas. The survivors of these attacks were also criticised by religious groups for blasphemy. Pakistan holds a blasphemy law along with cyber crime law, that risks general public. Unfortunately, many times blasphemy law has been misused in Pakistan and amendments in this created huge riots and havoc in the country.

2.3.13.2. Media Consolidation

Pakistan has active media industry of both conventional and new media. After the privatization of media started in Pakistan (2008), the competition among media organizations and options for media users are tremendously increased. Media consolidation started in Pakistan after privatization of electronic media in 2008. That was the time when flexible rules allowed print media organizations to enter in electronic sector too.

The illusion of liberal media is bound in cross ownership where organizational policies and affiliations hold on the opinion of all media outlets that comes under that organization. In Pakistan, Jung-Geo Group, ARY Group, Express Group, HUM

Group are some of the big media groups who are holding various segments of media no matter its news or entertainment. When someone is fired from one channel or newspaper over misconduct or something to save the credibility of that media group, the same person joins the other platform of same group or another channel.

2.3.13.3. Cultural Invasion Through Foreign Content

As it has been discussed earlier, Indian movies and serials are already entered in Pakistani household. children use Hindi phrases and unable to differentiate between Urdu and Hindi. The cultural and religious clashes confuse young generation. Pakistan doesn't have any single channel for children. Children either watch foreign channels or join their parents and watch regular television. Many of the translated foreign documentaries and children's content is dubbed by Indians in Hindi. Some parents let them watch those programmes as Hindi and Urdu are close but history is taught differently on both sides of the border. The cultural invasion through media could be a big strength of India to teach neighbour's children what they want to teach.

As many US publications publish different content for their local and foreign audience. Pakistan has a challenge to handle cultural invasion too. Pakistani courts and Pakistan Electronic Media Regulatory Authority (PEMRA)⁴⁹ often bans Indian films in cinemas. Recently, court instructed cable operators to ban Indian channels (Baloch, 2018). Many households use DTH devices (Direct-to-home television), that is causing loss to Pakistani media and economy but at the same time, it's bringing Indian narrative of history into households while Pakistani media is not working that strong to give counter narrative rather some media groups are airing Indian content themselves. In an operation against illegal devices, worth 78.3 million Rupee⁵⁰ smuggled Indian DTH devices have been found in Pakistani markets (Dawn, 2018). That shows how Indian media is trying to enter in Pakistani household. Another thing is even after banning the content on cable networks and DTHs, people can access it online. So, ban is not a long term solution for Pakistan or even for any other country. The only solution is to education the masses for both empowerment and national security.

⁴⁹ <http://www.pemra.gov.pk>

⁵⁰ Pakistani currency is called Rupee and also called as Pakistani Rupee (PKR).

2.3.13.4. Telecommunication Sector and Scams

The telecommunication sector in Pakistan is one of the fast growing telecommunication industry in Asia where subscribers reached the number of 137.7 million in 2014 from 0.3 million in 2000. This huge rise in subscribers also boosted the competition among different operators (Imtiaz, Khan & Shakir, 2015). With the increase of cellular phones, frauds through phones are also increased. Recently, scams through phones are increased. People receive calls from private numbers posed as Army officer, Bank officer or as a government official to ask for their bank details and in many cases, people gave their details without confirmation. Sometime people receive congratulatory calls or messages that they won in a lucky draw and need to process some money to get their price.

The competition in mobile operators gave rise to inexpensive mobile sim cards and phones sets as well. So, many people have more than one phones or more than sim cards. Pakistan telecommunication authority (PTA) is come up with finger print impressions for sim card and recently, phone set registration as well. As many times, identity cards are stolen or misused. Nowadays, PTA often issue messages through both electronic and print media to warn people against fake calls and messages. In this public service messages people are told to write purpose of use on the copy of identity card whenever they need it to give it somewhere. But not all people watch television or read newspaper but most of them use phones. It's easier to get photocopy of someone's identity card. For instance, for money laundering, to save taxes, to hide black money, some cases of fake accounts have been found.

2.3.13.5. Identity Theft and Banking Frauds

Even one victim filed a case in Federal Investigation Agency (FIA) that someone took loan in his name and he came to know when bank asked him to pay his due (Khan, 2018). So, the information and security system of banks is questionable. The big data breached in banking system happened (Hassan, Shahzad, 2018) when data stolen from Pakistani banks is available on dark web⁵¹ for sale and thousands of

⁵¹ Web could be divided into three phases, the surface web is the one that general users use and access Google, Yahoo, Facebook etc. as well as access other websites. The surface web seems so big but it's just a one part of whole web. The deep web is considered as 4000-5000 times larger than surface web. Many times, general users cannot understand when

bank customers are on risk. The official of FIA Muhammad Shoaib told that "Almost all (Pakistani) banks' data has been breached. According to the reports that we have, most of the banks have been affected," (Cuthbertson, 2018). On one hand, Pakistan's central bank is working with other banks to enhance the security system. On the other hand, FIA and PTA are using social media to educate people about sensitive information. The deputy director of Cyber Crime Wing of FIA Muhammad Salman (De-vice, 2018) Its hard to stop or control frauds when people give their information themselves like bank account details on phone without thinking that no one can ask your password or PIN code. There could be hidden cameras or skimming devices in ATM machines. It's hard to help when people become vulnerable themselves. It's crucial to educate people about sensitive information and handling of it.

2.3.13.6. Child Pornography and Dark-web

The deputy director of Cyber Crime Wing of FIA Muhammad Salman (De-vice, 2018) told that Norwegian police informed FIA through inter-pole when a gang dealing in children pornography was caught. They informed FIA about a presence of dark room in Pakistan where children were abused and recorded. Later, those videos used to be on dark web for sell. Later, few other such gangs have been reported in different cities. He added that mostly victims or parents themselves hesitate to report such cases. About 17-18 cases of child pornography have been reported lately. Child abuse is already a far cry in Pakistan and now, the blackmailing the victim and their parents for money and then selling those videos are alarming concerns. Every time when a minor is being raped, debates on sex-education and personal safety starts and ends soon until the next child is raped. Many groups have been opposing such education for long time. But there is no alternative to it rather than knowing how to handle such situations, to identify the potential threat, to take the safety measures and to stand for justice if something unfortunate happens. For that new literacies are essential as the existing pedagogical system could help out until now to stop such incidents.

they enter into the deep web. The dark web is the deepest part of deep web and not easy to access. That makes 0.1% of the whole web with thousands of websites. Dark web is only accessible through specialized soft wares and browsers like TOR. It makes sure the anonymity of the users and that make it more tempting for cyber criminals or political dissents.

Chertoff, M. (2017). A public policy perspective of the Dark Web. *Journal of Cyber Policy*, 2(1), 26-38. doi:10.1080/23738871.2017.1298643

2.3.13.7. Fifth Generation Warfare

The cyber security researcher at PTA, Rafay Baloch (De-vice, 2018) says that Pakistan is facing 5th generation war where information is the main tool and has both internal and external threats by anti-state actors and intelligence agencies.

Such actors conduct massive operations for surveillance, to collect data for different reasons. For instance, to study human psychology and create content according to that for propaganda against a country. At the moment, psychological, information warfare and cyber war fares are threat for national security of Pakistan. As US invasion in Iraq is a result of information and propaganda (Hassan, 2019). Now, Pakistan is in the phase of digitalization and such threats are risky for economic security as well. The deputy director of Cyber Crime Wing of FIA Muhammad Salman (De-vice, 2018) emphasizes that a pro-active approach is required to handle 5th generation warfare. Government has to run campaigns to create awareness among public. But in order to tackle this information warfare, counter narrative is of immense important as well as to educate people. Only by launching public service messages, it cannot be handled.

In short, Pakistani media is vibrant but the lack of well-defined and specific policies threatens the free speech. Besides that, advent of media and digitalization brought some challenges too. Cross media ownership, inactivity of media regulatory authorities, monopoly of power elites, and friendly regulations for new media ventures contribute towards media proliferation in Pakistan. On one hand, it provides more options to media users, competition, diverse content and different opinions. On the other hand, rating competition, sponsors interests, political alignment and organizational priorities does not allow smooth flow of information. While referring to new media, it is proved to be an active platform for public debate and participation. At the same time, it also brought challenges like fake news, excessive information and data mining. Censorship or ban can not be solution to it. First, people would look for alternative ways to access media. Secondly, media has empowering power and by banning media, people would be left behind in both information and technology.

2.4. Review

This chapter discusses education and media in Pakistan. It's an attempt to understand the current status of both education and media sector in the country.

When we refer to education sector, it's full of many divisions including different medium of instructions, class divisions. Government especially provincial schools and religious schools (Madrassas) lack any system to assess the standard of education. Constitution of Pakistan ensures education for all. But it's important to identify that it needs to be equal and quality education for all.

In Pakistan, media plays the role of fourth pillar. It's no more a bridge connecting government and people rather it's a party itself. Overall, Pakistani media is in a phase of transition. Neither government nor media organizations provide any safety and protection to journalists and other media persons. Other than that, media in Pakistan is kind of public spokes person. By investigating reporting and sting operations, media highlights the social issues. On the other hand, exaggeration and dramatization of crime stories is causing mistrust and insecurities in public. Media laws and policies lack expertise in legislature to protect national interest and citizen rights. Cross ownership, rating obsession, commercial licenses, non-licensed media are the main issues of conventional media. New media was believed to be a free platform for everyone until Cyber Crime Bill, 2016. Since then, assent, critic or even satire can end up being in court.

Collectively, both education and media sector involve profit oriented models and private sector dominate in both areas. Financial capability allows one to have media ownership or even to open a school/college or university. Political and power elites have visible presence in both sectors.

CHAPTER 3

METHODOLOGY, DISCUSSION AND FINDINGS

First of all, this chapter refers to the methodology and field research. Secondly, discussion and findings of the study. As interviews have been analysed and later, NGO's and their work related to media literacy has been viewed to understand the media literacy status and scope in Pakistan.

3.1. FIELD RESEARCH

This research aims to identify the need and scope of media literacy policy in Pakistan with prospective challenges and opportunities. It reviews the landscape of both media and education in Pakistan to locate the ground for media literacy. It discusses that traditional literacy is not enough to acquire opportunities and overcome the challenges. As it cannot end all the challenges like poverty, hunger, unemployment, war, hate but it can make people capable to think, question and take a step to end many dilemmas of human society and construct social fabric with conscious choices. In short, it answers why and how to prepare masses to access, understand, analyse, evaluate, create and respond to a variety of information.

3.1.1. Scope of Research

This study identifies the need of critical media literacy Pakistan and basic framework to do it systematically. There is almost no work on this subject in Pakistan. By conducting and analysing the interviews of academics, media practitioners and policy makers as well as reviewing the international media literacy policies, this study aims to contribute in national manifesto. After mass media, the penetration of 3G and 4G in Pakistani internet users is growing fast but access to media is not enough as Hargitai (2010) says that it is insufficient to only emphasize on users and non-users. Rather than that "the usage patterns" among the users also signify the digital inequalities in many ways. While having lots of differences in education system, media users and their usage also vary in Pakistan. This study highlights both education and media spectrum in Pakistan in order to meet the gap.

It is an attempt to find out how media literacy can help to increase conscious participation of different sectors of society in development of Pakistan. In addition to that it also recommends the media literacy as a part of curriculum and suggests more work in this domain.

3.1.2. Reflexive Consideration

For me, it's hard to separate media from literacy. Nowadays, we are exposed to more than we want or search and the excessive sources of information and more options for creating and dissemination of information is challenge in itself. Hence, development and democracy cannot flourish without critical approach. Even in the ancient times, Socrates realized that literacy is more than just reading and writing as an American sociologist referred to that,

Socrates believed that we learn best by asking essential questions and testing tentative answers against reason and fact in a continual and virtuous circle of honest debate. We need to approach the contemporary knowledge explosion and the technologies propelling this new enlightenment in just that manner. Otherwise, the great knowledge and communication tsunami of the 21st century may drown us in a sea of trivia instead of lifting us up on a rising tide of possibility and promise (Cookson, 2009).

There are two main reasons of my interest in the proposing media literacy policy for Pakistan;

- a) The vibrant conventional media of Pakistan with emergence of new media
- b) The diversified education system of Pakistan.

Apart from that the recent events in Pakistan also question both the media and pedagogical patterns. Personally, I couldn't ignore two incidents though there are many more.

- i. A gold-medallist PhD student Kashan Haider Gillani was expelled over a Facebook post and had to give an unconditional apology (Islam, 2016). So, what does that mean that there is no space for critics or dissents? A student can't express his views even on his own Facebook page? So, what do educational policies expects not to be critical? not to have a different opinion? or not to

share what you actually think? Does it expect us to follow the crowd and to be part of a mob?



Picture 3. Kashan's Facebook post⁵²

- ii. The brutal mob killing of Mashal Khan, a young media student accused of blasphemy though blasphemous comments were posted by a fake profile with his name and before that, he himself had informed people that someone made a fake profile his name (Hoodbhoy, 2018). University administration, academicians, security, thousands of students, no one could save him rather people were keep enjoying, making videos and pictures of this brutal killing.

MASHAL KHAN POSTED ON FACEBOOK, WARNING PEOPLE OF POSSIBLE FAKE ACCOUNTS WITH HIS NAME



Source: Facebook

Picture 4. Mashal's Facebook post⁵³

⁵² Facebook Criticism Causes Expulsion & Then Reinstation of PHD Student from University. (2016, January 12). Retrieved July 1, 2018, from <http://pakistanmediaupdates.com/facebook-criticism-causes-expulsion-then-reinstation-of-phd-student-from-university-7890.html>

⁵³ Ali, S., Mirjat, A., Naveed, S., & Aslam, M. (2017, April 14). These Shocking Theories Claim That Mashal Khan Was Rather Framed in The Blasphemy Allegation! Retrieved July 1, 2018, from <https://www.parhlo.com/mashal-khan>

When we say, education is the ultimate solution to ignorance and the same time, a university student is killed by his own fellows who meet the widely accepted standard of literacy. Here, the standards of being literate and education system is questionable. As the Gillani's case shows, system prefers to produce identical opinions rather than tolerant or innovative thinking. That time, cases like Mashal Khan's would be normal as everyone followed each other and attacked that unarmed and defenceless young man. So, is this the literacy we want? Off-course not. But it can't be done over night. For a long lasting change, we need a systematic reform that's possible through policy making.

These two incidents happened in two different university campuses, two different provinces and two different cultural set up. In addition to that, the effected individuals also had different approaches as the first one, Gillani criticized music and dance on university's farmers' festival and seems to have a bit conservative approach though Khan has been criticized for being liberal. The scenario is quite strange; to whom we should blame? The conservatives or the liberals? Who are the extremists here and how to handle them? Therefore, critical media literacy is required, so one can identify the difference between something fake and real, difference of opinion should be very constructive if handled logically. We need to redefine our boundaries, rights and responsibilities and that's not possible without critical media literacy. One may ask, why I am using emphasizing on critical media literacy instead of critical literacy? I must say, means of learning and exposing to information are changed. Many times, we expose to unplanned information because of media. Then, different type of media has different impact. Pakistan have many challenges at different levels as Antol Lieven's book title says it all *Pakistan, A hard country* (2011). At the same time, Pakistan is fortunate enough to have about 60% of youth in its' whole population as highlighted by Islamabad Policy Research Institute. A proper policy making to modify existing pedagogical system, the country can strengthen democracy and development.

3.1.3. Research Questions

This study aims to answer the following questions;

1. If there are any existing media literacy reforms in Pakistan?
2. Why Pakistan needs to adopt a media literacy policy?
3. What would be the agenda of Pakistan's media literacy policy?

4. Who could be the main actors of media literacy in Pakistan?
5. What would be the requirements to implement media literacy policy in Pakistan?
6. What are the challenges for media literacy policy in Pakistan?
7. How media literacy policy will contribute to the development of Pakistan?

3.1.4. Methodology

There are many ways to collect data and conduct research. Mostly, qualitative research is used in social sciences and humanities specially in sociology, anthropology, education, communication (Kuper, Reeves & Levinson, 2008). In this study, the methodology is qualitative. Theoretical part is covered by reviewing history, evolution and practices of media literacy across the world as well as in neighbouring region of Pakistan. The existing media practices in Pakistan along with the flexibility of media and education policies of Pakistan are reviewed.

For data collection, primarily, interviews have been conducted in the following way:

- Standardized in-depth interviews
- Interview questionnaires were based on semi-open ended questions

As interview is more personal form of data collection. In addition to that open-ended questions always give an edge to dig more information. As there is almost no academic work in the field of media literacy in Pakistan, so interview method seems more effective method to get first hand information from people who are actually in the field. Therefore, interviewees were from following two categories;

- Academicians
- Media practitioners.

For this study, 21 semi-structured interviews were conducted. Except few, most of the interviewees preferred to be anonymous. Therefore, pseudonym has been used in order to respect their privacy and research ethics.

Sr. No	Interviews' Details				
	Interviewee	Date	Profession	Duration	Mode
1	Ahmed Javed	05.07.2017	Professor	60 minutes	WhatsApp
2	Noreen Yaqoob	14.07.2017	Social Media Specialist	69 minutes	WhatsApp
3	Sami-ul-Haq	14.07.2017	Journalist	N/A (Not applicable)	By mail
4	Mubeen Arshad	15.07.2017	Blogger	N/A	By mail

5	Seema Wahab	15.07.2017	Public Relations Expert	22 minutes	Face to face
6	Farah Hashmi	21.07.2017	Producer	32 minutes	Face to face
7	Farhad Tehseen	15.07.2017	Former Producer	25 minutes	Facebook
8	Javeria Fatima	18.07.2017	Journalist	23 minutes	On phone
9	Ayesha Ikram	20.07.2017	Producer/ professor	33 minutes	On phone
10	Mahreen Khan	21.07.2017	Lecturer	25 minutes	Facebook
11	Saba Shah	21.07.2017	Reporter/Producer	32 minutes	Face to face
12	Qudsia Saud	21.07.2017	Lecturer	40 minutes	Face to face
13	Faizan Mirza	23.07.2017	Educationist	27 minutes	Face to face
14	Kiran Shaheen	23.07.2017	Social Media Manager	30 minutes	Face to face
15	Shahid Awan	27.07.2017	Journalist	20 minutes	On phone
16	Rizwan Siddiqui	28.07.2017	Columnist	32 minutes	On phone
17	Mumtaz Begum	28.07.2017	Lecturer	35 minutes	Face to face
18	Ahsan Ali	29.07.2017	Lecturer	37 minutes	On phone
19	Hasnat Mahmood	03.08.2017	Lecturer	40 minutes	Face to face
20	Sarmad Hassan	05.08.2017	News Editor/ Lecturer	38 minutes	On phone
21	Wasif Muneer	10.02.2018	Journalist	75 minutes	WhatsApp

Table 17. Details of Interviews

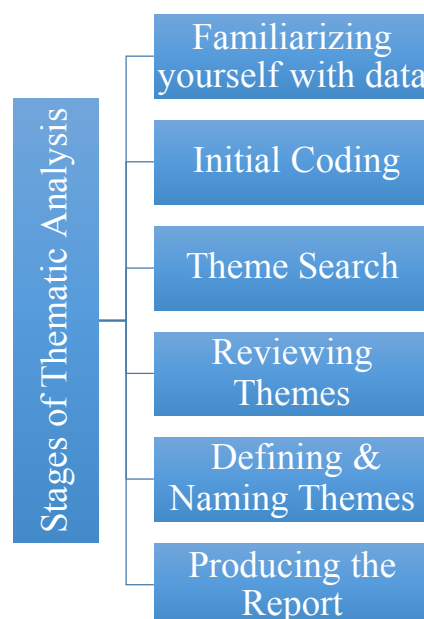
3.1.5. Limitations

This study has some limitations too.

- a. Initially, it was decided to access policy makers, representatives of NGOs and media regulators too. Many of them were contacted through email and social media. Few of them, didn't reply at all and few of them committed but didn't turn back. So, I had to limit interviewees just from academia and media industry.
- b. Many people directly refused to participate in the study while saying that they do not have any information and media literacy is not their field.
- c. Interviews were time consuming because of the unavailability of interviewees. Many interviewees skipped questions and some also told the interviewer that the answers are quite obvious.

3.2. DISCUSSION AND FINDINGS

First of all, interviews have been analysed in this section. For interview analysis, thematic analysis has been done. As the primary research methodology for this study is qualitative. The data has been collected by interviews and then, written down. In general, qualitative data could be in various forms like interviews, observations, available text, recorded and written material and many more (Throne, 2000). While referring to data, data analysis has been considered as most important and intricate part of qualitative research as referred by Throne (2000). In qualitative researches, data analysis could be done through a number of ways like content analysis, narrative analysis, discourse analysis, framework analysis, ground theory and thematic analysis. It depends on the suitability for study and researcher's preference to choose the days. For this study, thematic analysis has been chosen as it's one of the flexible method to analyze data. It could be described as "Thematic analysis is a method for identifying, analysing and interpreting patterned meanings or themes in qualitative data" (Braun, Clarke & Terry, 2015). Thematic analysis supports in systematic analysis of interview data and foundations for data analysis in qualitative research (Nowell, Norris, White and Moules, 2017). This method assists to produce a cohesive analysis of collected data. It consists of 6 steps as given below:



Graphic 4. Steps of Thematic Analysis (Braun & Clarke, 2008)

After interviews analysis the NGO based media literacy projects have been reviewed to find out any existing media literacy reforms and their magnitude in Pakistan.

3.2.1 Experts' Views on Media Literacy

The experts' views have been analyzed by thematic analysis. During the first phase, data has been read and re-read. Before that, the transcription phase also helped in getting familiar with data. As most of the data was initially in verbal form and has been written down. In the second step initial coding has been done to understand general ideas in the data. After that, prevalence of ideas and key words have been identified in the data. Later, themes have been reviewed and named. Finally, this categorized data has been used to write the analysis report. In this study following themes have been found:



Graphic 5. Themes in Interview Data

In report, the views of experts give insights to understand media literacy in context of Pakistan. Experts include media practitioners and academics. Their views are significant because of the fact that there is no literature specifically in the domain of media literacy with reference to Pakistan.

3.2.1.1. Media in Pakistan

Media has been considered an important and active industry in Pakistan. Almost all respondents referred to the significant role of media both in local and global perspective. No matter if it's conventional media or new media. Youngsters seem

more interested in new media and are using it for a variety of purposes. A communication lecturer told that media is no more a middle man rather an emerging power reshaping our opinions, lives and society. Overall, communication model has been reversed, roles are changed. That's true as the public space and private space became closer. The significance and impact of a message has been multiplied. One of the respondent said, "Without crediting Media and Information Technology, McLuhan's global village couldn't be established. In case of Pakistan, it's surrounded by both media and politics". In Pakistan, conventional media politicizes each and everything to magnify the effect of the news. Many times, this trend distracts both government and public from real issues and gives rise to controversies. Some people react on new media against such media practices but majority gets engage in the debate and ends up arguing for political affiliations rather being neutral.

Another respondent focused the multitasking ventures of media that's actually an attribute of new media. "In this chaos of socialising, we are isolating over selves. Media is getting control over our lifestyles". As people spend more time with media rather than family and friends. The cultural and social fabric of Pakistan revolves around the family but now, scenario is different. The social circles have been increased, one is connected to family, friends, classmates, teachers, neighbours, schoolmates, colleagues, etc. but not able to sit, talk and share face to face.

A social media expert, Noreen Yaqoob(14.07.2017) explained it further by mentioning the specific types of media in Pakistan. As there are separate channels for news, entertainment, music, cooking and marketing but no channels for children. People get more news from personalised media and social media as compare to conventional media. One received several marketing messages, sales updates through SMS and WhatsApp. Even than parents trust conventional media more for news rather than new media. Another interviewee, Mubeen Arshad (15.07.2017) consider media as fourth pillar for democratic reforms though he sees media more than just a watchdog among public and state. A media professional Javeria Fatima (18.07.2017)) says that options are increased but quality is decreased. That could be related to excessive information but that requires competency to effectively handle that information and its authenticity.

Pakistani media has enjoyed both freedom and control under different political set

ups says Kiran Shaheen (23.07.2017), but in last decade, it has to face non-state actors' pressure too. For that reason, many media organizations adopted self censorship for their safety which is an attack on the spirit of journalism. For instance, Express Media Group⁵⁴ has changed their policies and adopted self-censorship against militants group in 2014 soon after the killing of four media persons. Such trends in media questions the liberty, authenticity and credibility for smooth flow of information specially for those who do not look for alternative sources for information or to testify the information.

Now, Pakistani media users have access to both national and international media. Still, the media structure in Pakistan is quite complex according to a media practitioner Kiran Shaheen (23.07.2017). A communication professor. Ahmed Javed (05.07.2017) commented that media is free and independent though very risky, this statement itself is contradictory. He added,

Journalists are attacked, kidnapped, killed and sometimes, violent mobs snatch the cameras and attack the DNGS and media houses could be put on fire. The irony is there is no protection or support for the injured or deceased media person and his family.

That happened repeatedly. It's quite strange when media is there to cover the story, to spread the voice of protesters but they rather attack on it. Not airing a political speech is that big offense to attack media premises and persons? So, people don't think themselves and rely on dictations. Seema Wahab (15.07.2017) also mentioned that Pakistan is considered as a very dangerous country for journalists and statistics supports this statement.

Responses show that the media experts and academia in Pakistan are well aware of the power of media and concerned about it's challenges. Overall, Pakistani media is vast and playing significant role in both political and social fabric of the state. It's giving hope to hopeless and voice to voiceless as Professor Ahmad Javed (05.07.2017) says but commercialization is dominated in the whole media industry. By law, media has full freedom and government rarely interfere officially but indirect state pressure, non-state actors, self-censorship do not let media to be a safe

⁵⁴ Boone, J. (2014, February 28). Liberal newspaper Express Tribune cowed into silence by Pakistani Taliban. Retrieved from <https://www.theguardian.com/world/2014/feb/28/liberal-newspaper-express-tribune-silenced-pakistani-taliban>

heaven in Pakistan. In contrary to that, Pakistani media itself is a hurdle in smooth flow of information by politicizing everything, distracting attention from actual issues, creating hype about popular trends and then, no follow ups. Gradually, these trends numb the general public against the sensitivity of any information rather than awakening public and promote civic values to stick with an issue until its solved. New media enabled people to speak up at the same time, excessive information makes it harder to differentiate between authentic and fake information.

3.2.1.2. Education in Pakistan

Pakistani education system has several differences with reference to medium of instruction, curriculum, fees structure, teachers' qualification, methodology, facilities at school etc. Although there were no direct questions about education system but while questioning about the literacy in Pakistan, pretty much all interviewees highlighted the weaknesses of existing education system in Pakistan and emphasized on immediate educational reforms. Like Noureen Yaqoob (14.07.2017) says that,

If you refer to any statistical report on literacy, you'll see, it's basically just focused on the ability to read and write. For example, reports of Ali Ailaan. A person who can read or write is considered as literate even if that person is not able to understand what he is reading. If we talk about media literacy, that's a long way to go.

For sure, media literacy application can not be an overnight process but Pakistan has to start from somewhere and the sooner, the better. A former educationist, poetess, and radio producer Ayesha Ikram (20.07.2017) says that,

A uniform policy for entire education system is needed. Specifically, the class system in schooling is a curse, it's more like to raising two different classes. As you know some companies have schools inside their housing colonies for their employees but do you know that senior employees or officers don't send their children to those schools rather send them outside as it's not acceptable for them that their children study with the children of low ranked employees. Such officers are educated themselves and have this approach. This is just one example. Education which aims to unite people, create equality, acceptance and respect for each other is failed here.

The scenario expressed by Ayesha Ikram (20.07.2017) is alarming. As the earlier discussed cases of Mashal Khan and Kashan. Mashal Khan was killed by his university fellows who were officially literate because of a fake Facebook account and Kashan was expelled by university administration just because of a Facebook post. It shows the flaws in existing education system. It's not creating discretion, equality, justice, respect and acceptance. Government and civil society shows

concerns for children who are out of schools but children who are inside the schools are ignored in Pakistan like other developing countries. Few other interviewees also pointed out the class division in schools as the major issue.

According to Mubeen Arshad (15.07.2017),

Only 58% people can write their name. 30% of children have never been to school and 50% of school going children drop school even before passing primary school. Only 3% reach university level and then, there is a huge unemployment. Education sector needs serious reforms. In Pakistan, parents used to say, "My son would be an officer after studying". It's not just a saying rather a whole attitude towards education. During British rule, the whole education system has been changed from Persian to English in India. That time, people who were studying in English schools and learning English were getting employment, promotions and other incentives but others were left out. Initially, many people distant themselves from foreign education but then realized that it's harmful for themselves. That colonial era left long lasting effects on everything specially education system. The colonists wanted to merge their colonies in their own system through cultural invasion too. But still, education is considered as a tool to get a good employment. In the above statement, Arshad Mubeen highlighted the huge unemployment that's a fact but considering education as a tool to get a good job would be injustice. Rather it should prepare one to create employment, to be innovative, to be self-sufficient, to be bold enough to risk and turn an imagination to reality rather than being dependent on others for job.

Ayesha Ikram (20.07.2017) also pointed,

I think, it's about understanding. If you can read those symbols and write them too but not able to understand, there is a problem. For example, we prefer to read the Holy Quran in Arabic. In most of the families, when a child start speaking, we make him memorize some short Verses and Surahs of the Holy Quran in Arabic. Later, even being adults, most of us don't read translation to understand rather we rely on religious clerics for understanding. We ask them, "I have this problem, what Quran says about it?" But don't read translation ourselves. So, in formal schooling, we follow the syllabus, memorize our lessons and reproduce it in exams. Do you call it literacy? I can't.

Ayesha Ikram referred to the dependency on religious clerics in Pakistani society and states that if normal schooling doesn't help us to be independent to take control of our own lives, to understand our religion ourselves, there must be something missing. Pakistan is an Islamic ideological state and majority is Muslim still people read the Holy Quran in Arabic though translations and interpretations in local languages are available. People depend on religious scholars to explain and

interpret all affairs. Different scholars of same school of thought may interpret and explain the same topic very differently and many times, that give rise to controversies. Back in times, Arabic and Persian were offered in schools but now, there are no such options except in few universities that's also a limitation. When you search for a problem online to get to know Islamic point of view, you get a lot different of information and it's hard to decide the credible information for a common person. So, people rely on local Islamic scholars and this dependency leads to controlling people even those who are well-qualified are dependent on Mullahs for many important religious to interpret an issue that effect their life and actions. One could end up with blasphemy allegation for giving counter argument or questioning the interpretation of these religious lobby. This is how the control and access of religious groups are increased in Pakistan. People are feared to question Mullahs even knowing the truth. Religious clerics in Pakistan are kept in Mudrassahs (Islamic seminaries) for many years, have to memorize the curriculum which is limited to religion while neglecting the connection between religion and life. They are kept away from their families, any scientific or technological reforms or even normal life skills and socializing. In Pakistan, most of the people consider religion most important aspect of their life but giving control to one of that important aspect of your life to people who are not even raised in normal style to relate their experiences and learning with a larger and diverse community is quite risky. Theology needs to be part of regular educational system that will help religious clerics to be part of community, have life experiences to relate and understand diverse group of people. On the other hand, education system needs to enable people to study and understand various aspects of their life themselves no matter if its religion, culture or what. If education doesn't enable one to independent and to decide right and wrong himself, there is a problem. Unluckily, Pakistani education system is facing this huge challenge.

When we refer to technological advancement, Farhad Tehseen (15.07.2017), a television producer said that education system is advanced "as blackboards/white boards are replaced by projectors and multimedia screens. In many private schools, books are also replaced by tablets. Although majority of schools are still practicing traditional techniques to teach". That's not the case in all schools. Only few private school chains are offering such facilities and charging even more than the cost. Situation in rural areas is even worst. Application of technology can support

teachers but the actual reforms are needed in curriculum and the way curriculum is taught.

According to Faizan Mirza (23.07.2017), an educationist, education is the most profitable business these days. Anyone can open school anywhere. Private schools are following business model. You can find schools in all ranges and that's an irony. Many private schools are working in residential premises having small or no playgrounds and lacking other facilities while charging high fees in the name of English medium schooling. Many other respondents also showed concerns on capitalist education model in the country.

As far as curriculum is concerned, it's different in different schools. Although, there are annual modifications in the syllabus but that's limited to minor changings like the order or titles of chapters as Kiran Shaheen(23.07.2017) explained. There is no uniform curriculum not only on national level, even on regional level, it's a big issue. Even different schools of same cities are following different curriculum and different examination system. At university level, when students from different regions and institutes come together, the difference becomes more significant that creates complexes in some while over confidence in others. These uneven patterns do not nourish mentally healthy united generation.

In interviews, it has been found that even not everyone is aware of the educational divide within the educated population. The children who are going to school do not have access to equal opportunities for learning and quality education that creates a big gap between the graduates of different schooling system. Pakistani constitution affirms the right of education for all but a uniform educational policy is needed. Same language of instruction, same curriculum and same facilities are right of every kid. There should be serious initiative while setting school fees, opening schools, assessment of schools, capacity building and teachers training. The weaknesses of education system make it risky for children who are in schools too. Only that way, education sector shouldn't become a business. Government and private sector seem concerned for children who are out of school and in all this, children in schools are getting ignored. To sum up, the number of graduates have been increased in Pakistan but not the quality of education.

3.2.1.3. Understanding of Media Literacy

The participants of interviews defined media literacy differently. Even few interviewees asked back to define it for them. Generally, interviewees defined in two ways either as the most common formal definition or by stating it as media education which has been limited to technical knowledge of media for some people.

Media literacy is the education and proficiency of media. It enables us to understand and produce media content. No matter if it's a message on mobile phone or an image or a tweet.
Media literacy is the education that allows people to access, create, evaluate and share media content.
Media literacy is actually media education.
Media literacy is the competence to access, analyze, evaluate, and create media.
Generally, media literacy has been defined as an ability to access, analyze, evaluate and interpret media as well as ability to create media. It could be subdivided as technical media literacy and critical media literacy.
Media literacy is the ability to understand media both technically and critically.
In my opinion, its ability to understand and use media.
I think literacy is not just ability to read and write, but ability to differentiate in truth and false. It's a skill to analyze the source and authenticity of any information.
Unfortunately, media literacy is not well defined in the age of new media. In Pakistan, majority of the audience is unaware of the facts like how media works, agenda setting, manipulation and opinion shaping. Even new media users are unaware of media ethics and fake news. In my opinion, a media literate person is supposed to know all these aspects of media.
I would say media literacy is the limit to which the media content is understood, digested and debated upon in the real context by the common audience. A higher level of media literacy actually hinders the mere consumption of media content.
It's all about learning that how to properly use media under moral and social considerations for both individual and national interest.
Media literacy is media education. It's about both media productions and media using.

Media literacy is ability to rightly interpret media messages.
Media literacy is understanding and familiarity of media, it's functions, laws, ethics and ability to analyse media content as well as to basics of media production
Media literacy is to analyze, evaluate and create media. There are many new literacies now like computer literacy, media literacy, cultural literacy, etc.
Media literacy is media education.

Table 18. Multiple definitions of media literacy given by interviewees

Above given definitions of media literacy show that media literacy and media education are understood as synonyms though there is not enough understanding of critical media literacy. In general, media education is referred to the understanding of media and technical knowledge of it. For now, there is no legal definition of media literacy in Pakistan.

3.2.1.4. Media Literacy Reforms in Pakistan

With reference to media literacy reforms, two type of views have been found in interviews. Almost half of the interviewees confidently deny any existing reforms in the domain of media literacy. But the other half take it totally differently and confused it with computer literacy. As two responses are quoted below,

There are some efforts in this regard. Many schools and universities have computer labs and access to internet as well. Teachers are using power point presentations and videos. Some programs are just online. Like Comsats, Virtual university, AIOU are offering online programs in Pakistan.

So, here media literacy has been understood as a technical media literacy and using media tools for educational purposes. Another interviewee commented,

Almost every university has media department in Pakistan. With reference to that within next 5-8 years, we'll have a whole lot of media literate professionals. When they will join the field, media content, ethics and quality would be improved. Many organizations are also reshaping their communication models. For example, when we talk about social media. Almost everyone has access to it. Both government and private organizations are integrated social media into their system that's also signifies development of media sense at organizational level.

Media literacy has been comprehended as a professional education of Media and Communication and for that, examples were given that every university is producing media literate graduates. Well, the graduates of print or electronic media

might have media literacy but most of them, would join the industry or something relevant. Conventional media which has organizational monopoly and an individual journalist or media practitioner have no say as we discussed earlier. So, there is no question to facilitate general public.

A social media specialist Noreen Yaqoob (14.07.2017) said that people are exposed to media and becoming media literate with experience as there are no actual efforts and for that she doesn't blame government. One of the reason could be that Pakistan is already facing challenges on various ends as Mubeen Arshad (15.07.2017) also mentioned before. But there is need to understand that media literacy can contribute to counter many challenges in Pakistan. In short, all the interviewees show no information about any such policy to integrate media literacy as there isn't any. So, Pakistan has no media literacy policy or any reforms in this sector.

3.2.1.5. Scope of Media Literacy in Pakistan

It is of great importance to identify the need and scope of media literacy in Pakistan. Most of the interviewees agreed that Pakistan needs media literacy reforms and a policy can facilitate to do it systematically and to achieve long term goals. A report of Ofcom highlights the significance of media literacy,

With the growing importance of media, information and communications in society, media literacy can be said to serve three key purposes, contributing to (i) democracy, participation and active citizenship; (ii) the knowledge economy, competitiveness and choice; and (iii) lifelong learning, cultural expression and personal fulfilment (Livingstone, Couvering & Thumim, 2005, p.7).

The report of Ofcom reveals effectivity of media literacy for democratic strength, citizenship, understanding of economy and sustainability in competitive environment and on lifelong learning. When we consider Pakistan, the scope of media literacy in Pakistan has two aspects as discussed by interviewees; the first for public and secondly, for the government as it's discussed below;

3.2.1.5.1. Public interest

In a very short time, after the privatization of media in Pakistan, media became an important player in the country. Initially, media channels have been launched by few business groups and few print media groups already holding strong position in

print sector. They entered into the electronic media too and that led to the commercialization and monopoly in media. According to Saba Shah (21.07.2017),

Pakistan couldn't tackle the influence of media; especially private sector is playing it at their own terms. The contribution of private sector couldn't be denied but when your target is to get highest rating and you are ready to do anything for that, I don't appreciate that. Rating meters could be used for positive competition but nowadays, media is a business.

Rating meters are another issue. Media persons do everything to get higher rating. This rating obsession became cause of exaggeration, sensationalism and scripted controversial programs in Pakistani media. Another journalist Sarmad Hassan (05.08.2017) explained the limitations of journalists and organizational control as follows,

Many of media organizations are working like pressure and promotion groups. I mean every media group has its own interests and agenda, they are just working for that. You will see that in every talk show of a channel, people will try to build same public opinion. Because of organizational policies, many journalists can't work freely. You will find only few neutral media organizations with unbiased approach.

That means general public is at risk of media manipulation. The sensational news stories create fear and insecurities as well as distrust among public and government. That's something to worry about. Corporate culture and elite media control is a threat for democracy and individual opinion. So, one cannot just rely on media to be objective rather to be vigilant himself to differentiate and assess the content of message and to act accordingly if required. As Hasnat Mahmood (03.08.2017) emphasized that it must be opted as a policy to challenge the monopoly of big media giants who are just aiming to generate maximum profit.

It has been discussed earlier that children are not addressed in media policies. Noreen Yaqoob (14.07.2017) told that there are hundreds of TV channels for news, dramas, music, cooking, etc. but not a single channel for children. Only few children's programmes are telecasted or children watch foreign programmes, she further elaborated that,

There are some children's TV programs like "Motu-patlu" (Fatty and skinny) and "chal bakwas band kr" (Shut Up) etc. The critical literacy is to question such programs. Is such terminology being ethically, socially or culturally acceptable in Pakistan? Would you not mind if your child adopts the way he watches in this program? It's not children's

mistake, it's our fault. First, we need to discourage any unethical programs. Secondly, we need to teach our children to differentiate between right and wrong. That needs a systematic change which includes parent's media education too. We need to learn not to absorb but to filter the message as cognitive model of media literacy also explained.

So, the concerns on the content and language of those programmes are fair. Media organizations themselves are not taking care of it. Media regulatory bodies needs to discuss children in their policies too. When children watch adult programmes, just a tag of “PG” is not enough as not even most of the parents know what does it mean. Media sense is a must for both parents and children. If there would not be children’s programmes, for sure they would watch adult content. Pakistani media having hundreds of channels from cooking, music, sports, news, entertainment, drama to fashion, religion and marketing but not a single channel for children. Statistically, it is to ignore 31.36% of the population which is under 15 in Pakistan.⁵⁵ There is no channel for children but almost every other advertisement or commercial targets either children or their parent. Why would a big and active media industry do that with more than one fourth percent of the population? The reasons could be less commercial gains, less reactions or less hype but it approves the idea that Pakistani media is focused on commercialism though it has capacity to offer more.

Rizwan Siddiqui (28.07.2017) further elaborates the scope of media literacy,

This policy will train people to think before believing anything in media. It will also generate healthy competition among the media organizations to provide quality content for their survival. Media literacy is as important as media itself. It's important to teach youngsters media literacy but we should not add another subject in schools. Young children are carrying begs heavier than themselves and have no time to relax and have fun. Education should be way too practical and fun rather than a burden.

Thus, by enabling people as critical thinkers and vigilant media users would pressurize media organizations to work on the quality of programmes and media organizations would have to do that for their survival. When Siddiqui (28.07.2017) refers to the heavy begs of children that again points out the reconsideration of both syllabus and education system. ICTs offer alternative ways of learning, way more

⁵⁵ https://www.indexmundi.com/pakistan/demographics_profile.html

engaging, interesting and practical. By adding media literacy, we can lighten the weigh of school begs⁵⁶ as well as eradicate unnecessary content.

Another interviewee, Faizan Mirza (23.07.2017) added that people will be able to understand the content, background message, evaluate and make aware choices. So, it's needed to make people vigilant and step up for policy reforms which can lead to be enhance the notion of responsibility, to distinguish right from wrong, to value quality over quantity, to civic activism for media and education reforms, to pressurise the media to meet ethics and a lot more. In other words, the incentive to people is to be more powerful, to have their saying for their betterment and for the state itself.

3.2.1.5.2. Government Incentives

As the media literacy has two main beneficiaries according to interviewers. Public has been discussed earlier and the second main beneficiary is government.

Thus the incentive to government would be an aware nation as Noreen Yaqoob (14.07.2017) says,

Government has the main incentive. For example, the stance to make Pakistan polio⁵⁷ free but failed to do so because of some non-cooperative social segments. An aware and literate nation can play a better role in any democratic system. It'll strengthen the democratic system. People wouldn't be manipulated by any third party. Conventional media wouldn't be a party and would not able to pressurize government rather public could themselves raise their voice

⁵⁶ Heavy school begs are a serious health concern for kids in countries like India and Pakistan. For instance, in Pakistan the weigh of an average school beg is about 9-10 kg and in India about 68% pre-teen kids are having back pain.

<https://www.thebetterindia.com/124442/heavy-school-bags-children-health-problems-solution/>

<https://dailytimes.com.pk/178975/heavy-school-bags-2/>

⁵⁷ Polio is called as “infectious viral disease” by World Health Organization and targets children in their early age. In Pakistan, it has been on government agenda and concern of international community to eradicate it by vaccinating children under 5. But, many parents refused to get their children vaccinated. Sometime polio health teams are attacked and few were killed by so called extremist groups who promote the notion that it's a foreign conspiracy against the future generation of Pakistan to sterilize them.

WHO (2018, February 22). Poliomyelitis (polio). Retrieved from <https://www.who.int/topics/poliomyelitis/en/>

Closser, S., Patel, A., Coates, K., & Sobo, E. (2018, July 11). Why Eradicating Polio Is More Complicated Than It Seems. Retrieved from <https://www.sapiens.org/culture/polio-eradication-pakistan/>

by coming forward through new media. Public would be able to discourage any propaganda through information system.

A critically literate nation would be a great incentive to government of Pakistan. As at the moment, corporate media politicize many non-issues and divert attention from main issues. Government tries to clarify the misconceptions and that takes time and energy. But if people themselves would be able to evaluate and analyse information themselves and question the source, evidence and background, it would not lead to distrust among public rather media would reconsider its practices. Media would be an instrument to communicate not an entity to dictate in its own interest. The former radio produce, Farah Hashmi (21.07.2017) elaborated it as below,

Media literacy policy can be a win-win case for both government and civil society. Now, anyone and everyone can use social media and generate media content. It will empower people to do it in more appropriate way rather than just "follow for follow" or "like for like" approach. On the other hand, government will have to deal just with people not with media and people separately.

At the moment, media is distracting for both public and government but when media sense will not let it distract people rather it would have to change the strategies in favour of common people for its survival as a journalist, Rizwan Siddiqui (28.07.2017) said. Other than that, media is offering a multitasking platform as Ahmed Javed (05.07.2017) referred. In his views, by having media literate public, government can save resources by making everything online for both public affairs, inquiries and services.

Hasnat Mahmood (03.08.2017) says media is an informer, knowledge generator and historian as well. But to get maximum advantage of media, one has to realize the power, understand the use and handle media content.

So the experts are of the view that critical media literacy will enable the public to handle excessive information, multiple news source, direct and indirect advertisement, political and media manipulation, fake news, assess the content and the source as well as to question the power and unfair deals. It would lessen the pressure of media on government as media wouldn't be able to promote its own agenda. It would work as a connecting tool. It would make sure the safety and security of public both in online and offline affairs. Cyber fraud, cyber bullying, misleading information would create less damage. Privacy, security and authenticity would be considered that leads to a secure and well informed nation

though it's not an overnight process.

3.2.1.6. Agenda of Media Literacy

Policy agenda includes the demands and framework of policy. The important part for public policy are agenda setting and formation. Media literacy policy agenda has different perspectives. That refers to the needs and demands of stake holders and the policy itself. As Noreen Yaqoob (14.07.2017) commented on it,

Agenda of media literacy policy must include that understanding of literacy, media, source evaluation, credibility of channel, designing syllabus, assessment of existing literacy, reassessment of educational and media policies.

Ahmed Javed (05.07.2017) says,

Different boards also need to be on board like FBISE, BISE, Oxford system and HEC. We ought to have regulators on board too. While developing content, we need to include a specific module on media regulators and ethics which shouldn't just tell media ethics but about media regulators and how they function. For example, PEMRA (Pakistan Electronic Media Regulatory Authority), PTA (Pakistan Telecommunication Authority) etc. By adding ethical module and mechanism, we can get healthy output otherwise just introduction to media would be useless.

It's required to engage the different educational bodies and media regulators to map out the agenda of this policy. Some directions have been suggested by the interviewees like news sense, source evaluation, curriculum preparation and a plan to keep check on quality later on. First of all, different stake holders need to be on same table. With rapid emergence of media technologies, close cooperation of regularity authorities, policy makers, researchers, educators and civil society is required. Secondly, the review of existing policies and practices can help to understand the actual landscape. Thirdly, the initiatives to plan the basic framework needs two programmes one for children and the other for adults.

3.2.1.7. Assessment of Existing Policies

The assessment of existing policy could give a clear view of any lacks in current policy and scope to meet up those lacks. It could be helpful in developing new policy as Noreen Yaqoob (14.07.2017) explained,

First, we need to discourage any programs engaging in a social practice

which we don't expect from our children. Secondly, we need to teach our children to differentiate between right and wrong. That needs a systematic change which includes parent's media education too. We need to learn not to absorb but to filter the message as cognitive model of media literacy also explained.

The appraisal of contemporary policies can reveal the strength and weaknesses of current policy framework and can provide strong foundation for reforms in the system. For instance, the cyber wing of FIA (Federal Investigative Agency of Pakistan) is campaigning through online programmes to brief people about cyber laws, safety measures and how to handle misconduct. But the outreach of this online campaigns need to be measure. Then, one may come across with one programme or another but there are less chances that everyone will watch and listen something related to laws. But by launching it in schools or making part of curriculum could magnify the effect and outreach. That can also provide a way to assess or evaluate the effectiveness of the programme. So, there is a need to review and assess current policy framework and campaigns.

3.2.1.8. Target Audience

There are two main target groups for media literacy policy have been mentioned by the participants that refers to media literacy for kids and adult media literacy.

3.2.1.8.1. Media Literacy for Children

Most of the participants supported the idea to introduce media literacy in schools by making it part of the curriculum. Some interviewers think that it could be introduced as a subject but many of them didn't supported to introduce it as a new course in schools rather emphasized on making it part of existing curriculum. A communication professor suggests,

I believe that text books should be designed in a way to include media literacy exercises. Specially, we can add related topics in English and Urdu text books which could engage students in different activities along with learning the language.

Another interviewee Seema Wahab (15.02.2017) says,

It's not possible to modify whole educational system but we can add media literacy lessons in general knowledge books in primary school, essays in secondary and higher secondary Urdu and English books.

Ahmed Javed (05.07.2017) highlights the key outcomes of media literacy course,

In every discipline of existing educational system, there must be media literacy course. That'll make students aware that what is media? How it works? How it could be used? what are media's contribution? There are some compulsory courses for all disciplines like English, Urdu, Islamic Studies, Pakistan Studies etc. Media literacy should be also added as a compulsory course for all disciplines.

Noreen Yaqoob (14.07.2017) commented on the need of alternative ways to create and promote media literacy like theatre and community leaders along with the repetition,

Any successful reform needs follow ups and continuity to generate the lead. People like Sarmad Saeed and Sania Saeed are doing theatre these days. It could also be used to for making people media literate. Comedians YouTubers like Ali Zaid have huge following. In our system, only university students who choose to make a career in media get aware of it. A 2-3 days' workshops or seminar on media literacy can't help at all.

The technique of repetition of message has been so old and if it doesn't get attention in the beginning, gradually, it effects. Even for special children, repetition technique is used to reinforce the message. Secondly, some Pakistani YouTubers are social media sensations. For instance, Noreen Yaqoob (14.07.2017) referred to Ali Zaid⁵⁸ who is doing mostly message based comedy and have huge following. She also emphasized to introduce it in early years for two reasons, first of all, children pick new ideas fast in early years and secondly, children are exposed to media in very young age at both home and schools. She said,

If you want to make people media literate and integrate media literacy in existing educational system, you'll need to start from gross root level. It should be started at primary school that what's media? How it could be used to convey a message? How to identify the message? For example, many children ask questions about sanitary pads advertisements as they are not able to understand.

It's important to consider that creating media and understanding media are two different but connecting things. The recent focus of mass communication programs is on creation and production of media in Pakistan. Few interviewees were way too concerned as the children are already over burdened and adding another course could stress them more. Like Rizwan Siddiqui (28.07.2017) didn't agree to add media literacy in syllabus but to incorporate it through occasional events, lectures and workshops. But as the Noreen Yaqoob (14.07.2017) elaborated that optional or

⁵⁸ A Canadian Pakistani vlogger and Comedian, AliT, Z. (n.d.). ZaidAliT. Retrieved from <https://www.youtube.com/channel/UC2YRwo8bonh-WW750sSpWhA>

occasional programs cannot help in long run. In order to lessen the burden on children, the curriculum could be reviewed and updated along with eradicating unnecessary and outdated content. Even if media literacy could not be introduced as a separate course, it could be added to any other course. For example, most of the schools are offering computer science that can merge media literacy too. For children, proper curriculum needs to be designed and the training of trainers is a must to launch the programme. For curriculum, some topics are suggested by interviewees like understanding media, evaluation of source, background, alternative sources, content, tone, timings, content creation, anticipating response, privacy, security and then hate speech, bullying, freedom of speech, identity theft.

3.2.1.8.2. Adult Media Literacy

The fast changing patterns of communication technology are engaging youth as natives though adults are not navigating to the new ICTs in the same way. In order to make children media literate, parents can play an important role only if they are media literate themselves. Adult media literacy refers to the media literacy of adults, who are beyond school going age.

One of the respondents, Seema Wahab (15.07.2017) considered media literacy for adults challenging. She said,

By introducing media literacy in schools, only existing students could be incorporated but the adults, graduated ones, school drop outs and ones who never have been to school would be left out. That's completely true and another challenge too.

Here, Javeria Fatima (18.07.2017) referred to the Taleem-e-Balgha (Education for Adults) project but that was stopped because people had no motivation to study.

Once, we started adult schooling in Pakistan. That was a very nice initiative but unfortunately, not long term. Something similar could be planned for long term.

Countries like Pakistan, where a huge number of kids are out of school, and economy is not that firm for majority of the population to meet the basic needs, it's hard to convince adults to attend school. At the same time, it's worth it as adult media literacy can bridge the generation gap between parents and children. Farhad Tehseen (15.07.2017) suggested,

For adult media literacy, informal ways could be adopted. Maybe, some informal programs could be designed and education sector can plan out something. As they started some programs like adult schooling before. It has been suggested to organize seminars, workshops, training sessions, after

school programs or theme based broadcasting.

3.2.1.9. Media Literacy Model

When it's asked if Pakistan can adopt any international literacy model or policy, it has been refused by most of the interviewees because of the social, religious and cultural sensitivities of the country. A foreign model can't work in Pakistan. It has been emphasized that Pakistan needs to develop its own flexible media literacy model. As Ahsan Ali (29.07.2017) commented,

Any foreign model could be harmful. We have our own culture and priorities. So, we can make our education system successful and more effective if we relate it with our own lives. If a kid is living in a landlocked area and have no access to swimming pools etc. and you are preaching him to do swimming as a routine sport, how it could work? So, there are many factors and we cannot simply avoid them.

Mumtaz Begum (28.07.2017) also shared the similar thoughts,

Pakistan should draft out its own media literacy model rather than following others. We are self-sufficient in talent. Hundreds of our people are working in west and offering the best of them. Why we would need to adopt any foreign model? We can have our own.

The religious, cultural and ethnic fabric of Pakistan is quite complex and sensitive. Therefore, a foreign media literacy model or curriculum could be suitable for one group and could be provoking for the other group. A flexible, customized media literacy model is more suitable in the countries like Pakistan.

3.2.1.10. Integration of New Media to Media Literacy

About the integration of new media to media literacy policy, it has been considered mandatory by interviewees. The former radio producer and educationist Ayesha Ikram (20.07.2017) says,

It's inevitable to include new media in media literacy policy. The agenda of media literacy may include introduction to media, Functions of media, mechanism of media, media laws and ethics, understanding of copy right, censorship, contempt of court etc., as well as practical use of media, media production, creative media, marketing tactics, freelancing. It could be divided into two to three levels as primary, intermediate and advanced.

According to Sami-ul-Haq(14.07.2017),

I would say first we should start from new media because anarchy and violence always come from the misuse of communication power. This communication power is in hands of general public now. Secondly, it should clearly address defamation, fake news and facts check.

The accessibility and availability of new media to general public offer both challenges and possibilities. At the present time, conventional media is blending into new media not only in Pakistan in fact worldwide. This convergence of media connects different types of media together. So, media policies cannot be limited to only one type of media.

3.2.1.11 Media Literacy Actors

The media literacy policy is a multidisciplinary policy. Therefore, the stake holders don't just belong to government. As Ahmed Javed (05.07.2017) expressed his views,

We would need to invite the representatives of all media organizations. Before that we need to consult with education centre and see that what are the requirements and what education sector is doing or can do in this regard. We would need to involve government by consulting with ministry of information or media regularity authority. That's how we can have all the perspectives of the proposed media literacy policy and can map out policy formation by having media representatives, educationists, government sector and regulators together. Before we had just television, radio, newspaper but now, we have alternative media. So, media representatives must include alternative/social media experts, and analysts too. I believe that future of media would be impossible without information technology. As, it is providing Media a platform to launch its' product. So, media representatives must include IT professionals too. When we talk about IT, we would definitely need to incorporate regulators like PTA⁵⁹.

When interviewees were asked about the main actors for media literacy policy, they handled this question differently but the essence of their answers is the same and that refers to the role of following three actors; Government, civil society and media and explained as follows;

3.2.1.11.1 The Role of Government

Specially the following sectors; Ministry of Education, Ministry of Information Technology and Telecommunication, Ministry of Information, Broadcasting and National Heritage, Ministry of Education Higher Education Commission, Educational boards, PEMRA⁶⁰, PTA and other state media regulatory authorities.

⁵⁹ Pakistan Telecommunication Authority

⁶⁰ Pakistan Electronic Media Regularity Authority

As Mubeen Arshad (15.07.2017) states that,

In order to adopt such a policy in countries like Pakistan, it would require a government and bureaucracy's willingness. If government and bureaucracy's first priority is education, it would be much easier to modify existing system.

Government has a vital role for developing and executing this policy according to most of the interviewers. That's true in case of Pakistan as despite of the political instability, government is the central power in the country. According to Rizwan Siddiqui (28.07.2017), government is the main actor for this initiative. The educational and media policies are also developed and managed by government. In case of education sector, it completely depends on the government though private schools are following whatever they want and that's also because of the lack of control, check and accountability.

3.2.1.11.2. The Role of Civil Society

NGOs, General Public, Social Activists are important factors too. In this regard, Qudsia Saud (21.07.2017) shared her views.

One of our main problems is that we depend on our government for each and everything. We need to come forward to take charge of our lives and our children's future ourselves even if government is not interested to do that.

NGOs and social activist can help the government to spread awareness and in practical application of policy.

3.2.1.11.3. The Role of Media

Media experts and academia can contribute a lot with their experience and observations. Wasif Muneer (10.02.2018) says by having aware audience, media would come out of the competition rather focused on quality work though it takes time. Media could be an active partner if remain neutral but what would guarantee the neutrality of it. For instance, it has been long debated that if media should be allowed as a sponsor of media literacy? But the risk is that it can have its own impact and can influence the whole process of learning (Hobbes, 1998). But media cannot be even set aside. This is another debate that to what extent media's involvement is needed and how to keep it neutral.

3.2.1.12. Requirements

In order to develop and launch media literacy policy in Pakistan, it has certain requirements which starts from basic realization of the need of such a policy to proper research and planning that includes role of both academia and policy makers, cooperation and collaboration of concerned actors, allocation of budget, allocation of policy, framework to assess and update. The interviewees gave importance to the following requirements;

3.2.1.12.1. Realization

First of all, it's important to realise the significance of media literacy reforms. First initiative may come from government, academia, civil sector or any NGO. It will help to create awareness and mobility towards it. As Kiran Shaheen (23.07.2017) says,

The main requirement is government's willingness and acceptance of this policy by public. After that a committee could be formed to review existing media and educational policies and draft out media literacy framework.

On the other hand, Noreen Yaqoob (14.07.2017) adds,

We need policy which is accepted by both government and civil society. We have a diverse society having many ethnic groups, socio-economic differences, religious and sectarian minorities. So, the point is to make to care about all these sensitivities. Other than that, the medium of instruction should according to the targeted group.

So, the first step is to identify and realise the need of such a policy as well as to engage concerned partners or actors while taking care of the social, religious and cultural sensitivities.

3.2.1.12.2. Collaborations

“Coordination, collaboration and partnership” are three essential part of public policy (Hall, C. M. 274, 1999). For that reason, any convenient and active collaboration between government and civil society can forefront policy formation and its' implementation while increasing effectivity, transparency and accountability for development (Brinkerhoff, 83, 1999). In other words, a state based policy can't be an individual act. It has to be discussed on all forums. Specially, the main stake holders have to be on one table to propose, inquire, discuss, debate and decide the plan of action. In case of media literacy policy for Pakistan, the main actors have to be united and other directly or indirectly

concerned institutions have to be engaged. As one of the interviewees, Sami-ul-Haq (14.07.2017) states,

Its needed to discuss it with all the actors. Furthermore, they all have to be united to bring media literacy reforms. But mostly, it doesn't happen. The point is to look for national interest rather than individual interest.

Hasnat Mahmood (03.08.2017) also emphasized on mutual efforts,

Government, civil society, media and educationists needs join hand if we want any media literacy reforms in Pakistan. It could be done by mutual efforts rather than individual or mono institutional.

First step has been expected from government due to institutional power to invite all stake holders. On the other hand, it's a must to give an orientation of proposed policy to concerned members. Another interviewee Mahreen Khan (21.07.2017) added that along with government, civil society, media and NGOs, community leaders should also be involved as they have fan following but first they need to know the significance of media literacy than an extensive programme could be launched by mutual consent and cooperation. Government can even keep it open and invite public proposals too.

3.2.1.12.3. Budget

A specific budget has to be assigned for media literacy reforms. Faizan Mirza (23.07.2017) said that,

We will require budget and trainers. We have media departments in many universities which are producing quite enough graduates every year. They could be hired or already hired faculty could be trained to teach media lessons too.

With reference to some interviewees the finance would be important for the following activities;

- To recruit, to train and to support trainers
- To design, prepare and launch curriculum
- To arrange and advertise seminars, workshops and conferences
- To assess the effectiveness of the program

On the other hand, few participants do not see finance as an issue as Rizwan Siddiqui (28.07.2017) said, government' willingness and public's support are two basic requirements. As far as funds are concerned, it wouldn't need huge budget. A media lecturer recommended that the initiative of media literacy should be funded

by government or shares could be distributed in public but not at all by sponsors or investors to avoid any influence.

3.2.1.13. Challenges for Media Literacy

Media literacy has to face different challenges all around the world. The intensity and nature of challenges could be different between developing world and the developed world but still it needs proper homework. The interviewees pointed out few challenges for media literacy in Pakistan.

Like Ahmed Javed (05.07.2017) showed concern about it as follows,

When people will learn that media's task is to inform not to dictate or influence, they would be able to differentiate between the right and wrong which wouldn't favour some parties. Even media can oppose in that case.

Overall, the journey to plan and adopt media literacy policy doesn't seem quite smooth as it will question the controlling groups and the expected resistance could be from the following groups;

3.2.1.13.1. Political Setup

Over the political history of Pakistan, government and opposition have tense relationship and involve heavily destructive criticism. The custom of criticism for criticism rarely allow any of them to lead any project successfully. As Kiran Shaheen(23.07.2017) added,

If government will offer such a policy, opposition will resist and if opposition will demand for new media literacy, government may disagree. The recent trend in our media and politics is to politicize everything and same could be happen with the proposal of media literacy.

The powerful stakeholders seem to resist against any such policy that can create awareness in general public. Mubeen Arshad (15.07.2017) explained that,

Everybody who holds stakes in current politico-legal system of Pakistan would be a force of resistance to such a policy. They may allow introduction of such a policy, but they will hinder the execution by its true spirit. Starting from political government to military, judiciary and bureaucracy, every state institute and private sector players will influence the process and implementation.

In some regions of Pakistan, influential people and landlords do not allow to open schools or to let them work. So, that they can control people the way they want. The same could be the case with media literacy as it has tendency to empower people.

3.2.1.13.2. Religious Clerics

The conservative religious clerics commonly called Mullahs/Molvi/Molana preach within a quite restricted dimensions of religion and many times, they refuse to show any flexibility. On the other hand, they themselves are also divided. What's acceptable for one could be offensive and punishable for the other that creates more confusion. A wide majority follows religious scholars rather than studying religion themselves. Another thing is, the Holy Quran is in Arabic and the common practice in Pakistan is to learn and read Quran in Arabic though general public do not know Arabic language. They rather rely on Mullahs for guidance. Ayesha Ikram (20.07.2017) said,

Many people don't let their children vaccinated just because they think of media as a western conspiracy. Some people consider media as a devil's tool and responsible for all the evils in the society. It would be hard to convince them that why their children need to study it.

Religious clerics could be a sure resistance as they wouldn't be able to control people in the name of religion. Noreen Yaqoob (14.07.2017) told,

First of all, clerics would be there. They don't want us to understand anything ourselves and want us to depend on them for any and every reliable information. When my father died, my mother was asked to sit in iddah (for 4 months and 10 days in Islam) by clerics but she questioned that who would earn bread and butter for her children? So, my point is, they are always there to criticize but not to offer a solution. So, I fear some of our people themselves can resist that they don't want their children to study media.

On the other hand, Sami-ul-Haq highlighted the term “Dijalli media” and double standards of conservative groups who are using media and at the same time, they are against it. They may question not to teach “Dijali media to children”.

3.2.1.13.3. Conventional Media

As it has been discussed earlier that the main media groups in Pakistan are owned by business class. It's not hard to open a channel if one has enough capital. So, critical media literacy would stop from pursuing agenda based journalism which automatically influence the revenue. Foreign media content is dominated in Pakistani entertainment channels. A communication lecturer Qudsia Saud (21.07.2017) stressed says,

Media owners who depend on foreign content and low budget projects just for revenue and least bothered to pay attention to quality. If there

will be some quality control, it will effect their income and off course, they will resist. Can you see the cultural invasion through media? Our children are using Hindi words in everyday conversations because of Indian TV content. Most of the cartoon films are translated by Indian industry. Why are we sleeping? Can't we contribute that little for our language, culture and most importantly, for our young generation?

There are many channels who rely on foreign content (movies, series, music, sitcoms etc.) that's effecting Pakistan's own media industry, artists and economy. They can show direct or indirect resistance as revised media policies along with media literacy would not compromise on the downfall of its own industry and culture.

3.2.1.13.4. Financial Restrictions

Pakistan is facing many internal and external challenges. It still needs to increase the budget in various domains like education, health and infrastructure. The country is badly targeted by terrorists and extremists in last two decades and regular tension on Indo-Pak borders make it necessary to spend on defence too. In such a scenario, how Pakistan can specify budget for something new when it still has to work on basic needs. But the other stance is to do cost-benefit analysis as investing in media literacy can lead to long lasting outcomes for development, democracy and active citizenship in the country.

3.2.1.13.5. Apprehensions

Few interviewees were not at all in favour of media literacy as a policy as they were afraid that central stake holders can use it still in their own interest as it happened with cyber crime bill. Javeria Fatima (18.07.2018) gave example of cyber crime bill that how it's being used to control people and free speech rather than making cyber sector safe and secure. She further added,

I strongly agree that we need media literacy to sustain in this age of information. I'm afraid in Pakistan, it could be used for point scoring, etc. and to divert attention from other important issues.

Another perspective is that media literacy could be imposed on children but adult media literacy is not that piece of cake. Ahsan Ali (29.07.2017) says,

How you'll make adults media literate that's a real issue. In schools, children have no option to refuse any class until unless it's optional. But how about adults? You can't drag them to schools or force them to attend lectures or workshops on media literacy. Their willingness is really important and for that, you need to convince them.

A journalist and lecturer Sarmad Hassan (05.08.2017) says that media literacy in schools can distract children and disturb their studies. He is afraid that media can effect them badly while missing the core purpose that media literacy is actually to prepare them to handle it.

3.2.1.14. Other Topics

The subject of media literacy may start from simple to complex as Kiran Shaheen (23.07.2017) suggests, it may include introduction to media, new media literacy, film literacy, print literacy, media regulations like copy rights etc. Ahmed Javed (05.07.2017) commented on it,

Media literacy is a very broad term. We will have to move forward step by step. When we go for such a policy, we have to start from very basic level and introduce different levels of the courses at different educational levels. For example, we can start some basic courses after primary school that what is media? what is television? What is radio? Why we need media? Who are the people working at media? Then, we can go to next level of this course with more details at high school and college level. Then, we can introduce advanced version of a compulsory course along with some elective courses at university level.

According to Hasnat Mahmood (03.08.2017),

It ought to offer print media, electronic media, social media as well as rules and ethics. Most of our people are unaware of media policies and their rights and responsibilities in order to protect them and others around them.

The agenda of media literacy policy may include; evaluation of media literacy, preparation of syllabus, designing workshops or lecture, recruiting and training instructors and then framework to evaluate the outcomes of the designed programs, says a media lecturer, Mumtaz Begum (28.07.2017). According to Kiran Shaheen (23.07.2017), media itself is the best tool to make people media literate though capitalization has moulded the objectives of media towards commercialization. As it has been discussed earlier the mainstream media in Pakistan is owned by business class. So, media itself is not going to do it.

To summarize, overall, interviews show that experts are concerned about media effects in Pakistan. Generally, media practices have been criticised and Pakistani media model is considered as a business model. On the other hand, education system needs serious reforms to empower people rather than generating degree holders. Most of the interviewees agreed on the need of critical media literacy policy though not many are well aware of the difference between media literacy,

computer literacy, professional media education. No information about any existence media literacy reforms have been found through interviews. The data provides basic framework to understand media and education as well as to initiate media literacy policy in Pakistan. Few other media activists and policy makers were contacted though the top-down political and power hierarchy made it harder to access some experts. Many people who are working for media advocacy in Pakistan didn't reply back and some messages remain unseen. That gives foundation to some assumptions; first, such people could be overflowed with public messages and that could make it harder to turn back to every message. Secondly, technical proficiency could be lacked and someone can miss the messages that goes to "Others" folder of Facebook. Thirdly, the lack of interest or time in dealing or answering private messages which is another assumption. These all assumptions give shape to the narrative that if you are an activist, media advocate, having huge followers and working on public media advocacy. How public is going to access you if your followers can read and not comment on your content, message option is not allowed or if allowed than not considered to check or reply back. That also verify the fact that there is immense need of critical media literacy.

3.2.2 Media Literacy and NGOs in Pakistan

In the last few decades, Non-governmental organizations are not only growing fast rather committed to some serious concerns. That includes social justice, human rights, gender equality, democracy, rule of law, promoting training and skills, supporting civil society.

In order to make, implement and advocate public policy, NGOs can contribute in both in planning and application of public policy. In Pakistan, many NGO's are active and working in different domains. There is no official data base to know the total number of NGOs in Pakistan and their status (Nazuk & Shabbir, 2018). Some NGOs are also criticised for taking a shift from the position of social actor to power player but not all (Dar, 2015). Pakistan recently regularised the annual audit process for all foreign NGOs. But 18 NGO's declined to follow that and got expulsion from Government of Pakistan (Jahanzaib, 2018). If an NGO is working for development of a country, why would it be reluctant to give annual audit is a big question here. Apart from that other NGOs accepted to be audited and are allowed to continue their work. When we refer to education, many national and international NGOs are

working in this domain. Here, we will review specifically those NGOs who claim to promote media literacy in Pakistan.

In Pakistan few NGO's have addressed the need of media literacy and took some steps regarding it. Their short bio is as follows,

Title	Citizens for Free and Responsible Media
Nature	NGO/Online community of activists
Location	Karachi
Objectives	Freedom of expression, Qualitative journalism, Media Ethics
Activities	Reports, Online campaigns
Social Media	Active
Source	https://en-gb.facebook.com/CFRMPk/ A review has been found on https://www.pakistanpressfoundation.org/the-question-of-media-literacy/
Remarks	Online public awareness campaign is found but not sufficient resources are available about organization itself.

Table 19. Citizens for Free and Responsible Media's profile

Title	Teacher's Resource Centre (established in 1986)
Nature	NGO
Location	Karachi
Objectives	Education, literacy, teachers' training
Activities	Contributed in developing "Early education curriculum" along with UNICEF and other partners, Workshops, etc
Social Media	Not found
Source	https://trconline.org
Remarks	TRC claims to be the first institution offering media literacy activities for school teachers. So far, TRC has conducted media literacy workshops for teachers, surveys and announced to come up with media literacy kit in the future. They conducted 2-days media literacy workshop for 16 teachers in 2009 and second in 2011.

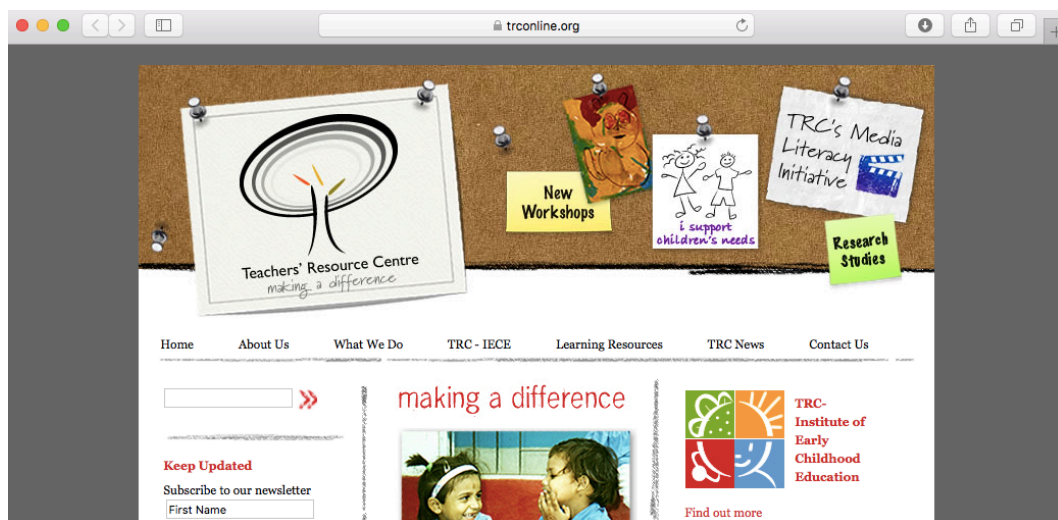
Table 20. Teacher's Resource Centre's profile

Title	Uks (established in 1997)
Nature	NGO
Location	Islamabad
Objectives	Gender equality, Women empowerment through media, Awareness and Public advocacy.
Activities	Workshops, Panel discussions, Publications and Conferences
Social Media	No more active for this project. https://www.facebook.com/Media-Literacy-in-Pakistan-126195310796686/
Source	http://www.uksresearch.com/about-us.html
Remarks	<p>Uks is of the view that the freedom of expression for media comes with great responsibility too. The repeated visuals of violence, crime scenes, sensational headlines, breaking news syndrome, heated political debates are impacting public negatively. Therefore, conscious use of media is essential. According to Uks, “media education isn't about having the right answers, it's about asking the right questions”. In 2011 with the cooperation of PBA, PEMRA, PFUJ, PAA and press clubs, Uks conducted 2-3 days’ media literacy workshops in 14 universities of Pakistan for young media students. The aim was to promote media literacy by training future media precisionists towards responsible journalism.</p> <p>But that was the one-time initiative. No information has been found regarding any follow ups or later activities in the domain of media literacy. Both their website and Facebook page shared only this project. Although it’s the only and first one of its kind at higher education level in Pakistan. This project shows that public-private partnership worked well but a really short term.</p>

Table 21. Uks’ profile



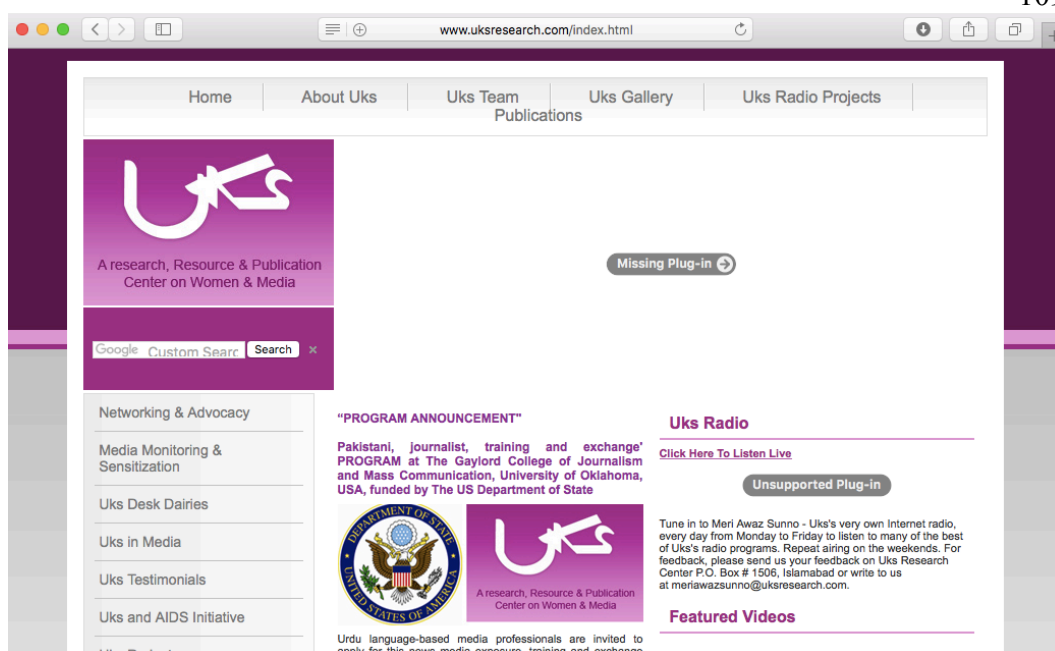
Picture 5. Facebook page of Citizen for Free and Responsible Media(CFRM)⁶¹



Picture 6. Webpage of Teachers' Resource Centre(TRC)⁶²

⁶¹ Citizens for Free and Responsible Media (CFRM), Pakistan. (n.d.). Retrieved February 8, 2019, from <https://www.facebook.com/CFRMPk/>

⁶² Teachers' Resource Centre. (n.d.). Retrieved February 8, 2019, from <https://trconline.org/category/media-literacy/>



Picture 7. Webpage of Uks⁶³

Overall, there is no significant and long term initiative have been take for promoting media literacy in Pakistan by NGOs. Only limited activism has been observed in few NGOs and for that Pakistan Press Foundation gives credit to Uks, CFRM and SAMR⁶⁴. No doubt media has created awareness in public but still dominated of its own interests and that effects public, therefore, an institutional reform is a must as Adnan Rehmat, the committee member of CFRM suggested (Alam, 2012). Alam (2012) also referred to Nadeem Iqbal's saying that, the role of government and media regulators are significant and a comprehensive media policy is needed.

The online portals of Uks and TRC shows them active but working on the other projects. That raises a big question that why didn't they proceed to work on media literacy? As far as CFRM and SAMR are concerned, there is insufficient information available about themselves and their activities. Uks's and TRC's initiatives, Uks focused on higher education students and TRC approached School teachers. But both projects were short term, limited to focused groups and few institutions without any follow ups. Both Uks and TRC mentioned on their official

⁶³ Uks. (n.d.). Retrieved February 8, 2019, from <http://www.ukresearch.com/>

⁶⁴ Society for Alternative Media and Research is referred as SAMR. But only a general report about media literacy has been found on <http://library.fes.de/pdf-files/bueros/pakistan/06542.pdf> whereas the official website <http://www.alternativemedia.org.pk> is not accessible.

websites about their future engagement in media literacy though nothing came out yet.

This review shows that even NGOs could not come up with any long term initiative to promote media literacy in Pakistan. According to Livingstone (2018) media literacy is not a silver bullet rather it needs continual attentiveness, devotion and assets to carry on the agenda. Then, with the fast changing media and technology, updated curriculum, instructors training, research and assessment is also required. It is recommended by Livingstone (2018) to make media literacy part of school curriculum as needs few years to comprehend it. So, few short workshops can not help to engage people in critical thinking. Here, it's not even sure if the NGO's workshops were focused on critical media literacy or not. As no training material has been found. Normally, the training material needs to be available for both researchers and learners. Thus, the NGOs workshops couldn't manifest any long-term media literacy agenda.

3.3. REVIEW

The third chapter assesses the existing media literacy reforms through NGO's work and implicates the analysis of data collected by interviews. The data collected by interviews reveals insights of Pakistani education and media sector. The analysis discloses unavailability of any media literacy policy in Pakistan. Secondly, it refers to the shortcomings of uneven education system in the country. Thirdly, interviews helped to understand the media structure according to the experts and the concerns of academia and media practitioners.

To sum up, it reveals that there is minimal work in the domain of media literacy and that's only by few NGO's though critical media literacy is completely absent from the scenario. It suggests framework for such a policy in Pakistan and its application. At the same times, it shows that media literacy is neither on the agenda of government nor discussion among the academics. But experts are bothered by media's commercial model and no effort for neutral flow of information. This is how media literacy debates started on international level by realising the power and effects of media then making an effort to boost existing literacies. In Pakistan, once the discussion would be started among experts specially academia, it would take less time to be on national agenda. But how to handle challenges for media literacy policy would be an important concern to keep it neutral and free from any political or corporate influence.

CONCLUSION

This study, “Media Literacy Policy for Pakistan” review Pakistani media and education system in Pakistan. It is an attempt to find out any existing media literacy reforms, need and scope of integration of media a literacy, highlights challenges for such a policy. This research aims to propose policy agenda, manifests key players and requirements for the development of media literacy policy. Primarily, data collection has been done through interviews of academicians and media practitioners. As being in the field, they are actually aware of the ground facts and figures and their views and contribution could provide base for such a reform in Pakistan. Secondly, the media literacy projects of NGO’s have been reviewed through their web portals to find out existing media literacy reforms if there are any. Unfortunately, no academic data has been found in the domain of media literacy with respect to Pakistan. According to the limited available data media literacy is referred as media education that’s all about technical skills and professional studies. On the other hand, neighbouring countries of Pakistan have been review to examine status of media literacy there which could be helpful for Pakistan too.

In general, mass media interfere in each and everything in Pakistan in state affairs, judiciary, politics, military and in non-state matters too. Mass media is owned by few specific groups and there are no rules against cross ownership in media. Some groups have presence in both print and electronic media. Apparently, media is free but the assaults on journalists and attacks on social media activists narrate opposite of it. General public use new media to reach, react, question, discuss or disclose the information. Social media is quite popular among youth and affordable data packages allow every mobile phone holder to go online. There are hundreds of television channels though not a single channel for children. Mostly, children have to watch foreign content or the adult’s programmes.

As far as education system is concerned, there is no uniform policy. Constitution guarantees “Education for all” but there is nothing about same education for all. The existing education system in Pakistan needs serious reforms as it’s failed to create critical thinking and consciousness among the masses. Apart from the illiteracy and school drop outs, school going children don’t have equal access to quality education that’s giving rise to class difference in literate masses. Many

interviewees showed concerns on diverse education systems in Pakistan even that's not creating aware masses. When university students and teachers follow the crowd and kill someone on a rumour of blasphemous Facebook post that puts a question mark on the quality of education system. On the other side, Pakistani education system is divided into different medium of instructions, several curriculums and various affordability level.

When we refer to media literacy, there is no media literacy in Pakistan despite of the fact that media is the supreme source of information for general public. People who have never been to school or do not even have basic living needs have television sets, mobile phones and access to internet too. But they don't know how to handle excessive information, assessment of the sender, credibility of news channel or the actual source of a post or to identify the actual agenda behind a specific media campaign that misleads and distracts the masses. The gateway to ICTs could be another opportunity to literate masses but that's not happening. The thematic analysis of interviews, review of NGO's projects and the study of neighbouring countries enabled me to come to the conclusion that neither Pakistan nor its close neighbour have any media literacy policy except China though the controlled Chinese media spectrum doesn't let people to be critical. Only two NGO's launched media literacy 2 to 3 workshops in Pakistan for very few individuals and there are no follow ups or recent projects. These workshops didn't target general public rather one NGO focused on media students in few cities and the other catered limited number of teachers from private schools only in one city, Karachi. So, there are no media literacy policy or reforms at national level though media is quite vibrant.

Media literacy policy is in great interest of public to cater over flow of information, safety, vigilance and to make the conscious choices but also give incentive to government and stable democracy in Pakistan while discouraging non-democratic groups as well. Media wouldn't be able to manipulate public or become a pressure group for a government. In order to develop such a policy, Pakistan needs government willingness and engagement of main stake holders which include civil society and media. The main stake holders of media literacy policy would be the government, media and civil society. Different government institutions need to join hands for the planning and accession of such a policy.

The agenda of media literacy policy includes assessment of existing policies,

defining target audience, mapping media literacy model, integration of new media and highlighting significant areas to include in prospective media literacy syllabus. The target audience could be differentiated as children and adults as both need specific approaches to attain critical media literacy. By adopting media literacy in school curriculum, children could be facilitated but to engage adults, some concrete options would be needed like through media itself or regular media literacy activities during working hours. Additionally, Pakistan needs a customized and flexible media literacy model as it's diversity makes it quite sensitive and anything can create outrage and chaos. So, a foreign model would not be feasible.

As far as the media literacy curriculum is concerned the suggested topics include basic introduction to both mass media and new media, aims and objectives, media regulatory bodies, news literacy, film literacy, ethics of media, copy rights and slowly moving to the level where one can differentiate between the narratives like hate speech and freedom of expression.

The main requirements of media literacy policy comprise realizing the need of such a policy, collaboration and engagement of key actors while assigning budget for it. It has been seen that to initiate such a policy, the more budget could be required in the beginning but once the policy would be launched, it wouldn't need heavy budget as the recruitment and training of teachers would cost, then preparation of curriculum but later, the cost will be decreased. Although it's not at all recommended to ask for sponsors because that might effect the whole idea or if that's unavoidable, it's essential to assure the neutral sponsors.

Before conducting this study, the challenges were not at all obvious. The potential threats expected resistance bodies include opposition parties, religious groups and corporate media groups. First of all, political setup in Pakistan have been shaken various times by either political rivals or establishment⁶⁵. Electoral procedures have been rigged and accused of being rigged almost every time. So, the non-democratic factors and the dominated power groups wouldn't support an aware nation. Secondly, religious groups could also object it as they blame media for all the social evils though still using media, have their own YouTube channels, television

⁶⁵ Armed forces are usually referred as establishment in Pakistan.

channels and social networks. For instance, Pakistan couldn't end polio⁶⁶ because some people consider polio vaccination as a Jewish or western conspiracy against them to spoil their future generations. In such an extreme scenario, it's pretty hard to convince and engage all segments of the society though not impossible. Thirdly, it would effect the profit oriented goals of corporate media groups and challenge their power as the most of the mass media is in the hands of business class and directly or indirectly under politically influence. Journalists themselves have to consider their organizational policies while reporting. Furthermore, Pakistan's Cyber Crime Bill (2016) questions the objectivity of any media reform by government as it could be used against people. Nevertheless, these challenges do not have any capacity to resist for long time.

Overall, this study verifies that, there is no media literacy policy in Pakistan and even the academicians and media practitioners are not well aware of critical media literacy. Both media and educational policies need immediate reforms. The constitutional rights "Education for all" and "Right to Information" needs brief explanation and implication in actual system. Media regulatory bodies need to be active, independent and transparent. Uniform educational policy is crucial for the country. Both public and private educational institutions need to be assessed off and on. The short term programs can't help Pakistan to create critical media sense. Being culturally and religiously very sensitive, Pakistan needs its own model of media literacy. The stake of civil society is a must to avoid any internalize agenda or propaganda and to make it effective. Media literacy would generate alternative

⁶⁶ Polio (Poliomyelitis) is contagious disease. In general, it targets young children and can end as lifetime disability. For prevention of Polio, early age vaccination helps. According to WHO (World Health Organization), Pakistan is one of a very few countries still struggling to end Polio. One of the main reason is resistance from local community, non-state actors, religious factors and extremists group. The attacks on polio workers occurred quite often in last few years. So, now polio workers are accompanied by security forces. In some cases, even the security forces were attacked while gardening polio workers. On the other hand, many parents do not allow to vaccinate their kids against this viral disease. As it has been considered as foreign conspiracy rather than a prevention against polio. The militants stand against poli

Eastern Mediterranean Region. (n.d.). Retrieved February 6, 2019, from <http://www.emro.who.int/polio/countries/pakistan.html>

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Poliomyelitis (polio). (2018, February 22). Retrieved February 6, 2019, from <https://www.who.int/topics/poliomyelitis/en/>

ways of learning and communication, create critical thinking, root out media manipulation and power groups in information system, promote ethics in creation and dissemination of information as well as assessment of media content to differentiate between factual and false information. By annexing, new media and ICTs, it would help individuals to be more open to new opportunities and possibilities while being safe and know how to handle any fraud, scam or any suspicious experience. In short, sooner or later, Pakistan needs to work on media literacy for development and to meet the today's demands. For future research, it is suggested to assess the existing level of critical media literacy among the masses if there is any. As in Pakistan, people are exposed to media by themselves and learn through actual experiences for that a big sample would help to get the insights. Other than that, it's needed to design or propose different media literacy curriculums for both children and adults.

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APPENDIX 1

CONSENT FORM

**Informed Consent of Interviewees for the study titled:
Media Literacy Policy in Pakistan
by Sana Zainab, Hacettepe University, Ankara, Turkey.**

Instructions: *It is requested to please read the following statements carefully in order to indicate your preferences. By signing this form, you will agree with the written terms and your voluntary participation in the project. Please feel free to ask if you have any queries regarding the consent form or the study.*

Rights & Responsibilities

I'm aware that

- This interview is conducted by an independent postgraduate researcher for the study "Developing Media Literacy Policy for Pakistan".
- I have right to request for full anonymity and omitting of all identifying information from the notes and drafts.
- I can refuse to answer any question, or terminate my participation at any time.
- I can ask the researcher questions regarding this study.
- I take full responsibility of any social, psychological or legal risk associated with my participation in this study.
- There will be no monetary compensation for my participation in this study.

Permissions

- I [do/ do not] allow the researcher to use my name and position in the final study.
- I [do/do not] allow the researcher to mention my organizational affiliation in the final study.
- I [do/ do not] allow the researcher to utilize data collected by my interview in later studies.
- I [do/ do not] allow the researcher to use my photographs in the final study.
- I [do/ do not] allow the researcher to share recorded transcript of my interview other than this study.

This consent form has been provided to me before my interview. I read it carefully, indicated my preferences and found it ethically appropriate.

Participant's Sign: _____ Researcher's Sign: _____
 Participant's Name: _____ Participant's Position: _____
 Organizational Affiliation: _____
 Date: _____

Thank you for cooperation.

Queries, comments, complaints and requests can be directed to:

Researcher: Sana Zainab, +90-537-767-0999, Email: sanazainab@hacettepe.edu.tr

Advisor: Prof.Dr. Mutlu Binark, +90-312-297-6230/ 120, Email: binark@hacettepe.edu.tr

APPENDIX 2

QUESTIONNAIRE

Personal Information

Name: _____ Profession: _____

Organizational affiliation: _____


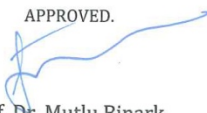
Interview Questions

1. How do you describe role of media (both conventional & new media) in today's life?
2. Can you comment on the media spectrum of Pakistan?
3. How do you define media literacy?
4. Do you think literacy is just limited to read and write?
5. What are your views on the modification of existing educational system through integration with media?
6. Do you see any media literacy reforms in Pakistan?
7. Is there any policy for creating media sense in the masses of Pakistan through pedagogy?
8. How to create critical understanding of media in general public of Pakistan?
9. Without a proper policy, how Pakistan can tackle influence of Media?
10. Is there any other way to create media sense systematically without proper policy making?
11. Does our educational curriculum have enough flexibility to accommodate media education? if yes, how?
12. Is there any international media literacy model that we can replicate in Pakistan?
Or Pakistan needs its own media literacy policy? if yes why?
13. Do you think media policies in Pakistan are beneficial for media users as well? If yes, how? If no, why not?
14. How we can modify existing curriculum to create critical media sense?
15. Who would be main actors of Media literacy policy in Pakistan?
16. How to bridge the distance between new media and conventional media through media literacy?
17. What would be the incentive to Government and how it can help civil society in development?
18. What would be the challenges for introducing media literacy policy in Pakistan?

Do you see any possible resisting forces?

19. What could be the agenda of media literacy policy? Is it fine to accommodate new media literacy as well?
20. How policy makers can accommodate this new literacy in the existing system?
21. What would be the key requirements to implement media literacy in Pakistan?
22. How educational, media policy makers and media practitioners can collaborate for media literacy reforms in Pakistan?
23. Would you like to add something, opinion, or comment on this study?
24. Can you recommend any related resource person or provide some printed material to support this study?

APPENDIX 3
Originality Report

 <p style="text-align: center;">HACETTEPE UNIVERSITY GRADUATE SCHOOL OF SOCIAL SCIENCES MASTER'S THESIS ORIGINALITY REPORT</p>
<p style="text-align: center;">HACETTEPE UNIVERSITY GRADUATE SCHOOL OF SOCIAL SCIENCES TO THE DEPARTMENT OF COMMUNICATION SCIENCES</p> <p style="text-align: right;">Date: 21/02/2019</p> <p>Thesis Title: Media Literacy Policy in Pakistan</p> <p>According to the originality report obtained by myself/my thesis advisor by using the Turnitin plagiarism detection software and by applying the filtering options checked below on 21/02/2019 for the total of 154 pages including the a) Title Page, b) Introduction, c) Main Chapters, and d) Conclusion sections of my thesis entitled as above, the similarity index of my thesis is 8 %.</p> <p>Filtering options applied:</p> <ol style="list-style-type: none"> 1. <input checked="" type="checkbox"/> Approval and Declaration sections excluded 2. <input checked="" type="checkbox"/> Bibliography/Works Cited excluded 3. <input type="checkbox"/> Quotes excluded 4. <input checked="" type="checkbox"/> Quotes included 5. <input checked="" type="checkbox"/> Match size up to 5 words excluded <p>I declare that I have carefully read Hacettepe University Graduate School of Social Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.</p> <p>I respectfully submit this for approval.</p> <p style="text-align: right;"><i>SZ</i> Date and Signature 22/02/2019</p> <p>Name Surname: Sana Zainab _____</p> <p>Student No: N15127074 _____</p> <p>Department: Communication Sciences _____</p> <p>Program: Communication Sciences _____</p> <p>Status: <input checked="" type="checkbox"/> MA <input type="checkbox"/> Ph.D. <input type="checkbox"/> Combined MA/ Ph.D. _____</p>
<p><u>ADVISOR APPROVAL</u></p> <p style="text-align: center;">APPROVED.</p> <p style="text-align: center;"></p> <p style="text-align: center;">Prof. Dr. Mutlu Binark _____ (Title, Name Surname, Signature)</p>



HACETTEPE ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YÜKSEK LİSANS TEZ ÇALIŞMASI ORJİNALLİK RAPORU

HACETTEPE ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
İLETİŞİM BİLİMLERİ ANABİLİM DALI BAŞKANLIĞI'NA

Tarih: 21/02/2019

Tez Başlığı: Pakistan'da Medya Okuryazarlığı Politikası

Yukarıda başlığı gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 154 sayfalık kısmına ilişkin 21/02/2019 tarihinde şahsım/tez danışmanım tarafından Turnitin adlı intihal tespit programından aşağıda işaretlenmiş filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı % 8'dir.

Uygulanan filtrelemeler:

- 1- Kabul/Onay ve Bildirim sayfaları hariç
- 2- Kaynakça hariç
- 3- Alıntılar hariç
- 4- Alıntılar dâhil
- 5- 5 kelimeden daha az örtüşme içeren metin kısımları hariç

Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü Tez Çalışması Orijinallik Raporu Alınması ve Kullanılması Uygulama Esasları'nı inceledim ve bu Uygulama Esasları'nda belirtilen azami benzerlik oranlarına göre tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.

Tarih ve İmza

Adı Soyadı: Sana Zainab

Öğrenci No: N15127074

Anabilim Dalı: İletişim Bilimleri

Programı: İletişim Bilimleri

Statüsü: Yüksek Lisans Doktora Bütünleşik Doktora

DANIŞMAN ONAYI

UYGUNDUR.

Prof.Dr. Mutlu Binark

(Unvan, Ad Soyad, İmza)



HACETTEPE ÜNİVERSİTESİ
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YÜKSEK LİSANS TEZ ÇALIŞMASI ORJİNALLİK RAPORU

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İLETİŞİM BİLİMLERİ ANABİLİM DALI BAŞKANLIĞI'NA

Tarih: 21/02/2019

Tez Başlığı: Pakistan'da Medya Okuryazarlığı Politikası

Yukarıda başlığı gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 154 sayfalık kısmına ilişkin 21/02/2019 tarihinde şahsım/tez danışmanım tarafından Turnitin adlı intihal tespit programından aşağıda işaretlenmiş filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı % 8'dir.

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Gereğini saygılarımla arz ederim.

Tarih ve İmza

Adı Soyadı: Sana Zainab

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Anabilim Dalı: İletişim Bilimleri

Programı: İletişim Bilimleri

Statüsü: Yüksek Lisans Doktora Bütünleşik Doktora

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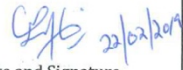

UYGUNDUR.

Prof.Dr. Mutlu Binark

(Unvan, Ad Soyad, İmza)

APPENDIX 4

Ethics Board Waiver Form

 <p>HACETTEPE UNIVERSITY GRADUATE SCHOOL OF SOCIAL SCIENCES ETHICS COMMISSION FORM FOR THESIS</p>
<p>HACETTEPE UNIVERSITY GRADUATE SCHOOL OF SOCIAL SCIENCES COMMUNICATION SCIENCES DEPARTMENT</p>
Date: 21/02/2019
Thesis Title: Media Literacy Policy in Pakistan
My thesis work related to the title above:
<ol style="list-style-type: none"> 1. Does not perform experimentation on animals or people. 2. Does not necessitate the use of biological material (blood, urine, biological fluids and samples, etc.). 3. Does not involve any interference of the body's integrity. 4. Is not based on observational and descriptive research (survey, interview, measures/scales, data scanning, system-model development).
I declare, I have carefully read Hacettepe University's Ethics Regulations and the Commission's Guidelines, and in order to proceed with my thesis according to these regulations I do not have to get permission from the Ethics Board/Commission for anything; in any infringement of the regulations I accept all legal responsibility and I declare that all the information I have provided is true.
I respectfully submit this for approval.
 Date and Signature
Name Surname: Sana Zainab Student No: N15127074 Department: Communication Sciences Program: Communication Sciences Status: <input checked="" type="checkbox"/> MA <input type="checkbox"/> Ph.D. <input type="checkbox"/> Combined MA/ Ph.D.
<p><u>ADVISER COMMENTS AND APPROVAL</u></p>  Prof. Dr. Mutlu Binark _____ (Title, Name Surname, Signature)



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TEZ ÇALIŞMASI ETİK KOMİSYON MUAFİYETİ FORMU

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İLETİŞİM BİLİMLERİ ANABİLİM DALI BAŞKANLIĞI'NA

Tarih: 21/02/2019

Tez Başlığı: Pakistan'da Medya Okuryazarlığı Politikası

Yukarıda başlığı gösterilen tez çalışmam:

1. İnsan ve hayvan üzerinde deney niteliği taşımamaktadır,
2. Biyolojik materyal (kan, idrar vb. biyolojik sıvılar ve numuneler) kullanılmasını gerektirmemektedir.
3. Beden bütünlüğüne müdahale içermemektedir.
4. Gözlemsel ve betimsel araştırma (anket, mülakat, ölçek/skala çalışmaları, dosya taramaları, veri kaynakları taraması, sistem-model geliştirme çalışmaları) niteliğinde değildir.

Hacettepe Üniversitesi Etik Kurullar ve Komisyonlarının Yönergelerini inceledim ve bunlara göre tez çalışmamın yürütülebilmesi için herhangi bir Etik Kurul/Komisyon'dan izin alınmasına gerek olmadığını; aksi durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.

Tarih ve İmza

Adı Soyadı: Sana Zainab

Öğrenci No: N15127074

Anabilim Dalı: İletişim Bilimleri

Programı: İletişim Bilimleri

Statüsü: Yüksek Lisans Doktora Bütünleşik Doktora

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