Global Media Education Council (GMEC) in partnership with Makhanlal Chaturvedi University, IAMCR, ICSSR, AAAI, PRCAI, Deakin University Australia, and many others (largely from outside India) organized a Global Communication Education Conclave 2021 on the occasion of the completion of 75 years of India's independence. The Conclave was organized for 75 Days in a virtual mode wherein every day the programme run for 90 minutes in the evenings.

 Under the series, a webinar was organized on December 21, 2021, on the topic - Trauma Literacy in Journalism Education, December 21, 2021. The Chief Guest for the seminar was Ms. Neha Jalali, Joint Director, Press Information Bureau & Regional outreach Bureau, J&K, Ministry of Information & Broadcasting, Government of India joined by Eminent Media Educator, Dr. Geeta Bamezai, Former Professor and Head, Research Department & Former Dean of Academic Affairs, Indian Institute of Mass Communication, New Delhi.

The Session in the webinar was chaired by Dr. Mausumi Bhattacharya, Associate Professor, Centre for Journalism and Mass Communication, Visva-Bharati University, W. B., India. The keynote for the webinar was Dr. Olatunji Ogunyemi, Convener of an international and multidisciplinary Journalism Education and Trauma Research Group (JETREG) and Media of Diaspora Research Group (MDRG) at the School of English and Journalism, University of Lincoln, UK. And the Webinar was Moderated by Dr. Archana Kumari, Assistant Professor Department of Mass Communication and New Media, Central University of Jammu, J & K.

In her address, the chief guest, Ms. Neha Jalali defined trauma and PTSD, the Need for Trauma Literacy & Resilience building, Common Stresses faced by media persons, Present scenario for Trauma Literacy, Resilience building to handle trauma (actionable points) - Academic Institutions, Media organisations, Government and society

Representation of Trauma – roles, and responsibilities of media persons. She also presented a presentation on the above topics.

Journalists play an important role in society which goes beyond information, entertainment, and education roles. The outcomes of journalistic activities promote democracy, social cohesion, and cross-cultural understanding. Hence, we cannot afford to allow quality journalism to dissipate because many journalists are forced to leave the profession due to emotional and psychological injury, said, Keynote Speaker, Dr. Olatunji Ogunyemi. Dr. Olatunji further said that Globalisation and advances in media technology are transforming journalism practice including the way audiences consume and engage with media content. While media technology has provided access to information in ‘real-time, it also puts additional demand on journalists to make sense of information for a global audience. Therefore, we need resilient journalists to cope with the occupational and organisational stressors of journalism practice.

Eminent Media Educator, Dr. Geeta Bamezai in her address stated that the education of trauma journalism has to intercede and “reveal the connections between the formation of trauma-based interpretive frameworks and a broader social vision”. Hence, it becomes significant in representing trauma in the contexts of cultural production and anti-oppression struggles. Trauma needs to shift from a medical discourse of post-traumatic stress disorder (PTSD) to a more victim-centered news discourse on the experiential dimensions of crime and violence. Even within the trauma-informed journalism training, there is a conflict between those who position trauma as a medical construct of PTSD and others who see it as a cultural construct of the emotional, psychological and physical injuries of systemic violence. The attempt is to bring these two constructs as part of the Trauma journalism by seeking a therapeutic fix to the interiorized traumatic experience while the cultural construct seeks to extend the psychological harm to institutional oppression and onto the conditions of its social production.

Dr. Mausumi Bhattacharya said that Seely in 'Fostering Trauma Literacy: From the Classroom to the Newsroom' discusses how the gap between the two worlds can be addressed as far as trauma literacy is concerned. Based on a conducted study involving journalists, Seely indicates a viewpoint about trauma literacy being best learned on the job. While there may be truth in this version, it always helps if an essential awareness about the aspect is developed among media students in academic programs. These can be viewed as wake-up calls to young professionals to minimize adverse outcomes. Sessions with industry-hard journalists and narration of their accounts of trauma and its handling can broaden students' understanding and prepare them for the real world of reporting. Simulation of actual life events and role-playing are also ways students can be helped in grasping the key messages.

She added that another approach outlined is initiating discussions in the classroom about ethical dilemmas in reporting, the way to report ethically and factually, avoiding sensationalization of events, and being empathetic towards the victim and such topics. Exchanges will aid students in building their perspectives on what is credible and appropriate reporting and their approach. Discussion about posttraumatic syndrome and mental well-being also needs to be undertaken, even if to a degree that will not make students cringe or feel embarrassed.