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# CULTURAL SENSITIVITY IN REPORTING ON TRADITIONAL INDIAN KNOWLEDGE: A SURVEY OF JOURNALISM STUDENTS

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***Abstract:***

*Traditional Indian knowledge encompasses diverse practices and traditions, including Ayurveda, folk art, oral traditions, indigenous agriculture and environmental wisdom. Journalism plays an important role in documenting and communicating this knowledge; however, a lack of cultural awareness, stereotyping and inadequate verification can lead to misrepresentation. This study, titled* **"Cultural Sensitivity in Reporting on Traditional Indian Knowledge: A Survey of Journalism Students,"** *examines students' awareness and perceptions of culturally sensitive reporting and using a descriptive survey method, the study analyses responses from 100 participants through a structured questionnaire. The findings indicate that 82.4% of respondents consider cultural sensitivity important in journalism, while 94.1% emphasise the need for information verification and greater inclusion of Indian Knowledge Systems in journalism education. The study highlights the need for stronger cultural awareness, community engagement and practical training to promote accurate, ethical and responsible reporting.*

***Keywords:*** *Cultural Sensitivity, Traditional Indian Knowledge, Indian Knowledge Systems (IKS), Journalism Students, Ethical Journalism, Media Education, Responsible Reporting.*

## 1. INTRODUCTION:

India has a rich and diverse heritage of traditional knowledge that has developed over generations through cultural practices, community experiences and interactions with nature. This knowledge can be seen in various forms, including Ayurveda, folk art, oral traditions, indigenous agricultural practices, traditional crafts and environmental wisdom. Much of it is preserved and passed down through families, local communities and indigenous groups. Beyond its cultural significance, traditional knowledge also reflects people's ways of understanding health, nature, society and everyday life.

In today's rapidly changing media environment, journalism plays an important role in documenting, preserving and bringing traditional knowledge to wider public attention. Newspapers, television, digital platforms and social media provide opportunities to share stories about traditional practices and the communities that preserve them. Through responsible reporting, journalists can help audiences understand the cultural significance of these practices and recognise their relevance in contemporary society.

However, reporting on traditional Indian knowledge requires more than simply collecting information and presenting it to the audience. It involves understanding the cultural background, beliefs, values and lived experiences associated with different traditions. A lack of cultural awareness, reliance on stereotypes, inadequate fact-checking and the tendency to present traditional practices without proper context can result in misleading or insensitive representations. In some cases, community knowledge may be oversimplified, commercialised or presented without acknowledging the people and communities responsible for preserving it.

This makes cultural sensitivity an important aspect of journalistic practice. Journalists need to approach traditional knowledge with an open mind, respect different cultural perspectives and verify information before presenting it as fact. They must also recognise the difference between documenting cultural beliefs and making scientific claims, particularly when reporting on traditional healthcare, agriculture and environmental practices. Such an approach can help maintain journalistic accuracy while ensuring fair and respectful representation of diverse communities.

Journalism education has an important role in preparing future media professionals to address these challenges. Along with developing reporting, writing and verification skills, journalism students need to understand cultural diversity and the ethical responsibilities involved in representing different communities. Their awareness and perceptions of culturally sensitive reporting can offer useful insights into how prepared future journalists are to cover traditional Indian knowledge responsibly.

Against this background, the present study, titled ***"Cultural Sensitivity in Reporting on Traditional Indian Knowledge: A Survey of Journalism Students,"*** examines journalism students' awareness and perceptions of culturally sensitive reporting. It explores their understanding of traditional Indian knowledge, the importance they attach to cultural sensitivity and their views on the challenges of reporting such subjects. By focusing on journalism students, the study seeks to highlight the importance of integrating cultural awareness and sensitivity into journalism education and professional reporting practices.

## 2. SIGNIFICANCE OF THE STUDY:

This study is important because the media has the power to influence public understanding of different communities and their cultural practices. Responsible reporting can help preserve traditional knowledge, while careless reporting may contribute to stereotypes and misunderstandings.

**The significance of the study is as follows:**

Traditional Indian knowledge is an important part of the country's cultural heritage, reflecting the experiences, practices and wisdom passed down through generations. In an increasingly media-driven society, journalism has the potential to bring this knowledge to wider audiences and create awareness about its cultural and social relevance. However, the way such knowledge is reported matters. Inaccurate information, cultural stereotypes or a lack of understanding of local traditions can lead to misrepresentation and weaken the voices of the communities that preserve this knowledge.

The significance of this study lies in understanding how future journalists perceive and approach culturally sensitive reporting on traditional Indian knowledge. Journalism students are at an important stage of developing their professional values, reporting skills and understanding of media ethics. Examining their awareness can help identify whether cultural sensitivity receives adequate attention in journalism education.

The study is also relevant to journalism educators and academic institutions. Its findings may help identify areas where existing teaching practices can be strengthened, particularly in relation to cultural awareness, ethical reporting, fact-checking and the representation of indigenous and local communities. It may also encourage the inclusion of traditional knowledge and cultural sensitivity in journalism curricula and practical reporting exercises.

For media professionals, the study highlights the need to approach traditional knowledge with accuracy, respect and an understanding of its cultural context. It also draws attention to the responsibility of journalists to represent communities fairly rather than relying on assumptions or generalisations.

Overall, the study seeks to contribute to a more informed understanding of culturally sensitive journalism. By examining the awareness and perceptions of journalism students, it may offer useful insights into preparing future journalists to report on India's traditional knowledge with greater responsibility, sensitivity and accuracy.

## 3. OBJECTIVES OF THE STUDY:

The present study aims to understand how journalism students perceive cultural sensitivity while reporting on traditional Indian knowledge. The specific objectives are:

1. To assess journalism students' awareness and understanding of traditional Indian knowledge and its different forms.
2. To examine students' understanding of the importance of cultural sensitivity in journalism.
3. To explore students' perceptions of the challenges involved in reporting on traditional Indian knowledge.
4. To understand students' views on the role of accuracy, fact-checking and cultural context in reporting traditional practices.

5. To examine the role of journalism education in developing cultural awareness and responsible reporting practices among future journalists.

## 4. REVIEW OF LITERATURE:

The review of literature examines previous studies, research papers and academic discussions related to traditional Indian knowledge, cultural representation, media ethics and journalism education. It helps establish the academic background of the present research and identify areas that require further investigation.

For this study the literature review focuses on research published between 2021 and 2026, particularly work related to the representation of indigenous and traditional knowledge, cultural sensitivity in media reporting, ethical journalism and the role of journalism education in promoting responsible reporting.

An important point is that literature directly connecting cultural sensitivity, traditional Indian knowledge and journalism students may be limited. Therefore, the review should also include closely related studies rather than relying only on research with exactly the same title or topic.

1. **Taba (2026):** In his study, "Indigenous Media Ecologies: Ritual Communication and Knowledge Transmission in the Nyishi Community of Arunachal Pradesh," Prem Taba examined how traditional knowledge is preserved and communicated within the Nyishi community. The study highlighted the importance of oral traditions, rituals and symbolic communication in passing knowledge from one generation to another. It is relevant to the present research because it demonstrates the cultural context in which traditional knowledge exists and the responsibility of media in documenting such practices without losing their original meaning.
2. **Ala-Kortesmaa (2025):** In her research, "Ethical and Culturally Responsive Listening in the Media Coverage of Indigenous Sámi People's Human Rights," Sanna Ala-Kortesmaa explored how media narratives represent indigenous communities and their human rights. The study highlighted the importance of listening to different voices, understanding cultural perspectives and ensuring authentic representation. It also identified inconsistencies in media narratives, particularly in the way indigenous people and their experiences are represented. The research is relevant to the present study as it underlines the need for cultural understanding and sensitivity in journalistic reporting.
3. **Patrick et al. (2024):** In their study, "Unlearning Journalism through Decolonising, Indigenous Approaches," Rhianna Patrick and her co-researchers examined how journalism education and professional practices could become more inclusive of indigenous perspectives. The researchers brought together journalism students, academics and media professionals to discuss the representation of indigenous communities. The study suggested that conventional

journalism practices may sometimes overlook indigenous experiences and cultural perspectives. It emphasised the need to rethink journalism education and encourage more inclusive and culturally informed reporting practices.

4. **Pandey and Ghosh (2023):** In their study, "Voice of the Indigenous Community Nudging Development: Case of Asur Community Radio," Swetabh Pandey and Munmun Ghosh examined the role of community radio in supporting the Asur tribal community in Jharkhand. The research highlighted how community radio can help preserve indigenous languages, share local knowledge and provide communities with a platform to express their concerns. The study demonstrates the importance of community-based communication in protecting cultural identity and strengthening the representation of marginalised communities.
5. **Thomson et al. (2022):** In their research, "Indigenous Knowledges and Perspectives in University Journalism Education: Exploring Experiences, Challenges and Opportunities," T. J. Thomson and other researchers examined the inclusion of indigenous knowledge and perspectives in university-level journalism education. The study raised concerns about the limited or inadequate representation of indigenous communities in mainstream media and explored how journalism students are exposed to indigenous perspectives during their academic training. It is particularly relevant to the present research because it connects journalism education with the need for greater cultural awareness among future media professionals.
6. **Ní Bhroin, Sand and Rasmussen (2021):** In their research, "Indigenous Journalism, Media Innovation, and Social Change: A Review of Previous Research and Call for More Critical Approaches," Niamh Ní Bhroin, Stine Sand and Torkel Rasmussen reviewed existing research on indigenous journalism and the role of media technologies in social change. The authors discussed how digital platforms, mobile technology and social media have created new opportunities for indigenous communities to share their stories and participate in public discussions. However, they also pointed out that media technologies can sometimes reinforce existing inequalities. The study highlighted the need for more critical research on indigenous journalism and its contribution to social representation.

**4.1 RESEARCH GAP:**

The reviewed studies indicate that media plays an important role in preserving traditional knowledge, representing indigenous communities and promoting cultural identity. Previous research has examined indigenous journalism, community radio, media representation and the inclusion of indigenous perspectives in journalism education. However, there is still scope to understand how journalism students perceive cultural sensitivity when reporting on traditional Indian knowledge.

In particular, limited attention has been given to the awareness of journalism students regarding

cultural context, stereotypes, ethical representation and the challenges of reporting traditional practices. The present study attempts to address this area by examining students' awareness and perceptions of culturally sensitive reporting. It also seeks to understand the importance of incorporating cultural awareness into journalism education to encourage more responsible and informed media practices.

## 5. RESEARCH METHODOLOGY:

The present study adopts a descriptive research design to understand journalism students' awareness and perceptions of cultural sensitivity in reporting on traditional Indian knowledge. The study focuses on how students understand traditional knowledge, the importance they attach to cultural sensitivity and the challenges they perceive in reporting on cultural practices and community traditions.

### 5.1 RESEARCH DESIGN:

A descriptive research approach has been used to examine the awareness, opinions and perceptions of journalism students. This approach is suitable for the study as it helps understand respondents' views on culturally sensitive reporting without manipulating any variables.

### 5.2 RESEARCH APPROACH:

The study follows a quantitative research approach, using a structured questionnaire to collect responses from journalism students. The questionnaire includes questions related to traditional Indian knowledge, cultural awareness, media representation, reporting ethics and the challenges associated with reporting traditional practices.

### 5.3 SAMPLING METHOD:

The study uses a convenience sampling technique to select respondents. Journalism students who are accessible and willing to participate in the survey are included in the study.

### 5.4 SAMPLE SIZE:

The study covers 100 journalism students pursuing journalism and mass communication courses. The respondents are selected to understand their awareness and perceptions of cultural sensitivity in media reporting.

### 5.5 DATA COLLECTION METHOD:

Primary data is collected through a structured questionnaire circulated among journalism students. The questionnaire includes close-ended questions, multiple-choice questions and Likert-scale statements to understand students' levels of awareness, opinions and perceptions.

### 5.6 DATA ANALYSIS:

The responses collected through the questionnaire are analysed using descriptive statistical methods, such as frequency distribution and percentage analysis. The findings are presented through tables, charts and graphical representations wherever required. This helps identify common patterns in students' responses and understand their overall perceptions of culturally sensitive reporting.

### 5.7 SCOPE OF THE STUDY:

The study is limited to journalism and mass communication students and focuses specifically on their awareness and perceptions of cultural sensitivity while reporting on traditional Indian knowledge. It covers different forms of traditional knowledge, including Ayurveda, folk art, oral traditions, indigenous agricultural practices and environmental wisdom.

### 5.8 LIMITATIONS OF THE STUDY:

The study has certain limitations. Since the research is based on a survey of journalism students, the findings reflect the opinions and awareness of the selected respondents and may not represent all journalism students. The use of convenience sampling may also limit the generalization of the findings. Additionally, the study focuses on students' reported awareness and perceptions rather than examining their actual reporting practices.

## 6. ANALYSIS AND INTERPRETATION:

This section analyses the responses collected through the Google Forms questionnaire. A total of 100 responses were recorded. Percentages are reported as displayed in the survey charts and are rounded to one decimal place. The analysis is descriptive and reflects only the participants who completed the questionnaire.

### 6.1 RESPONDENT PROFILE AND EDUCATIONAL BACKGROUND:

The survey primarily represents young journalism and mass communication students. In terms of educational level, approximately 53 out of every 100 respondents belong to the undergraduate category, 29 to the postgraduate category and 18 to other categories. Regarding age, the majority (82.4%) fall within the 18–25 age groups.

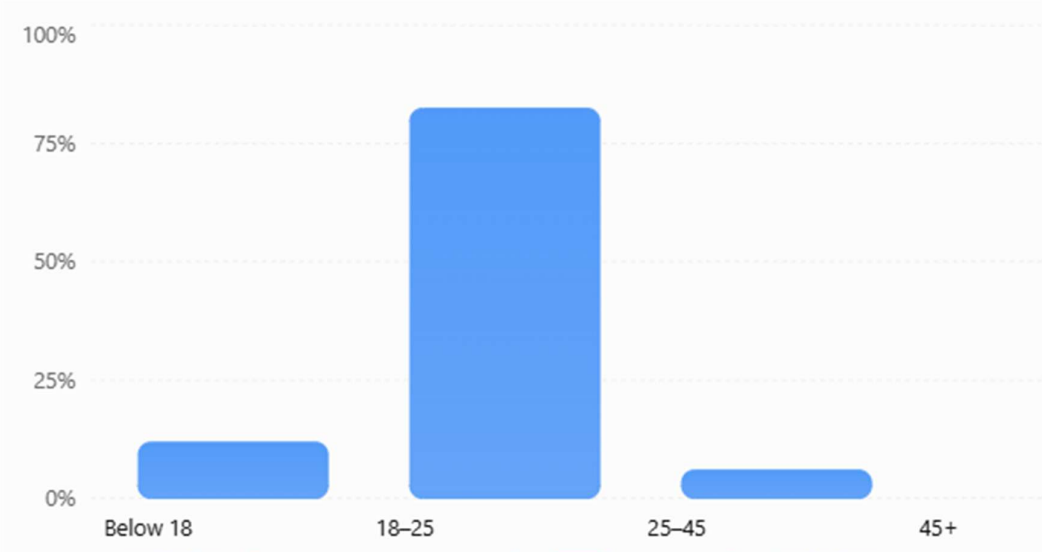
On exposure to Indian Knowledge Systems, 41.2% reported learning about IKS through academic courses, while 29.4% had encountered it through workshops and seminars. This indicates that educational institutions and academic activities are important sources of initial exposure to traditional Indian knowledge.

**Table 6.1: Demographic Profile and Exposure to IKS**

| Particulars | Response category | Equivalent frequency per 100 | Percentage |
|---|---|---|---|
| **Level of study** | Undergraduate | 53 | 52.9% |
| | Postgraduate | 29 | 29.4% |
| | Other | 18 | 17.6% |
| **Age group** | Below 18 | 12 | 11.8% |
| | 18–25 years | 82 | 82.4% |
| | 25–45 years | 6 | 5.9% |
| | 45 years and above | 0 | 0% |
| **Exposure to IKS** | Academic courses | 41 | 41.2% |

| | | | |
|---|---|---|---|
| | Workshops/seminars | 29 | 29.4% |
| | Personal reading/media | 12 | 11.8% |
| | No previous exposure | 18 | 17.6% |

**Graph 6.1: Age Distribution of Respondents**




## 6.2 FAMILIARITY WITH TRADITIONAL INDIAN KNOWLEDGE:

The findings suggest that most respondents have some familiarity with the term Traditional Indian Knowledge. Around 35.3% described themselves as very familiar, while 29.4% were somewhat familiar. However, 35.2% had limited or no familiarity with the term.

When asked about examples of traditional Indian knowledge, 88.2% identified all the listed categories, including Ayurveda, traditional healing, folk art, oral traditions, indigenous agriculture and environmental practices.

Academic courses and books emerged as the main sources of information, selected by 58.8% of respondents. Regarding their understanding of the cultural and historical background of traditional practices, 70.6% reported knowing a fair amount. These responses indicate that students can recognise different forms of traditional knowledge, although their deeper understanding of its cultural context varies.

**Table 6.2: Familiarity and Awareness of Traditional Indian Knowledge**

| Question | Response category | Equivalent frequency per 100 | Percentage |
|---|---|---|---|
| **Familiarity with the term** | Very familiar | 35 | 35.3% |
| | Somewhat familiar | 29 | 29.4% |
| | Heard but know little | 18 | 17.6% |
| | Not familiar | 18 | 17.6% |

| | | | |
|---|---|---|---|
| **Examples of traditional knowledge** | All listed categories | 88 | 88.2% |
| | Ayurveda and healing alone | 12 | 11.8% |
| **Main learning source** | Academic courses/books | 59 | 58.8% |
| | Social media/online videos | 18 | 17.6% |
| | Family/community | 17 | 17.6% |
| | Newspapers/TV/digital news | 6 | 5.9% |
| **Knowledge of cultural background** | A great deal | 6 | 5.9% |
| | A fair amount | 71 | 70.6% |
| | Very little | 17 | 17.6% |
| | Nothing at all | 6 | 5.9% |

### 6.3 IMPORTANCE OF CULTURAL SENSITIVITY AND CONTEXT:

Cultural sensitivity emerged as an important aspect of responsible journalism. Approximately 82.4% of respondents considered cultural sensitivity either important or very important when reporting on traditional Indian knowledge.

Similarly, 82.3% considered understanding the cultural and historical background of a traditional practice important or very important before publishing a report.

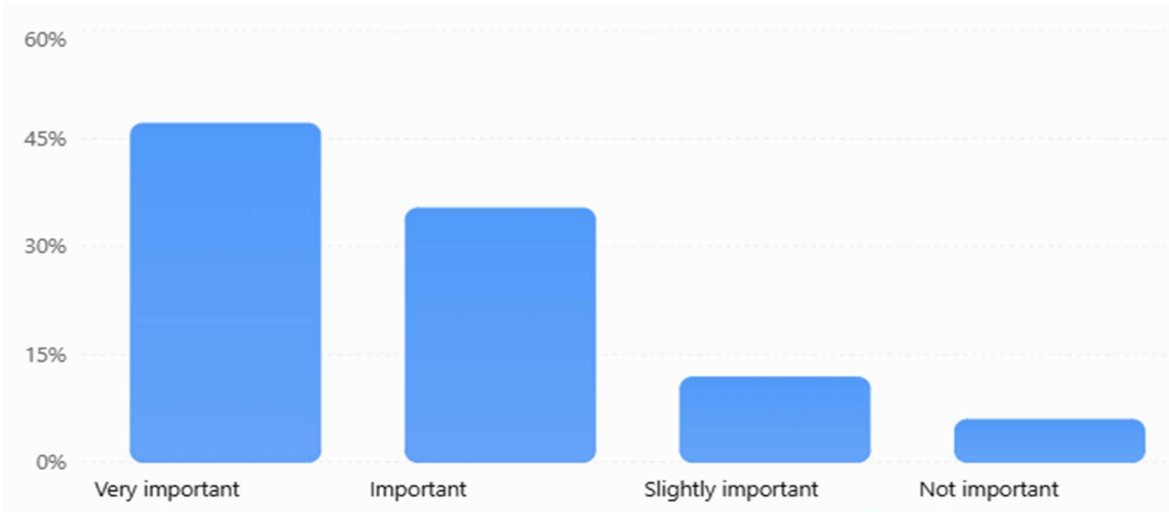
These findings suggest that most respondents recognise the importance of understanding the cultural context of a subject rather than reporting traditional practices without sufficient background information.

**Table 6.3: Importance of Cultural Sensitivity**

| Question | Response category | Equivalent frequency per 100 | Percentage |
|---|---|---|---|
| **Importance of cultural sensitivity** | Very important | 47 | 47.1% |
| | Important | 35 | 35.3% |
| | Slightly important | 12 | 11.8% |
| | Not important | 6 | 5.9% |

| | | | |
|---|---|---|---|
| **Understanding cultural background** | Very important | 59 | 58.8% |
| | Important | 23 | 23.5% |
| | Slightly important | 18 | 17.6% |
| | Not important | 0 | 0% |

**Graph 6.3: Importance of Cultural Sensitivity**




## 6.4 COMMUNITY PARTICIPATION AND RISK OF MISREPRESENTATION:

The responses highlight the importance of involving communities and individuals who possess traditional knowledge in the reporting process. Around 41.2% of respondents felt that journalists should always consult community members or practitioners wherever relevant and feasible, while 23.5% preferred frequent consultation.

A significant proportion of respondents also recognised the risks associated with a lack of cultural understanding. Approximately 76.4% agreed or strongly agreed that inadequate cultural knowledge could lead to inaccurate or misleading news reports.

When asked about their major concerns, stereotypes about cultural communities and incorrect or incomplete information emerged as the most frequently selected issues, each accounting for 41.2% of responses.

**Table 6.4: Community Participation and Reporting Concerns**

| Question | Response category | Equivalent frequency per 100 | Percentage |
|---|---|---|---|
| **Frequency of community consultation** | Always | 41 | 41.2% |

| | | | |
|---|---|---|---|
| | Often | 24 | 23.5% |
| | Sometimes | 23 | 23.5% |
| | Rarely or never | 12 | 11.8% |
| **Lack of cultural knowledge causes misleading reports** | Strongly agree | 53 | 52.9% |
| | Agree | 23 | 23.5% |
| | Disagree | 18 | 17.6% |
| | Strongly disagree | 6 | 5.9% |
| **Major reporting concern** | Stereotypes about communities | 41 | 41.2% |
| | Incorrect/incomplete information | 41 | 41.2% |
| | Lack of cultural/historical context | 12 | 11.8% |
| | Exaggerated claims | 6 | 5.9% |

The findings indicate that students are aware of the potential harm caused by cultural stereotypes and incomplete information. They also suggest that community participation can help journalists understand traditional practices more accurately.

**6.5 SOURCE SELECTION, VERIFICATION AND MEDIA ATTENTION:**

The survey indicates that respondents place considerable importance on consulting authentic and knowledgeable sources. More than half (52.9%) selected traditional practitioners or knowledge holders as the sources journalists should prioritise. Academic books and research publications were selected by 35.3% of respondents.

Verification of claims relating to traditional healing, medicine and other practices was considered very important by 58.8%, while 35.3% considered it important. This reflects a strong preference for evidence-based reporting.

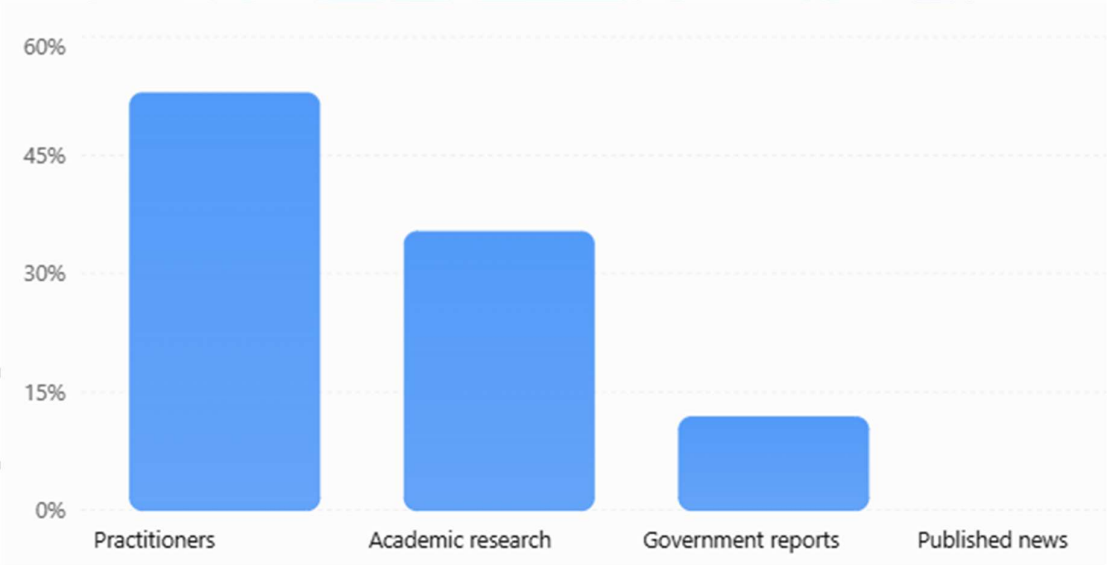
Regarding media attention, 76.5% agreed that Indian news media give adequate attention to traditional Indian knowledge, while 11.8% strongly agreed. However, 64.7% reported occasionally encountering news coverage that they felt misrepresented traditional practices or cultural communities.

**Table 6.5: Source Selection, Verification and Media Representation**

| Question | Response category | Equivalent frequency per 100 | Percentage |
|---|---|---|---|
| **Preferred reporting source** | Practitioners/knowledge holders | 53 | 52.9% |

| | | | |
|---|---|---|---|
| | Academic books/research | 35 | 35.3% |
| | Government reports | 12 | 11.8% |
| | Previously published news | 0 | 0% |
| **Importance of verification** | Very important | 59 | 58.8% |
| | Important | 35 | 35.3% |
| | Slightly important | 6 | 5.9% |
| **Media gives adequate attention** | Agree | 76 | 76.5% |
| | Strongly agree | 12 | 11.8% |
| | Disagree | 12 | 11.8% |
| | Strongly disagree | 0 | 0% |
| **Experience of misrepresentation** | Occasionally | 65 | 64.7% |
| | Rarely | 18 | 17.6% |
| | Frequently | 12 | 11.8% |
| | Never | 6 | 5.9% |

**Graph: 6.5 preferred sources for reporting**




These findings suggest that students value primary sources and academic research when reporting on traditional knowledge. However, the responses also indicate that perceived media attention does not necessarily guarantee accurate or culturally sensitive representation.

**6.6 PRACTICES FOR RESPONSIBLE REPORTING:**

Respondents were asked to identify the reporting practice they considered most effective in

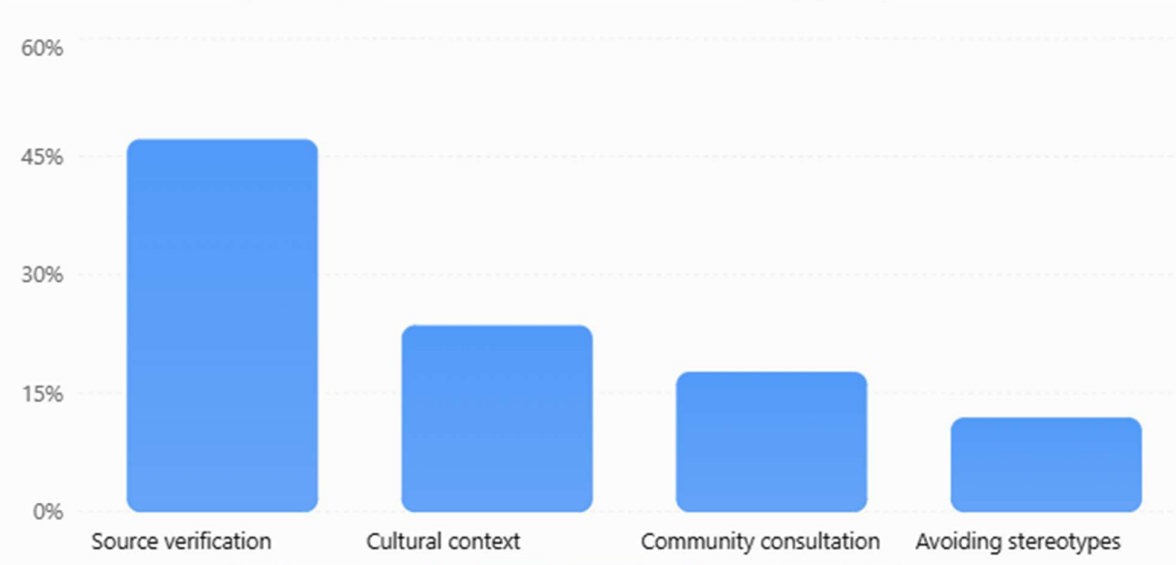
reducing cultural misrepresentation. Checking information against reliable sources emerged as the most preferred option, selected by 47.1% of respondents.

Providing cultural and historical background was selected by 23.5%, while 17.6% preferred consultation with community members and practitioners. Avoiding stereotypes and unsupported claims was selected by 11.8%.

**Table 6.6: Effective Practices for Reducing Cultural Misrepresentation**

| Reporting practice | Equivalent frequency per 100 | Percentage |
|---|---|---|
| **Checking information against reliable sources** | 47 | 47.1% |
| **Providing cultural and historical background** | 24 | 23.5% |
| **Consulting community members/practitioners** | 17 | 17.6% |
| **Avoiding stereotypes and unsupported claims** | 12 | 11.8% |

**Graph: 6.6 Practices to reduce cultural misrepresentation**




The results highlight the importance of fact-checking and reliable sources in responsible journalism. At the same time, cultural understanding and community participation should complement verification rather than be treated as separate or less important practices.

**6.7 JOURNALISM EDUCATION AND TRAINING NEEDS:**

Journalism education plays an important role in preparing students to report on culturally diverse subjects. The survey found that 70.6% of respondents agreed and 29.4% strongly agreed that their journalism education had prepared them to report on traditional Indian knowledge with cultural sensitivity.

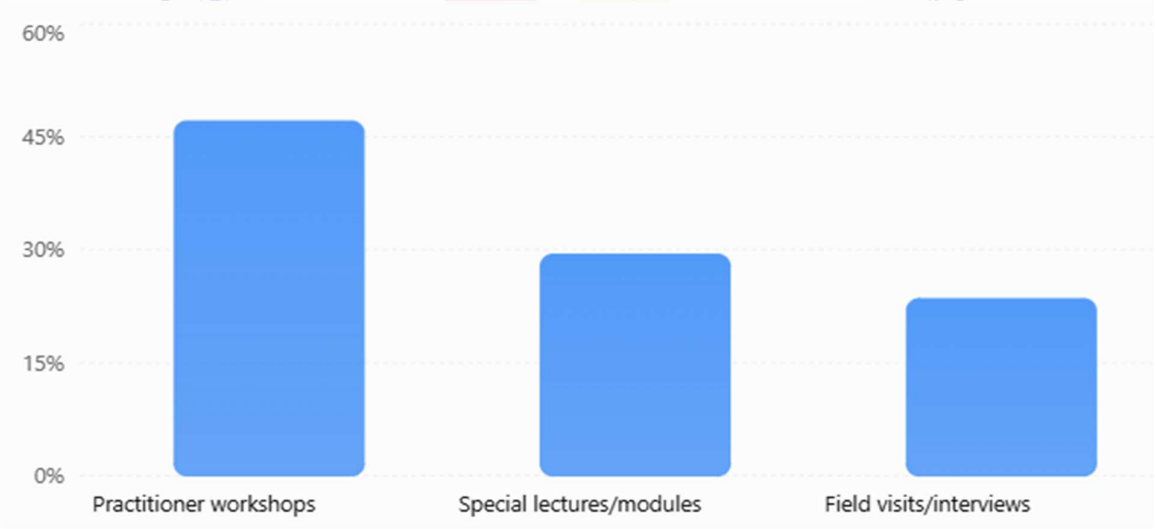
Despite this positive response, there was strong support for including more teaching on Indian Knowledge Systems, cultural representation and ethical reporting in journalism courses. Approximately 94.2% agreed or strongly agreed with this suggestion.

When asked about the most useful forms of additional learning, 47.1% preferred workshops involving traditional practitioners and community representatives. Special lectures or modules on IKS were selected by 29.4%, while 23.5% preferred field visits and interviews with knowledge holders.

**Table 6.7: Journalism Education and Training Requirements**

| Question | Response category | Equivalent frequency per 100 | Percentage |
|---|---|---|---|
| **Preparedness through journalism education** | Agree | 71 | 70.6% |
| | Strongly agree | 29 | 29.4% |
| **Need for more IKS-related teaching** | Strongly agree | 47 | 47.1% |
| | Agree | 47 | 47.1% |
| | Disagree | 6 | 5.9% |
| **Preferred additional learning** | Workshops with practitioners | 47 | 47.1% |
| | Special lectures/modules | 29 | 29.4% |
| | Field visits and interviews | 24 | 23.5% |

**Graph: 6.7 Preferred additional learning opportunities**




The findings suggest that students recognise the value of their existing journalism education but also see the need for greater practical exposure to traditional knowledge systems. Workshops, field

visits and direct interaction with practitioners could help bridge the gap between classroom learning and real-world reporting.

### 6.8 PROFESSIONAL ATTITUDES AND REPORTING CONFIDENCE:

The survey also examined whether students believe journalists should respect traditional beliefs while critically examining claims that lack reliable evidence. A majority of respondents (52.9%) agreed, while 41.2% strongly agreed with this approach. Only 5.9% strongly disagreed.

Regarding confidence in identifying cultural stereotypes or misleading claims, 82.4% described themselves as somewhat confident, 11.8% as very confident and 5.9% as slightly confident.

**Table 6.8: Professional Attitudes and Confidence**

| Question | Response category | Equivalent frequency per 100 | Percentage |
|---|---|---|---|
| **Respecting beliefs while examining claims** | Agree | 53 | 52.9% |
| | Strongly agree | 41 | 41.2% |
| | Disagree | 0 | 0% |
| | Strongly disagree | 6 | 5.9% |
| **Confidence in identifying stereotypes** | Somewhat confident | 82 | 82.4% |
| | Very confident | 12 | 11.8% |
| | Slightly confident | 6 | 5.9% |
| | Not confident at all | 0 | 0% |

These findings indicate that most respondents support a balanced approach to reporting that combines respect for cultural beliefs with critical examination and evidence-based verification. However, the relatively small proportion of students who feel very confident suggests that further practical training may be useful.

### 6.9 OPEN-ENDED SUGGESTIONS FROM RESPONDENTS:

The final question invited respondents to share their suggestions for improving the reporting and representation of traditional Indian knowledge in news media.

According to the available Google Forms summary, one repeated response received four mentions (23.5%), while several other suggestions received individual mentions. However, the response labels were truncated in the available chart.

Since the complete written responses are not available, it would be inappropriate to assign specific themes or reproduce quotations without checking the original answers.

A qualitative review of the full responses would help identify recurring suggestions relating to cultural awareness, responsible reporting, community participation and the preservation of traditional knowledge.

**6.10 OVERALL INTERPRETATION OF THE FINDINGS:**

Overall, the findings indicate that the surveyed journalism students have a reasonable level of awareness of traditional Indian knowledge and recognise the importance of cultural sensitivity in media reporting. While most respondents are familiar with different forms of traditional knowledge, their understanding of its cultural and historical background varies.

The responses also highlight the importance of consulting community members, verifying information and avoiding stereotypes while reporting on traditional practices. Students recognise that a lack of cultural understanding can lead to inaccurate or misleading representations of communities and their traditions.

Another important observation is that although respondents generally feel that their journalism education has prepared them to report with cultural sensitivity, they also support additional teaching on Indian Knowledge Systems, cultural representation and ethical reporting. Their preference for workshops, field visits and interactions with traditional practitioners suggests that practical learning opportunities could further strengthen their understanding.

The findings, therefore, point towards the need for a balanced approach to journalism that respects cultural beliefs while maintaining professional standards of accuracy, verification and critical examination. Overall, the study highlights the importance of integrating cultural awareness into journalism education to encourage more responsible and inclusive reporting on traditional Indian knowledge.

**7. CONCLUSION:**

The study highlights the importance of cultural sensitivity in reporting traditional Indian knowledge. The findings suggest that journalism students recognise the need to understand cultural and historical contexts, verify information and consult community members and traditional knowledge holders. However, the responses also indicate concerns about stereotyping, incomplete information and the misrepresentation of cultural practices. Students expressed a strong need for more practical exposure through workshops, field visits and specialised learning modules. The study concludes that journalism education should place greater emphasis on cultural awareness, ethical reporting and responsible representation to ensure that traditional Indian knowledge is communicated accurately and respectfully.

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