

LINES

2023
MAY
VOL 2
ISSUE 1

BETWEEN THE
HUMANITIES AND MANAGEMENT - NEWSLETTER

INSIDE THIS NEWSLETTER

ON PAGE

2
SHAPING THE LINES

ON PAGE

10
CONNECTING THE LINES

ON PAGE

12
CHURNING THE LINES

ON PAGE

18
PARALLEL LINES

EDITOR'S NOTE

With its launch in November 2022, we have moved ahead and are delighted to offer you the second issue of our Department's Newsletter "Between the Lines".

As we have advanced towards this second issue, the Department of Humanities and Management has also played a key role in initiating and offering a new B.Tech. (Computer Science and Financial Technology) program jointly with two other departments: Department of Computer Science and Department of Mathematics at MIT Manipal; thus it has carved a niche for itself since its inception.

I wish to close this editorial note with Vincent van Gogh's words "The fishermen know that the sea is dangerous and the storm terrible, but they have never found these dangers sufficient reason for remaining ashore."



I acknowledge the efforts and active contributions of our faculty members towards making the department achieve greater accomplishments. I thank the editorial team for their relentless efforts in bringing out this second issue.

Dr YOGESH PAI P

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*If you want to go fast, go alone...
If you want to go far, go together.*

AFRICAN PROVERB

GRATEFUL LINES



DR LEWLYN LESTER RAJ RODRIGUES

Date of Joining: 12-06-1990

Date of Superannuation 31-01-2023

Professor Lewlyn Lester Raj Rodrigues has served MIT for the past 33 years as a faculty member of the Department of Humanities and Management. He began his career at MIT as a faculty member of the Mechanical Engineering Department and later was appointed as the Head of the newly formed Department of Humanities and Management in May 2009. He served as HOD till April 2019 and continued as Professor in the Department till January 2023.

He was the Convenor, Department of Continuing Education & Student Counselling from 2000-2005 at MIT, Manipal. He has been an avid researcher and has successfully guided 11 doctoral students, with three more under his supervision. He has several award winning research papers, patents and funded projects to his credit. He has also published two books and several book chapters.

The department appreciates his immense contributions to its development over the years. His forthright and dynamic nature is admired by all. We wish him the best for his future endeavours.



AUTHORING A BOOK

Dr G M TUNGESH, published his second book: 'Culture and Literature for Individual Development'. The book was published in Dec 2022 by (VKP) Vidya Kuteer Publications - New Delhi.

About the Book: 'Culture and Literature for Individual Development' offers both the teachers and the learners a new perspective on this important field. The main concern of the book is to discuss effective teaching of children's literature and familiarise cultural aspects in education, clearly and more explicitly, to both children and adult students in India. The book also provides an overview of Children's Literature to enable teachers to use literary knowledge for developing productive and creative literary activities among their children. Also, the book explains how literature provides an intellectual nourishment to learners, and how teaching-learning of literature contributes significantly to the overall development of an individual learner.

CHAIRING SESSIONS

Dr YOGESH PAI P, chaired a session at the International Conference on Emerging Trends in Operations and Analytics (ICETOA), held from 17 to 19 March 2023 at the T A Pai Management Institute (TAPMI), MAHE Manipal.

Dr RAVEENDRA RAO K, chaired two sessions: He chaired a session at the International Conference on Emerging Trends in Operations and Analytics (ICETOA), held from 17 to 19 March, 2023 at the T A Pai Management Institute (TAPMI), MAHE Manipal. He also chaired an Oral presentation session at the Manipal Research Colloquium held on 14 April 2023.

Dr GIRIDHAR B KAMATH, chaired an Oral presentation session at the Manipal Research Colloquium-2023 held by the MAHE Student Research Forum (SRF) under the aegis of the Directorate of Research (DoR), Manipal Academy of Higher Education, from 12 to 14 April 2023.



WINNING AWARDS

Dr PRAVEEN SHETTY, received a Citation Award from The Consortium for Educational Communication (CEC) - University Grant Commission (UGC) for one of the video documentaries produced by the Centre for Intercultural Studies and Dialogue (CISD), MAHE.

He received the Best Script Writing Award for his educational documentary- Yakshagana. It is a part of the project Discerning India: Living Cultures of Tulunadu carried out by CISD, MAHE. The project has developed an Online Certificate Course under MAHE titled 'Living Cultures of Tulunadu'.



The video documentary on Yakshagana was one among the top 20 educational video documentaries selected out of the 194 submissions to CEC-UGC. It was screened along with the other awarded documentaries at Educational Film Festival held during 27-29 April 2023 at Osmania University, Hyderabad.

Dr SRIRAM K V, Dr ASISH OOMMEN MATHEW, Mr Bussu Srikar Reddy, Mr Sumanth Chollete, were selected for the "Outstanding Paper Award" at the 21st International Conference on e-Society, Portugal, Lisbon, organised by the International Association for Development of Information Society (IADIS) from March 11 to 13, 2023 for their paper titled "An Empirical Study of Consumer Satisfaction and Loyalty in B2C E -Commerce Among Indian Youths



Dr GIRIDHAR KAMATH, Mr Vageesh Kelkar, Ms Jyothi Mallya, won the 'Second Best Paper Award' at the International Conference on Emerging Trends in Operations and Analytics (ICETOA), held from 17 to 19 March, 2023 at the T A Pai Management Institute (TAPMI), MAHE Manipal, for their paper titled "Resident Empowerment for Sustainable Tourism: A Bibliometric Analysis".



FELICITATION

Dr PRAVEEN SHETTY was felicitated at GNITS, Hyderabad. The Department of Humanities and Mathematics, along with other student club convenors at G Narayamma Institute of Technology and Sciences, Hyderabad, had a stimulating interaction with Dr Praveen Shetty, Assistant Professor Senior Scale, Department of Humanities & Management, MIT, Manipal and Coordinator of the Centre for Intercultural Studies and Dialogue at Manipal Academy of Higher Education.

Dr Shetty had been awarded a citation for his documentary "Yakshagaana" in the category of Best Script Writing at a video competition held by the UGC Consortium of Educational Communication.

During the interaction at GNITS, he shared his experiences and challenges in creating an intercultural platform in technical institutions and highlighted the importance of the humanities in engineering colleges. The department was delighted to have had this opportunity to learn from Dr Shetty, and hopes to continue fostering a diverse and inclusive community at GNITS.

Dr Shetty also provided his insights on the effective functioning of Humanities departments in Engineering colleges, given the dynamic changes in the Education sector. Dr Ramesh Reddy, Head of the Institution, GNITS felicitated Dr Shetty for his remarkable contribution to the Humanities discipline in India.

Mr VL Narasimham Rajana an alumnus of MIT, Manipal, who is currently working as Lead - Policy & Strategy, GNITS, Hyderabad, played a major role in organizing this event.



CERTIFICATION

LT CDR GEETHALAKSHMI P M, has successfully completed the Future Learning and Development Leader Programme dated 01.03.2023 (Duration: 12 weeks, Learning Hours: 100) conducted by KPMG and is now a certified L&D Professional.



INVITED SPEAKER

Dr YOGESH PAI P, participated as a resource person and handled the session on 'Designing Research: Steps & Elements' for the Faculty Development Programme on Research Methodology held on 20 December 2022 conducted at SDM Law College, Mangalore.

Dr UNNI KRISHNAN KARIKKAT was invited as a speaker and Patron - Global Steering Committee Member by the World Music Conference UK, 2022, held on 10 December 2022. The theme of the conference was 'Music to promote Physical Health in Children and Adolescents'. The World Music Conference is an annual music conference organized by BCC with the support of UNESCO UK Commission at United Kingdom. It was organized in both online and offline mode, with an illustrious list of speakers across the globe, including King Charles III, Secretary General UNESCO UK, with support from renowned artists such as AR Rahman and various international music council members, researchers, doctors, composers and music enthusiasts.

TRAINING FOR INDUSTRY EMPLOYEES

Mr RAMAKRISHNA NAYAK and **Mr VINOD KAMATH** were invited by IDC eProductivity Software, Bengaluru to train their employees on Print Domain. eProductivity Software (ePS) is a leading global provider of packaging and print software solutions offering integrated, automated, and purpose-built software technology for MIS and ERP, eCommerce, and industry-specific point solutions.

The training was scheduled to address the employees from the non-printing domain to get a basic understanding of the printing process such as pre-press, press and post-press. To support remote participation, the training was held in a hybrid mode with 80+ participants in person and 50+ online.

Dr SMITHA NAYAK, Coordinator for 'The Center for Marketing Advances' has successfully coordinated the Management Development Program for the Konkan Railway Corporation Ltd. on the topics of 'Change Management', 'Managing Finances', and 'Business Strategy.' This EDP was offered to senior management officials of the Konkan Railway Corporation Ltd.



FUNDED PROJECT

Dr SMITHA NAYAK, has been the Co-Investigator of the project 'Customer Satisfaction Survey on Implementation of 24x7 Water Supply System in Mangalore City' submitted to Suez Corporation Private Limited. This project was successfully undertaken and completed in December 2022. (Funding: Rs. 3,50,000)



FELLOWSHIPS

Ms WILMA SERRAO has been awarded the Australia India Research Students' Fellowship for 2023. The bilateral program, led by the Australia India Institute, and funded by the Australian Government Department of Education, supports research collaboration and student mobility between the two countries. The Fellowship forms part of the update to the India Economic Strategy to 2035 action plan to strengthen education and research ties between the two countries. The program will see 22 Australian universities collaborating with 37 Indian higher education institutes.



As part of the fellowship, Wilma will be taking up a study on the contributions of radio to Australia's Indian diaspora. This study will be undertaken at Deakin University, Australia. Ethnic broadcasting is an important tool for supporting migrant communities to stay connected to their home country. In Australia, Indian radio stations continue to evolve, reflecting the country's booming Indian population. This study seeks to evaluate the cultural, diasporic, and ethical impact of radio on Australia's Indian community.

Ms ANJALI S MENON is a recent recipient of a UGC Fellowship under their new scheme Savitribhai Jyotirao Phule Single Girl Child Fellowship. After the submission of her detailed research proposal, UGC awarded her with a JRF fellowship under the scheme, making her one among the only four candidates under MAHE to procure the fellowship.



RESEARCH HIGHLIGHTS

- ✚ Akthar, N., Nayak, S., & Pai, Y. P. (2022). Can Positive Emotions Predict Consumer Satisfaction in Adverse Services?. *F1000Research*, 11(347), 347. (Scopus Indexed: Q1; Impact factor:3.23)
- ✚ Shetty, S. R., Chatterjee, D., & Pai, Y. P. (2022). Performance of Third-Party Administrators in Indian Healthcare. *Journal of Health Management*, 24(4), 652-661.
- ✚ Akthar, N., Nayak, S., & Pai, Y. P. (2023). A cross-sectional study on exploring the antecedents of patient's revisit intention: Mediating role of trust in the hospital among patients in India. *F1000Research*, 12, 75. (Scopus Indexed : Q1; Impact factor:3.23).
- ✚ Christopher, A. M., & Karikkat, U. K. (2023). From colonial violence to decriminalisation and recognition: An interdisciplinary appraisal of perspectives on Indian LGBTQ+ community's encounter with law. *Journal for Cultural Research*, 27(1), 105-119. <https://doi.org/10.1080/14797585.2023.2194552>
- ✚ Christopher, A. M., & Karikkat, U. K. (2023). From colonial violence to decriminalisation and recognition: An interdisciplinary appraisal of perspectives on Indian LGBTQ+ community's encounter with law. *Journal for Cultural Research*, 27(1), 105-119. <https://doi.org/10.1080/14797585.2023.2194552>
- ✚ Dutta, A., Bonagiri, A., Nirmale, A., Nayak, R., Selvakumar, M., Shounak, D., Kamath, V., & Shetty, P. (2023). Effect of thermal annealing on electrochemical and morphological properties of printed NiO electrodes for flexible asymmetric micro-supercapacitor applications. *Materials Letters*, 339, 134111. <https://doi.org/10.1016/j.matlet.2023.134111>
- ✚ Kamath, G., Mallya, J., Kamath, V., & Payini, V. (2022). LibQUAL+® based importance-performance matrix analysis for assessing library service quality: A case study. *Annals of Library and Information Studies (ALIS)*, 69(4), 269-276. 10.56042/alis.v69i4.64348 (Scopus Indexed Q2)
- ✚ Kamath, V., Ribeiro, M. A., Woosnam, K. M., Mallya, J., & Kamath, G. (2023). Determinants of visitors' loyalty to religious sacred event places: A multigroup measurement invariance model. *Journal of Travel Research*, 62(1), 176-196. <https://doi.org/10.1177/00472875211057600> (ABDC A*, Scopus Indexed Q1, Top 1 percentile, Impact factor 10.508)
- ✚ Nayak, R., Shetty, P., Selvakumar, M., Rao, A., & Rao, M. K. (2023). Enhanced performance of graphite / NiO ink-based flexible thermoelectric generators via compositional gradient and annealing of NiO nanoparticles. *Journal of Materials Science*, 58(11), 4901-4921. <https://doi.org/10.1007/s10853-023-08348-z>
- ✚ Nayak, R., Sudhakaran Nair, A., Shetty, P., M, S., Rao, A., Kompa, A., Dutta, A., Kamath, V., & Nirmale, A. (2023). Effect of graphite on the power density of selenium doped polyaniline ink based hybrid screen-printed flexible thermoelectric generator. *Ceramics International*. <https://doi.org/10.1016/J.CERAMINT.2023.03.318>
- ✚ Prabhu, H. M., & Srivastava, A. K. (2023). CEO Transformational Leadership, Supply Chain Agility and Firm Performance: A TISM Modeling among SMEs. *Global Journal of Flexible Systems Management*, 24(1), 51-65. (ABDC- A Category, SCOPUS INDEXED Q1 94th percentile)
- ✚ Prabhu, H.M., & Srivastava, A. K. (2023). Leadership and supply chain management: a systematic literature review. *Journal of Modelling in Management*, 18(2), 524-548. (ABDC- C Category, SCOPUS INDEXED Q2 64th percentile)
- ✚ Saquib, M., Shiraj, S., Nayak, R., Nirmale, A., & Selvakumar, M. (2023). Synthesis and Fabrication of Graphite/WO3 Nanocomposite-Based Screen-Printed Flexible Humidity Sensor. *Journal of Electronic Materials*, (0123456789). <https://doi.org/10.1007/s11664-023-10404-y>

PAPERS PRESENTED

Mr Atif Rahman, student of M.Tech (Engineering Management) presented a paper titled “Tourists Perceptions about Homestays in the Post-Covid-19 Era” at the two-day International Conference on Sustainable Innovative Strategies for Business Development in the Current Scenario, organised by Department of MBA, Srinivas Institute of Technology, Mangalore, on 2 and 3 March, 2023. (Co-authors: Mr Rajat Mathew Mammen Roshan, 8th Semester student of Dept. of CSE, MIT Manipal and Dr Giridhar B Kamath)

Ms Deepa Prabhu, student of M.Tech (Engineering Management) presented a paper titled “Relationship between Consumer Involvement, Brand Love, and Brand Loyalty” at the two-day International Conference on Sustainable Innovative Strategies for Business Development in the Current Scenario, organised by Department of MBA, Srinivas Institute of Technology, Mangalore, on 2 and 3 March, 2023. (Co-authors: Mr Shreyas Shetty and Dr Giridhar B Kamath)

Ms Maitri Manjunath, presented a paper titled “Factors Affecting Human Resource Management Practices: A Systematic Literature Review” at the two-day International Conference on Sustainable Innovative Strategies for Business Development in the Current Scenario, organised by Department of MBA, Srinivas Institute of Technology, Mangalore, on 2 and 3 March, 2023. (Co-authors: Dr Giridhar B Kamath and Dr Lewlyn Lester Raj Rodrigues)

Ms Maitri Manjunath, presented a paper titled “Influence of Employee Engagement and Work-Life Balance on Organizational Performance: An Empirical Study in the Post-Covid Era” at the two-day International Conference on Sustainable Innovative Strategies for Business Development in the Current Scenario, organised by Department of MBA, Srinivas Institute of Technology, Mangalore, on 2 and 3 March, 2023. (Co-authors: Dr Giridhar B Kamath and Dr Lewlyn Lester Raj Rodrigues)

Mr Shreyas Shetty, student of M.Tech (Engineering Management) presented a paper titled “Influence of Perceived Value and Perceived Risk on Consumer Purchase Intention in an Online Shopping Context” at the two-day International Conference on Sustainable Innovative Strategies for Business Development in the Current Scenario, organised by Department of MBA, Srinivas Institute of Technology, Mangalore, on 2 and 3 March, 2023. (Co-authors: Ms Deepa Prabhu and Dr Giridhar B Kamath)

Ms Sheryl V I De Araujo, Dr T. M. A. Pai Ph.D. Fellow, presented a paper titled “The Rise of Social Media Influencers: A Review of the Current Literature and Future Research Directions” at the two-day International Conference on Sustainable Innovative Strategies for Business Development in the Current Scenario, organised by Department of MBA, Srinivas Institute of Technology, Mangalore, on 2 and 3 March, 2023. (Co-authors: Dr Giridhar B Kamath and Dr Rajesh R Pai)

Ms Wilma Lydia Serraro, Assistant Professor, SoMC, MAHE Dubai and Ph.D. scholar at the Centre for Creative and Cultural Studies CCCS, has presented her research on 'Technical Innovations in Radio Broadcasting UAE' at the 8th World Conference on Media and Mass Communication (MEDCOM) in 16 - 17 March 2023, organized by the International Institute of Knowledge Management (TIKM) in Sri Lanka.

RESEARCH COLLABORATIONS



Dr C L Quinan, Assistant Professor of Gender Studies at the University of Melbourne (Australia), has joined as an honorary external Advisor at the Centre for Creative and Cultural Studies (CCCS).

Dr Quinan brings with her an enviable wealth of experience in Gender Studies, which is an integral component of the CCCS's interdisciplinary approach. The Centre is also contemplating avenues to further engage in research exchanges, such as seminars and research publications within the larger areas of Gender and Cultural Studies.

On 23 February 2023, a live interactive research workshop was conducted, with Dr Quinan and CCCS scholars in attendance, to deliberate upon the research engagements of scholars at both centres, and to explore potential areas of collaborative pursuit.

Currently, Dr Quinan is engaged in a collaborative venture with Dr Unni Krishnan and his scholar, Ashitha Christopher, based on the latter's primary research analysis.

The discussion of the workshop was on inclusion, equality and diversity with focus on research in gender and cultural studies.



Outcome Based Education (OBE) Training session focusing on writing effective course outcomes and assessment design

The department of Humanities and Management organised a half-day training on Outcome Based Education (OBE) on January 12, 2023, from 2:00 PM to 5:00 PM at Sir M V Seminar Hall, AB2, MIT, Manipal. The speaker for the session was Dr Gopalkrishna Joshi, Executive Director, Karnataka State Higher Education Council. The session was interactive and engaging. A large audience from MIT, and also faculty members across MAHE attended the session. The session was coordinated by Dr Sumukh, Assistant Professor-Selection Grade, Department of Humanities and Management.

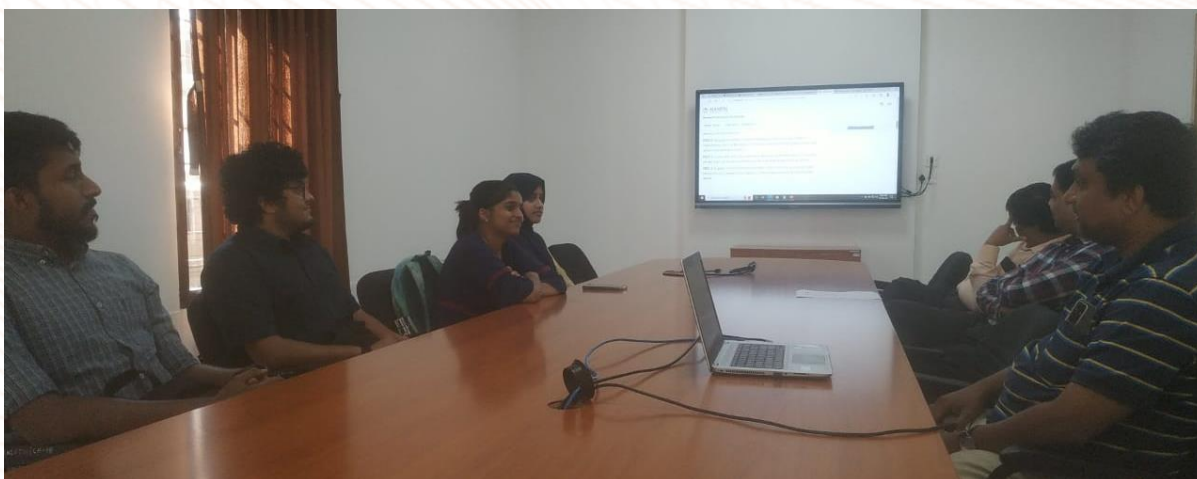
Outcome Based Education (OBE) is an educational theory that bases each part of an educational system around goals (outcomes). This helps programs offered by the institute to design and accomplish an educational experience for the students during their educational journey.



With the increased focus on OBE as the foundation of accreditations, such as NBA, etc. understanding OBE is paramount for its implementation.

OBE Orientation for M.Tech Students

The NBA team of the Department of Humanities and Management organised an orientation session on Objective Based Education (OBE) for the M.Tech. students on 25 November 2022. The session was delivered by Prof Shailesh KR, Assistant Director, Quality Office MIT. The students had an engaging and interactive session. The NBA Coordinators and Faculty members of the department were also present.



Professional Communication Skills for Undergraduate Students of Government Hostels

Three faculty members of the Department of H&M, Ms Devika Rani, Dr Adithi Shastry and Dr Swapna K S, have been invited to conduct a program to enhance the professional communication skills of the undergraduate students residing in the government hostels of Udupi district. The aim of the program is to enhance the professional communication skills of these undergraduate students.

This program is offered by the Department of Social Welfare, Udupi and coordinated by Ms Anitha V Madlur, Deputy Director, Department of Social Welfare, Rajatadri, Udupi. The scope of the program has been expanded by including the undergraduate students of government hostels under the Department of Social Welfare, Department of Backward Classes Welfare and ITDP, Udupi. A total of 16 online sessions will be conducted.

The sessions started on May 15, 2023 and four sessions have already been successfully conducted with a large attendance. Each session lasts for 90 minutes (6:00 PM - 7:30 PM) on Monday and Wednesday every week. These sessions are conducted online from Rajatadri, Manipal.

Ms Anitha V Madlur, Deputy Director, Department of Social Welfare has conveyed her appreciation to the three resource persons, and also the department and institution, for their dedicated efforts in conducting informative and interactive sessions for the target group.



INTERFACING PHILOSOPHY OF LANGUAGE AND LANGUAGE PEDAGOGY

Article by: Dr G M TUNGESH



The study of 'Philosophy of Language' has become relevant for both language users and teachers in the present day ESL (English as a Second Language) context. The discussions that take place in the study of philosophy of language help both language teachers and the language users. In the process of meaning making, they understand what language is and how it is related to analogous forms of activity, what it is for a linguistic expression to have a certain meaning, what it is for a linguistic expression to be vague or to be used metaphorically. Its main concern is what is it for a linguistic expression to have certain meaning?

A well-known Language Philosopher P. Alston is of the view on the status of philosophy of language: "The Philosophy of Language is even less well- defined and less in possession of a clear principle of unity than most other branches of philosophy. The problems concerning language that are typically dealt with by philosophers constitute a loosely knit collection, for which it is difficult to find any clear criterion separating it from problems concerning language dealt with by grammarians, psychologists, and anthropologists. We can get an initial sense of the range of this collection by surveying the various points within philosophy at which a concern with language emerges (2012:1).

While teaching of English as a second language, identifying the meaning in a given

text becomes challenging to every teacher. In such circumstances, the sources of the Philosopher's concern on language can be applied for the requirement of an evidence based teaching. That is, the philosopher's concern on language generally rely on metaphysics, logic, and epistemology; based on these sources they make contributions to this area of knowledge, under the headings- reform of language, philosophy as analysis and problems of the philosophy of language. Metaphysics, for example, is a part of philosophy which is roughly characterized as an attempt to formulate the most general pervasive facts about the world, including an enumeration of the most basic categories to which entities belong and some depiction of their interrelations. In Book X of Plato's Republic, we find his saying, "Whenever a number of individuals have a common name, we assume them to have also a corresponding idea or form." (596).

To spell out this rather cryptic remark, Plato is calling our attention to a pervasive feature of language, that a given common noun or adjective, for example, 'tree' or 'sharp', can be truly applied in the same sense to a large number of different individual things; his position is that this is possible only if there exists some one entity named by the general term in question-treeness, sharpness-of which each of the individual partakes. If this were not the case, it would be impossible for the general term to be applied in the same sense to a number of different individuals.

Alston quotes Aristotle's argument as follows: "And so one might even raise the question whether the words 'to work', 'to be healthy', 'to sit' imply that each of these things is existent, and similarly in other cases of this sort; for none of them is self - subsistent or capable of being separated from substance, but rather, if anything, it is that which walks or sits or is healthy that is an existent thing. Now these are seen to be more real because there is something definite which underlies them... (2012:1).

We can notice that, here Aristotle starts from the fact that we do not use verbs except in connection with subjects, that we do not go around saying 'sits' 'walks' etc., but rather 'he is sitting' or 'she is walking' From this fact he concludes that substances, 'things' have an independent kind of existence in a way that actions do not, that substances are more fundamental ontologically than actions.

The late nineteenth century German philosopher, Meinong, states that "...every meaningful expression in a sentence must have a referent; otherwise, there would be nothing for it to mean". This means, we have an obviously meaningful expression that refers to nothing in the real world. For example, 'the Fountain of Youth', in the sentence, 'John was searching for the Fountain of Youth', we must suppose that it refers to a 'subsistent' entity, which does not exist but has some other mode of being. This doctrine, as well as the platonic position represented above, is based on a confused assimilation of meaning and reference. These patterns of metaphysical assumption have been made quite explicit in the twentieth century philosophical movement.

Another branch of philosophy that becomes prominent in language teaching is 'logic' which is the study of inference; and this branch of philosophy also precisely attempts to devise criteria for separating valid from invalid inferences. Since reasoning is carried on in language, analysis of inferences depends on an analysis of the statements that figure as premises and conclusions.

A study of logic reveals the fact that the validity or invalidity of an inference depends on the forms of the statements that make up the premises and conclusion, whereby 'form' is meant the kinds of terms the statements contain and the way in which these terms are combined in the statement.

Thus, of two inferences that superficially look very much alike, one may be valid and the other invalid because of a difference in the form of one or more of the statements involved. Let us consider the following pair of inferences.

Methodology

Having an idea of 'philosophy of language', which is vague in itself, the teacher can employ what practicing ESL teachers do in their classes. This means, while interpreting literary texts teachers need to help learners to use some key criterion such as personal knowledge of the subject in the given text and an ability to interpret the meaning of the text. Moreover, the learners can be expected to 'see' the text in their minds' eye, or hear it in their inward eye. It is important to consider that, while proposing a methodology, the teacher should prioritize meaning over structure in the text it means, there is a necessity of going beyond the surface meaning of the text.

Another branch of philosophy known as Epistemology or Theory of Knowledge becomes concerned with language at a number of points, the most prominent of which is the problem of a priori knowledge. We have 'a priori' knowledge when we know something to be the case without this knowledge being grounded on experience. We have this sort of in mathematics and perhaps in other areas as well. And the fact that we do have such knowledge has often seemed puzzling to philosophers. How is it that we are able to know with certainty, apart from observation, measurement etc., that the angles of a Euclidian triangle all together equal 180 degrees, and that 8 plus 7 always and invariably equals 15? How can we be sure that no experience will ever falsify these convictions? We cannot deny this statement because our adequacy of this account of a priori knowledge.

Language philosophers consider 'verbal discussion' as the philosopher's laboratory, in which he puts his ideas to the test. It is not surprising that the philosopher should be especially sensitive to flaws in his major instrument. It is much more purely verbal activity than is a science that collects facts about chemical reactions, social structures, or rock formations.

The reform of language is one of the concerns of the language philosophers. This means, the deficiencies of language. It is not surprising

that the philosopher should be especially sensitive to flaws in his major instrument. Philosophical complaints about language have taken many forms. For example, the philosophers of mystical intuition, such as Plotinus and Bergson, who regard 'language as such to be unsuitable for the formulation of fundamental truth'? From this standpoint, one can really apprehend truth only by some wordless union with reality; linguistic formulations give us at best only more or less distorted perspectives.

There are two types of language philosophers. There are those who hold that "ordinary language," the language of everyday discourse, is perfectly suitable for philosophical purposes, and that the mischief lies in deviating from ordinary language without really providing anyway of attaching sense to the deviation. We find examples of this sort of complaint here and there in the history of philosophy, for example, in Lock's complaints against scholastic jargon; however, it is in our own day that such complaints have become the basis of a philosophical movement, "ordinary language philosophy". In its strongest form, as we find it the problems of philosophy stem from the fact that philosophers have misused certain crucial terms, such as 'know', 'see', 'free', 'true', and 'reason'.

It is because philosophers have departed from the ordinary use(s) of these terms without putting anything intelligible in their place that they have fallen into insoluble puzzles over whether we can know what other people are thinking or feeling, whether ever really directly see any physical object, whether anyone ever acts freely, and whether we ever have any reason to suppose that things will happen one way rather than another in the future. According to Wittgenstein, the role of the philosopher who has seen this point is that of a therapist; his job is to remove the "conceptual cramps" into which we have fallen.

Interestingly, the trouble comes from the fact that ordinary language itself is inadequate for philosophical purposes, by reason of its vagueness, inexplicitness, ambiguity, context dependence, and

misleadingness. The philosophers, such as Leibniz, Russell, and Carnap, see as their task the construction of an artificial language, or at least the adumbration of such a language, in which these defects will be remedied. The main interests of these complaints and schemes for reform lies in the way in which general conceptions of language and meaning are involved in them. Even the mystical position presupposes some notion of the nature of language; otherwise, one could have no basis for holding language as such to be incapable of serving as an adequate formulation of truth.

The analysis of basic concepts has always been a major concern of philosophers. In the Dialogues of Plato, Socrates is presented as spending a great deal of time asking questions like "What is justice?" and "What is knowledge"? Aristotle's works are, in large part, concerned with attempts to arrive at adequate definitions of terms like 'cause', 'good', 'motion', and 'know'. Traditionally, it has been felt that however important this activity was, it was still a preliminary to the ultimate tasks of the philosophers-those of arriving at an adequate conception of the basic structure of the world and an adequate set of standards for human conduct and social organization.

Philosophy consists of conceptual analysis, it is always concerned with language. And if it is either all or a large part of the philosopher's business to bring out features of the use or meaning of various words and forms of statement, it is essential for him to proceed on the basis of some general conception of the nature of linguistic use and meaning. Language philosophers involve in persistent disputes over what a given word means, or over whether two expressions or forms of expression have the same or different meaning. The philosophy of language occupies a central position in the theory of philosophical method. This means, the conceptual analysis is the heart of philosophy.

The tendency has been to concentrate on semantic concepts, for example, the concept of linguistic meaning and its cognates, sameness of meaning, meaningfulness etc.

This has been partly because many of the philosophical concerns enumerated lead one to raise questions about the nature of meaning, and partly because the fact that a given word has a certain meaning is apt to appear mysterious in the way that often gives rise to philosophical reflection.

It would be misleading to suggest that the philosophy of language, even as practiced by analytical philosophers, is restricted to conceptual analysis, to clarifying the basic concepts dealing with language. There are a number of other tasks which philosophers typically set themselves. There is the classification of linguistic acts, of “uses” or “functions” of language, of types of vagueness, of types of terms, of various sorts of metaphor. There are discussions of the role of metaphor in extending language; of the interrelations of language, thought, and culture; and of the peculiarities of poetic, religious and moral discourse. Proposals are made for constructing artificial languages for various purposes.

There are detailed investigations of the peculiarities of particular sorts of expressions, such as proper names and plural referring expressions, and particular grammatical forms, such as subject-predicate form. There is great deal of philosophizing about language that is carried on from very different standpoints, and there the problems take on quite different shapes. There is a need to survey all the philosophical approaches to language.

Thus like philosophy, psychology might take on the job of distinguishing between different sorts of linguistic behavior, and descriptive linguistics could be expected to provide classifications of types of expressions. Philosophy has traditionally had much traffic with high level problems in the sciences, especially when these sciences are in early stages of construction.

While teaching of language and literature in an ESL (English as a Second Language) situation, teachers generally find difficulty in handling classes. The main difficulty is giving the sense of literary style to the

learners and thereby helping them to identify the textual meaning among the learners.

On the advantages of teaching language / literary texts, a prominent ELT expert R.A. Close (2010: 201) lists out the advantages and the problems with literature teaching as follows:

1. It encourages empathetic, critical and creative thinking
2. It contributes to world knowledge
3. It raises awareness of different human situations and conflicts
4. It involves emotions as well as intellect, which adds to motivation and may contribute to personal development.
5. It provides examples of different styles of writing, and representations of various authentic uses of the language.

If the teacher has to keep in their mind the points mentioned above, and teach well, he/ she needs to have a serious grounding of the linguistics inputs, and can overcome the following problems what R.A. Close (2010: 201) has mentioned.

1. The target language culture on which the literature is based is alien to learners and may be difficult for them to relate to.
2. By using texts as a basis for language teaching we may spoil learners' enjoyment and appreciation of them as literature.

S.K. Varma and N. Krishnaswamy (1998:341) point out the necessity of teaching a language as follows: “The aim in teaching a language is to open up its resources to the learner so that he or she may find the right words and sentences to convey the meaning intended. The teaching of languages is by no means a recent or novel activity and there has always been a constant search for effective ways of optimizing learning in various parts of the world”.

In their statement, the words and sentences “find the right words” and “sentences” to convey the “meaning intended” are worth noticeable. In this context we can understand that there is a need of understanding of the importance of the study of ‘semantics’ by every English language teacher. More than that the other branches of linguistics study such as Discourse Analysis, Pragmatics, and

Stylistics with a philosophical reflection would become immensely useful while handling the texts.

The study of semantics in the words of Pushpinder Syal and Jindal (2014:148), “It is the level at which we attempt to analyse how meanings are expressed and understood”. They name the types of meaning: i. Denotative meaning ii. Connotative meaning iii. Social meaning. Also, they have classified some important distinctions as i. Lexical and grammatical meaning ii. Sense and reference iii. Sentence and utterance iv. Entailment and presupposition.

Moreover, the teacher’s knowledge of “pragmatics” and “discourse analysis” becomes useful in conveying the meaning in a given text. They define pragmatics as “It entails utterance meaning” (161). An utterance can be defined as a word or sentence which is uttered by a speaker. The context of an utterance consists of: speaker, the sentence which is uttered, the act performed in the uttering of the sentence, and the hearer. It is useful to distinguish between sentence meaning and utterance meaning, because meaning is more than the logical statement or the sense; it also contains the meaning intended by the speaker, expressed through the performance of the speech act. This meaning is the illocutionary force of the utterance. It is the

action performed in the act of utterance, e.g. declaring, requesting, and complaining.

It is also necessary to understand the Cooperative Principle that operates in speech communication. Under this principle, the maxims of quality, quantity, relevance, and manner operate to make the communication meaningful. If one or several of these maxims are violated, implied meaning is generated. When we look at the meaning beyond the level of the sentence, we move to the level of discourse. Several sentences together make up an intra-linguistic context, which contains items such as words and sentences that are linked to each other by a system of reference. Coherence occurs when sentences are meaningfully linked to each other, in the presence or even absence of grammatical cohesion. Coherence creates a discourse, and field, mode and tenor are features that determine a particular discourse.

The familiarity of Philosophy of language for English language teaching has to become a serious concern by every language teacher. This is emphasized for the reason that Philosophy of language deals mainly with ‘identifying meaning’ with analytical procedures. In the present day ELT practices the teachers’ knowledge of Philosophy of language will become an additional aid to their effective teaching.

PHILOSOPHICAL COUNSELLING

Article by Dr G M Tungesh in Kannada Daily 'Vijaya Karnataka'



Summary of the article

Not all life problems of the counselees / students are medical related, not every instance of struggle, suffering, or unhappiness is a sign of mental illness. When problems are not medical related, one needs a Philosophical Counselling.

Philosophical counselling is very unique and a recently emerging area. In India, a very few universities and institutes under the department of Philosophy are offering Philosophical Counselling.

Methodology

The Philosophical Counsellor as a skilled partner in a dialogue (Socratic Method) through which the counselee develops his/her world view. The counsellor works collaboratively with his client to solve life problems by activating and cultivating the

powers the client already possesses-like critical thinking, imagination, empathy, desire, self-discipline, and creativity, also, he acts as a navigation partner on the client's journey to gain awareness, find direction, create solutions, and develop a fulfilling life.

Benefits

Philosophical Counselling has the power to increase the client's (students/ counselees) understanding, meaning, purpose, freedom, and fulfilment in life. It also has the power to transform many of the emotional culprits that cause suffering-fear, dread, angst, anger, sadness, excessive attachment, jealousy, resentment and guilt in the counselee's life

SONNETS

Sonnet, fixed verse form of Italian origin consisting of 14 lines that are typically five-foot iambics rhyming according to a prescribed scheme.

The sonnet is unique among poetic forms in Western literature in that it has retained its appeal for major poets for five centuries. The form seems to have originated in the 13th century among the Sicilian school of court poets, who were influenced by the love poetry of Provençal troubadours. From there it spread to Tuscany, where it reached its highest expression in the 14th century in the poems of Petrarch. His *Canzoniere*—a sequence of poems including 317 sonnets, addressed to his idealized beloved, Laura—established and perfected the Petrarchan (or Italian) sonnet, which remains one of the two principal sonnet forms, as well as the one most widely used. The other major form is the English (or Shakespearean) sonnet.

The Petrarchan sonnet characteristically treats its theme in two parts. The first eight lines, the octave, state a problem, ask a question, or express an emotional tension. The last six lines, the sestet, resolve the problem, answer the question, or relieve the tension. The octave is rhymed abbaabba. The rhyme scheme of the sestet varies; it may be cdecde, cdccdc, or cdcedce. The Petrarchan sonnet became a major influence on European poetry. It soon became naturalized in Spain, Portugal, and France and was introduced to Poland, whence it spread to other Slavic literatures. In most cases the form was adapted to the staple metre of the language—e.g., the alexandrine (12-syllable iambic line) in France and iambic pentameter in English.

The sonnet was introduced to England, along with other Italian verse forms, by Sir Thomas Wyatt and Henry Howard, earl of Surrey, in the 16th century. The new forms precipitated the great Elizabethan flowering of lyric poetry, and the period marks the peak of the sonnet's English popularity. In the course of adapting the Italian form to a language less rich in rhymes, the Elizabethans gradually arrived at the distinctive English sonnet, which is composed of three quatrains, each having an independent rhyme scheme, and is ended with a rhymed couplet.

The rhyme scheme of the English sonnet is abab cdcd efef gg. Its greater number of rhymes makes it a less demanding form than the Petrarchan sonnet, but this is offset by the difficulty presented by the couplet, which must summarize the impact of the preceding quatrains with the compressed force of a Greek epigram.

“Let Me Not to The Marriage of True Minds”

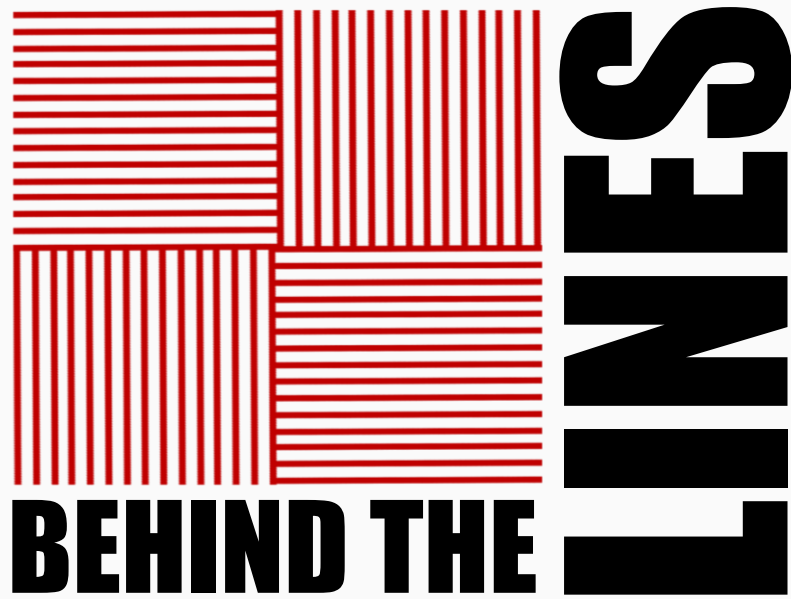
WILLIAM SHAKESPEARE

*Let me not to the marriage of true minds
Admit impediments. Love is not love
Which alters when it alteration finds,
Or bends with the remover to remove:
Oh, no! it is an ever-fixed mark,
That looks on tempests and is never shaken;
It is the star to every wandering bark,
Whose worth's unknown, although his height be taken.
Love's not Time's fool, though rosy lips and cheeks
Within his bending sickle's compass come;
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom.
If this be error and upon me proved,
I never writ, nor no man ever loved.*

“The World Is Too Much with Us”

WILLIAM WORDSWORTH

*The world is too much with us; late and soon,
Getting and spending, we lay waste our powers;
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!
This Sea that bares her bosom to the moon,
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers,
For this, for everything, we are out of tune;
It moves us not, —Great God! I'd rather be
A Pagan suckled in a creed outworn;
So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathéd horn.*



BEHIND THE LINES

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