

Responses from the Panellist from the Faculty Development Webinar

17th June, 2020

Panellist	Question	Response by the Panellist
Prof. T Subha	<p>I am not clear with one of your examples. The use of <i>departmental</i> instead of <i>department</i> since the former is in wide usage today. In terms of communicative English and error analysis please enlighten me Sir if this is wrong ,from what I learnt communicative competency is not the same as linguistic competency. There are so many new words today usually not part of the English vocabulary but yet used frequently under the umbrella of modernisation/adaptation/adjustment etc, how do we handle this in the present day as teachers ?</p>	<p>The use of ‘departmental’ is wrong as the word does not relate to the store of commodities. The usage has got nothing to do with modernisation or adaptation. The word ‘departmental’ is used while referring to various departments either in governmental agencies or any other sector. The word ‘departmental’ means pertaining or belonging to a particular department, like the department of Chambers of Commerce, or Environmental Science, etc. When we talk of stores where we purchase commodities for our use, it will be <i>department store</i> and not <i>departmental store</i>.</p>
	<p>Towards the beginning, sir, you mentioned about ‘detecting errors in written and spoken language’. I am curious to learn how you would connect it to the issue of decolonizing English in the post global society? Isn't sticking to the correct/incorrect binary another way of appropriating the use of the language that goes against the idea of decolonization?</p>	<p>My discourse was not so much on the topic of the influence of decolonization on the English Language which is a separate area of study altogether. I was simply talking of how errors creep into the process of our learning and teaching English in the prevailing language environment. Decolonization has to do with the ethos of a linguistic influence. Nowadays we have several types of English, such as American English, Afro-American English, Indian English which is also popularly known as “<i>Hinglish</i>”, (a mixture of English and Hindi). When we talk about decolonization of language, we expand its purview to literature and other formal form of writing where attempts are being made to shake off the colonial influence, by diverting from the usual usage of the language. Here we are talking about teaching communicative English to second language learners. Let us leave the decolonising aspect of the language to those who have already mastered the said language. To add further, the study of language is different from that of politics or history. Language is a medium of expression, and when we learn English which is the language of a particular country we need to adopt it in toto, or we will be left with its corrupted version only. The same goes with the study of any other language of the world.</p>

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	<p>I extend my deepest gratitude to such an insightful session. As a teacher and I must say a constant learner, especially in the art of writing I have learned a lot. There are two clarifications I want to seek help from you-</p> <p>1. There was an example you gave during the presentation that states 'to be blamed' and you mentioned that using the word 'be' is incorrect, but to simply say 'to blame'. May you clarify more on the reason why should we not use that particular word?</p> <p>2. The second clarification needed is on the meaning of Self-assurance writing and why is that important in any write-up. Your insight will be highly appreciated</p>	<p>Answer:</p> <ol style="list-style-type: none"> 1. This query comes under the section, “Using superfluous words in a sentence”. We cannot use the “be” in the sentence ‘The bureaucrats are to <u>be</u> blamed for the redtapism in the implementation of government policies’ because the word “be” doesnot add to the meaning of the sentence. This is a corrupted usage mainly in the context of Indian speakers of English. If you listen to the B.B.C. carefully, the usage is always “to blame” and not “to be blamed”. 2. The meaning of self-assurance writing, is that the writer has to be assured or convinced of what he or she is writing. We have to be sure that what we write will convince the reader, that we are confident, assuring, and able to hold the attention of the recipient. Any good piece of writing will have the above mentioned qualities.
<p>Prof. Rajani K Chhetri</p>	<p>Ma'am, don't you think that the social conditioning that the young minds in our societies are subjected to makes the data colonization inevitable in our times?</p> <p>How do you address the children who have fallen out of digital net. There was a suicide in Kerala due to this digital divide. Thank you for the interesting presentation.</p>	<p><i>Certainly yes, your observation is apt, however, we still have a choice of more informed and conscious navigations and considerate scepticism as we share our data online. We need to create awareness in this area especially among our youth, while we may not be able to limit their access but we can certainly help them to make more meaningful digital consumption.</i></p> <p>In a country like India, issue of digital access is a major one, though the technology has made some in roads into rural areas but we are still far from our targets. It is a sad reality that technology especially in time of pandemic is making this divide more glaring and distinct. I personally do not see knowledge chained to technology and would certainly advocate for a learning system accessible to all. However, I have my strong reservations against the suicide case of Kerala- firstly whatever little research I have done on suicides-suicide is a sum total of several factors so a quick jump and blaming it all on digital divide is a sign of ill-informed/ propaganda journalism, the story is not</p>

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		<p>always what we see? – we have no idea of the socio economic condition of the girl, her family background, her past history- the news report does not highlight on any of these crucial aspects nor does it detail on what ground did the reporter/ journalist come up with the assumption that technology is the culprit? In cases like these we need more in depth analysis and not sensationalism.</p>
	<p>Is 'credibility' the biggest challenge for digital media as far as it's role in dissemination of knowledge is concerned or as a 'reliable' source of knowledge given the proliferation of information source through the digital media platform?</p>	<p>Certainly yes... in case of digital media content, the onus of credibility lies on the consumers, since it is a “Pseudo” free space- there is a huge buffet of information, so we as consumers need more intelligentsia to decide and pick right/ authentic/ credible information. This is where the role of educators and especially digital media literacy come handy in empowering each other to be make more informed choices, or else wrong choices in buffet may not just ruin our system but certainly leave a bad taste.</p>
<p>Prof Rose Ishorari</p>	<p>Given the 'blurring line' between what is news or what is not & the implications on ethical norms of doing journalism, what is the way forward? Should there be more focus on the ethical & normative aspects in the curriculum of journalism taught at various institutions at the early stage? Or should there be an ombudsman body to oversee or rein in those media houses or journalists who indulged in such malpractices or dishonest conduct of their professional?</p>	<p>I do agree that at the institutional level itself, we do need to focus on the ethical & normative aspects in the curriculum of journalism and this must be done at an early stage, i.e. in the beginning itself when the very subject of journalism is introduced to the student. But that said, the curriculum of many journalism and media schools, do have it as a part of the curriculum that they teach. May be the problem lies either in the way it is taught, or perhaps as recipients of the said education, media students end up filtering out the information they are given and retaining only that which they presume directly applies to them when they are finally working in the field. Or maybe many institutions lack an industry-institution interface. Probably if we have more people from the field coming forward to address prospective journalists what the practical implications of practicing journalism means, and that too more so in terms of ethics, values and responsibilities, future journalists will already be prepared to handle issues related to values and social responsibility in a far more ethical</p>

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		<p>and professional manner and not be shocked out of their wits when they are faced with grievous situations that make them choose between saving their skin, their jobs and their ethics.</p> <p>In terms of bodies or organisations that can keep a check on journalistic ethics, our country itself does feature a set of regulatory bodies and norms and codes of conduct for journalists to practise. These include the Press Council of India (PCI), All India Newspapers Editors Conference (AINEC), Law of Defamation, Right to Privacy, the Copyright Act, The Broadcasting code, Cable Television Regulation Act, etc. Besides, study of journalism does involve being acquainted with the roles, obligations and responsibilities (social, professional, legal and ethical) and a code of conduct to follow as journalists. But often all this appears more in theory than in practice. The problem is the enforcement of these rules and codes. I think we lack a strong, objective and unbiased body that can maintain a sense of ethics, values and responsibility in the profession of journalism. And then there is the issue of the Freedom of the Press, many journalists even if found wanting in terms of ethics and values in the practice of their profession, end up wriggling their way out of trouble, by calling upon the tenets of the freedom of the press. And then again as has always been said, when it comes to creative content, it is far more difficult to pin down an expression as unethical, because it boils down to the philosophical issue of how ethics are defined by different societies is usually different, and constantly changing.</p> <p>The way forward then, is to apply our personal ethics and code of professionalism in becoming a journalist too. If that too is found wanting, it will naturally reflect in our work.</p>
	<p>Do you feel, ma'am, that somewhere, in a very subtle manner, the contemporary media houses are encashing a vulgar interpretation of the philosophical idea of 'post-truth' to 'create' their versions of news that, at best, creates sensation and thereby raises their TRP?</p>	<p>Yes I completely agree they are undoubtedly doing that. But as I mentioned in my presentation, at the end of the day, these media houses have to sustain themselves and remain in business.</p>

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		<ol style="list-style-type: none"> 1. They cannot do without financial sources and this means resorting to lobbying with the government and good networking. 2. TRP counts. It means more advertisers. And more advertisers, means more money. 3. Corporatisation of media, allows corporates to govern media content and often they do so with a business interest. 4. Also there is no law in our practice of democracy that compels members of the government to not own a media institution like a news channel, meant to be democratic and unbiased in its practice. And because they do own such organisations, they end up using it in delivering their personal agendas through it. 5. At the end of the day I shall come back to the point that, the media is delivering what the <i>public is interested in</i> and not what is <i>in the public interest</i>. If we the consumers lack personal ethics, it shows too in our choice of media and support of its existence. <p>Primeval nature of man to go against the rule An enforcing body not just one laying down rules. Freedom or liberty doesnot mean to do as you please, it means respecting that of others asw ell. And that is the sad part. With ‘power comes responsibility’.</p>
<p>Fr. Saji Stephen P</p>	<p>Thanks for the wonderful session Father. My query is, is it too late to begin ethical education in college? How do I help my senior students?</p>	<p>Nothing is too late to start Educating to Values is a process in which they keep on thinking about their life and for their character. For your senior students what I could suggest you is look out for incidents that happen in and around or ask their opinion of incidents that happened- maybe in the class look out for some reactions from your own students because some of those can give a lead to talk about something that is connected with life and values.</p>

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