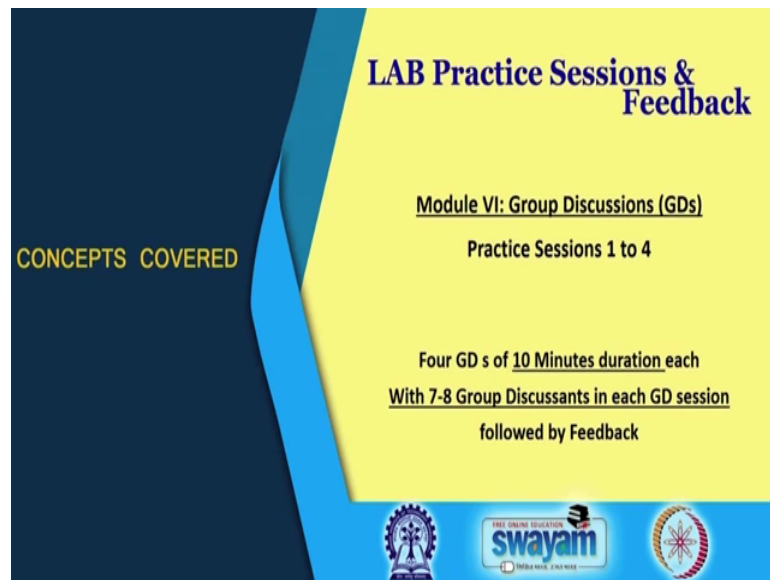


**Employment Communication - A lab Based Course**  
**Prof. Seema Singh**  
**Department of Humanities and Social Sciences**  
**Indian Institute of Technology, Kharagpur**

**Lecture – 26**  
**Group Discussions Lab (Practice Session) 1**

Hi friends, welcome back to this course on Employment Communication. We are here today to have 4 practice sessions on group discussions. And we are in lectures 26 to 29 of the course. This is module 6. And we have once again I repeat 4 lab sessions, sessions 1 to 4.

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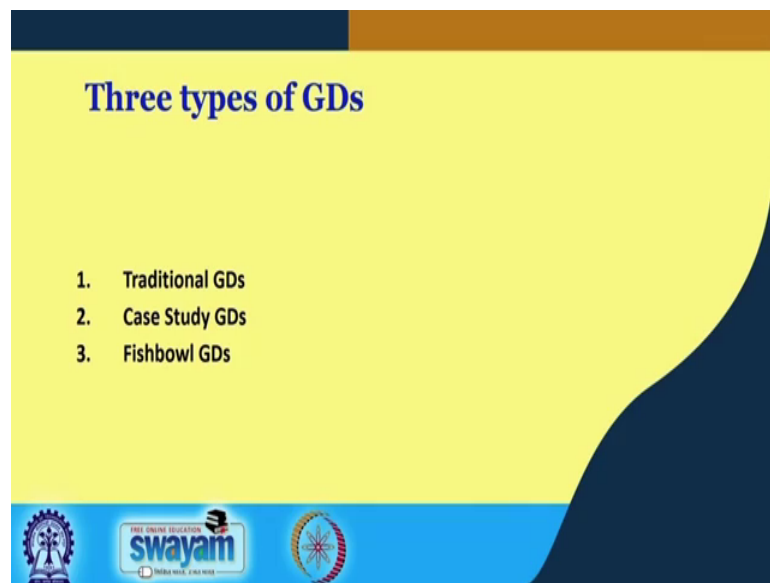


This short introduction, so that we know the modalities of the course, and what we are going to do in this batch of four sets of lab exercises. We are in module 6, which is on group discussions. And we going to have four group discussions of 10 minutes each duration. In each group there will be 7 or 8 group discussions. And they will be given 10 minutes as I said to discuss the topic. They have already started reading on the topic followed by a short feedback. This will be completing the exercise.

So, as I said we have three types of group discussions today. The first is the traditional group discussions. And these have been explained in the video lectures. The second is the case study GDs, this is very important for students of management and the techno managers to exercise themselves with because it makes them increase or better upon the

analytical skills in a sense it is also that which molds their character and personality. And I believe in my practice with students of being (Refer Time: 01:57) you know with the school of management at the IIT, Kharagpur that this case study discussion brings out the best in them as managers at the workplace.

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Why we have this short introduction is because we have a very new kind of GD practice today which is called the fishbowl GD. So, we move to giving you the bare outlines of the fishbowl group discussion.

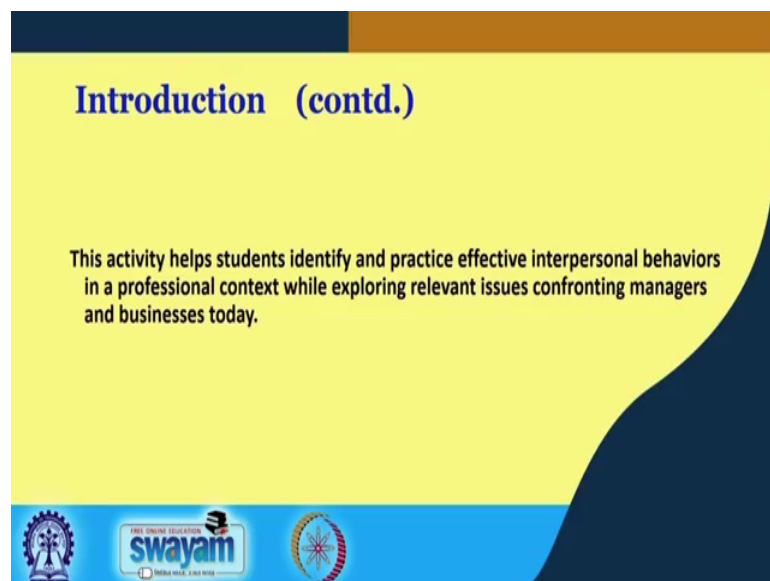
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For an introduction what we have to say is that in today's world in today's workplace most employers will view effective communication as most integral as let us say the single most important point very, very important point which is critical for the success of the individual in such a competitive workplace as we have today. So, the fishbowl group discussion is an activity which is designed to provide specific help in developing the interpersonal communication skills and the discussion skills.

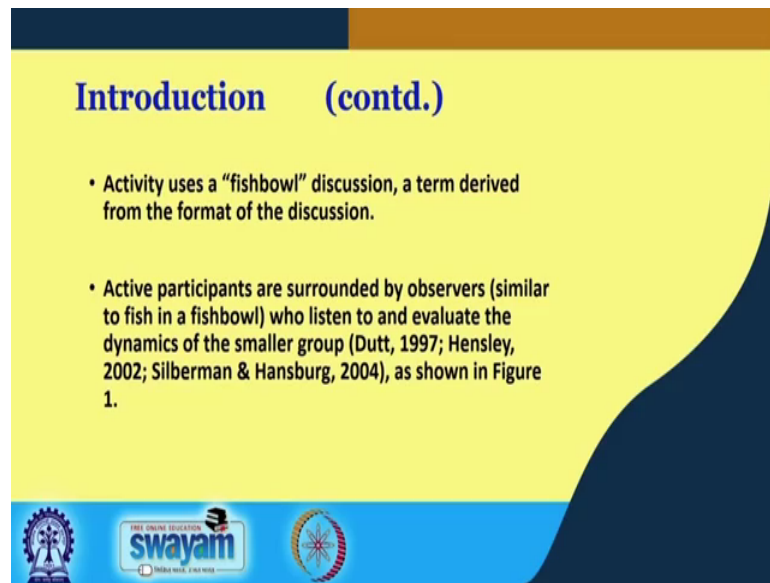
These two skills as I mentioned interpersonal communication skills, and number 2 this discussion skills; these are critical to success in business and industry as well as society. This is as per (Refer Time: 03:14) in his publication 2005 which I will show in the references. To move further this is an activity which is which is designed, so that it will help the students to identify and practice effective interpersonal behaviors. So, we have had lectures on communication.

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But this is an activity which will stress on effective interpersonal strategies and behaviors and actions in a professional context I think that is most important that we are going to have the third kind of GD in a professional context. And all the while the students or the participants or we call them group discussions because they take they take actively part in a GD. The point is all this while the discussions will be confronting or facing or tackling issues which concern them as managers in today's business oriented world.

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**Introduction (contd.)**

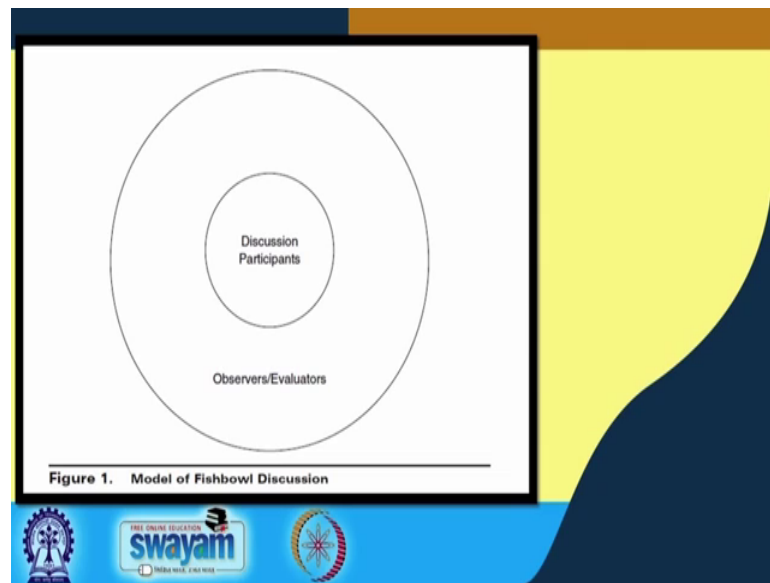
- Activity uses a “fishbowl” discussion, a term derived from the format of the discussion.
- Active participants are surrounded by observers (similar to fish in a fishbowl) who listen to and evaluate the dynamics of the smaller group (Dutt, 1997; Hensley, 2002; Silberman & Hansburg, 2004), as shown in Figure 1.

Logos at the bottom: IIT Bombay, swayam (Free Online Education), and another circular logo.

This activity uses a fishbowl discussion I put fish bowl fishbowl within inverted comma and this is a term derived from the format of the discussions as we have it, the third type what we have is what will be shown in the next slide, but let me just describe to you in an action what is going to happen in the fishbowl discussion.

You have the active participants who are the fish, and they are surrounded by the bowl or the observers who listen to and evaluate them and the way in which the dynamics of the workplace dynamics of the group is emerging that Hensley, Silberman and Hansburg in 2004 in their publication have supported this kind of group discussion.

(Refer Slide Time: 04:57)



And the figure of this kind of group discussion is here figure one model of fishbowl discussions.

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## Rationale

Activity has value for several reasons:

- Evaluators consider not only the content discussed but also the communication activities that help or hinder discussion.
- Structure provides a systematic way to identify, examine, and teach specific interpersonal communication behaviors.
- Activity provides an opportunity for an entire class to participate by requiring students to either participate in a discussion or evaluate one.

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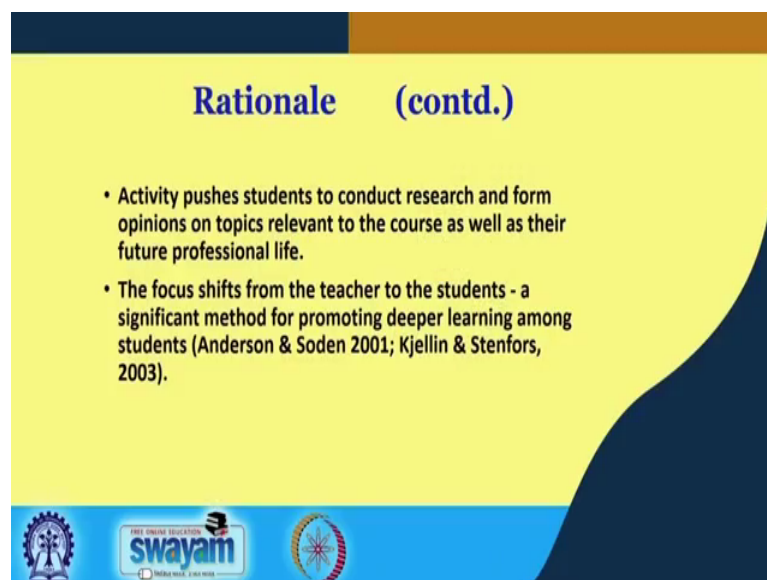
What is the rationale for this kind of fish bowl fish bowl group discussion? There are several reasons for having this kind of activity and this kind of practice. The first is that you have on the outer side surrounding the group discussions the active participants you have the evaluators. And the evaluators are considering not only be content which is

being discussed among the participants, but also the communication activities that help or hinder discussion, more on this in figure one to follow soon.

Second point is that this kind of fishbowl structure provides a systematic way to identify, examine, and teach specific interpersonal communication behaviors to the participants. And the third and last from this slide is that this fishbowl activity provides a chance, it gives an opportunity to all the participants, so that in a sense you know the entire class can be participating in the group discussion at the same point of time.

So, either you are participating or you are evaluating. And in the next round we can share reverse the roles. So, the participants become the observers and the observers become the participants in the second round.

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**Rationale (contd.)**

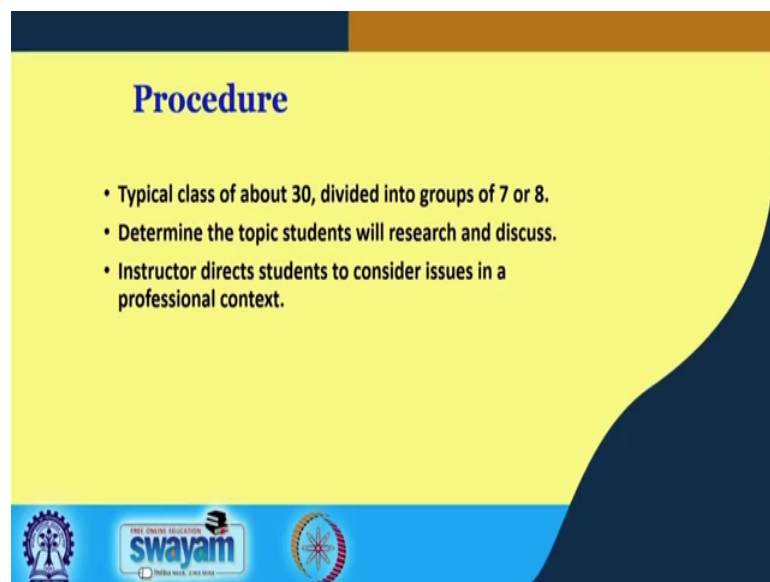
- Activity pushes students to conduct research and form opinions on topics relevant to the course as well as their future professional life.
- The focus shifts from the teacher to the students - a significant method for promoting deeper learning among students (Anderson & Soden 2001; Kjellin & Stenfors, 2003).

UGC  
swayam  
MHRD

We continue on the rationale for having the fishbowl discussion, this activity is intended. This activity is geared to push the students to conduct research I mean you do not have to do research in a traditional sense of the term you just have to mentally research of course you have your cell phones. On silent mode then you can research it. So, this is an activity which pushes the students to conduct research and form opinions on topics which are relevant to the course. We have a course in the humanities and social sciences department which is called Master of Human Resource Management. It was a course redesigned from earlier course called M.Tech in MHRD.

So, in this course, it is a professional course which is attempting to prepare the students we call them the participants because they are quite senior, some of the participants here will have 45 to 46 months of experience. Whatever in the future professional life this kind of activity will be helpful to the participants. The other reason perhaps the last rationale for conducting this kind of group discussion the fishbowl one is that the focus will shift from teacher that is me in this case to the students or the participants. And this is a very good way by which we can this is a very nice way in which we can in a sense force the participants to indulge in deep learning and to think seriously and wisely.

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**Procedure**

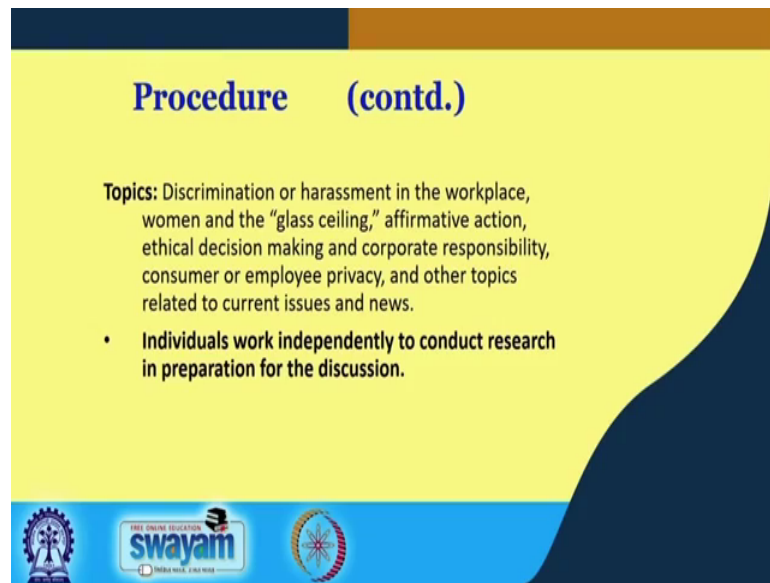
- Typical class of about 30, divided into groups of 7 or 8.
- Determine the topic students will research and discuss.
- Instructor directs students to consider issues in a professional context.

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Now, what is the procedure? Let us say we have a typical class of 30, the MHRM program at IIT, Kharagpur has an intake of 30, but somehow we have been managing with 15 to 20 students. We have 50 in this MHRM batch of 2018 to 2020. So, typically we divide the students into groups of 7 or 8.

And we have that optimal situation at hand today. The students will determine the topics to research and discuss prior to the beginning of the fishbowl GD. And they have been already advised to consider the issues in the professional context. In fact, for this second type of GD, we will be using the case study scenario because they are in the professional context.

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**Procedure (contd.)**

**Topics:** Discrimination or harassment in the workplace, women and the "glass ceiling," affirmative action, ethical decision making and corporate responsibility, consumer or employee privacy, and other topics related to current issues and news.

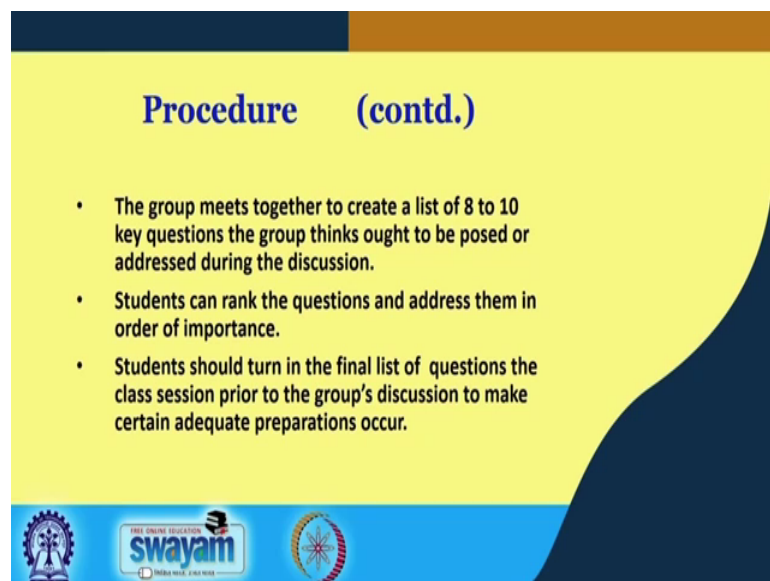
- **Individuals work independently to conduct research in preparation for the discussion.**

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To continue further you may have topics like discrimination or harassment at the workplace women and the glass ceiling effect, these are just to name a few, but today we have some other topics. So, we need not dwell on this in detail.

Individuals may work independently to conduct research in preparation for the group discussion.

(Refer Slide Time: 09:07)



**Procedure (contd.)**

- **The group meets together to create a list of 8 to 10 key questions the group thinks ought to be posed or addressed during the discussion.**
- **Students can rank the questions and address them in order of importance.**
- **Students should turn in the final list of questions the class session prior to the group's discussion to make certain adequate preparations occur.**

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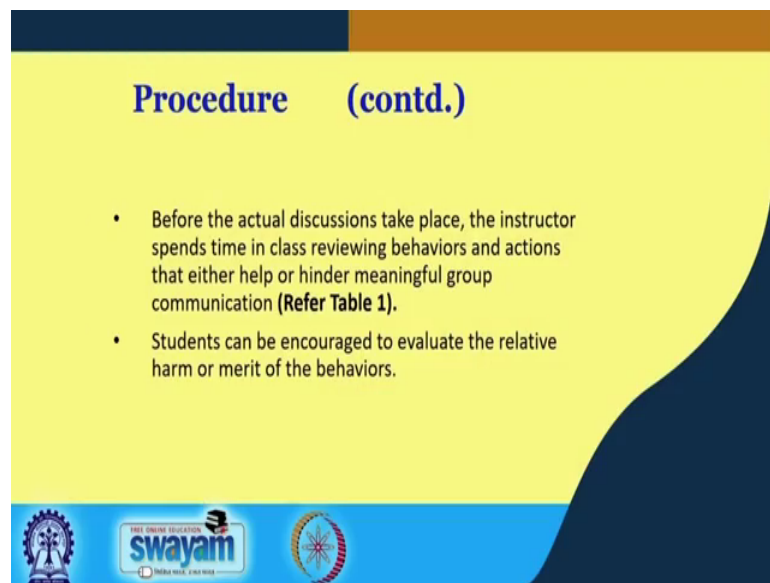
The group will meet together to create a list of 8 to 10 key questions, just listen carefully. After you have got the case study sheets all of you also listen, after you have



got the case study sheets, you will make a list of 8 to 10 key questions which you will examine.

And you will be addressing those topics or those key questions during the fish bowl GD. You are also number 2 allowed to rank the questions 1, 2 up till 8 or 7 let us see and address them in order of importance that is number 1 is most important. And maybe you can give me the final list of questions before the GD begins.

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**Procedure (contd.)**

- Before the actual discussions take place, the instructor spends time in class reviewing behaviors and actions that either help or hinder meaningful group communication (**Refer Table 1**).
- Students can be encouraged to evaluate the relative harm or merit of the behaviors.

THE ONLINE EDUCATION **swayam** UNIVERSITY CHANGING

So, now before the actual GD begins, we will be looking at some of the behaviors and actions that either help or hinder meaningful group's communication.


We have already circulated positive and supportive and defensive or in a sense the idea is that defensive behaviors are meant to taking the offensive overtures or offensive statements of the other. We have circulated positive and supportive nonverbal cues in advance, and we have gone through it.

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### Procedure (contd.)

**Table 1. Positive and Negative Discussion Behaviors**

<i>Positive Discussion Behaviors</i>	<i>Negative Discussion Behaviors</i>
Taking a position on an issue	Distracting others
Providing a relevant comment	Not paying attention
Supporting a position with evidence	Interrupting others
Bringing others into the discussion	Asking unnecessary/irrelevant questions
Asking a clarifying question	Monopolizing the discussion
Representing an opposing viewpoint	Attacking another person personally
Demonstrating active listening	




But here we have a table one which shows positive and negative discussion behaviors. Now keep that at the back of your mind, but concentrate on table 1 positive and negative discussion behaviors, and I will not dwell on this in detail.

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### Procedure (contd.)

From the discussion of negative and positive behavior/s, the instructor creates an evaluation form and informs students that they will be scored by others in the class for their positive and negative behaviors during the fishbowl discussion (**Figure 2**).



So, now you have figure two in your mind positive and negative behaviors during the fishbowl discussion.

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Fishbowl Discussion Evaluation Sheet			
Put tally marks by + or - behaviors. After the discussion, multiply the number of marks by the value to determine the score for each behavior; then figure the total points.			
Positive Behaviors	Tally	Score	Comments
Taking a position on an issue (+2)			
Providing a relevant comment (+1)			
Supporting position with evidence/facts (+2)			
Bringing another person into discussion (+1)			
Asking a clarifying question (+1)			
Representing an opposing view (+2)			
Demonstrating active listening (+2)			
<b>Negative Behaviors</b>	<b>Tally</b>	<b>Score</b>	
Distracting others/not paying attention (-2)			
Interrupting others (-2)			
Making unnecessary/irrelevant comments (-2)			
Monopolizing the discussion (-3)			
Attacking another person or position (-3)			
Total Points			

**Figure 2. Sample Fishbowl Discussion Evaluation Sheet**

And then we come to a small evaluation sheet, figure 2 shows the evaluation sheet. There are around 10 items on which you will be evaluated. Tally marks can be made and total score can be calculated, you can make comments, I have brought print versions with me. This is figure 2 what we have on the screen. This is the sample fishbowl discussion evaluation sheet. This is for those who are in the outer ring those who are the evaluators.

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## Procedure (contd.)

- Individual evaluation sheet for each student can be used to provide feedback from the instructor and observing students.
- Group evaluation form can be created to track discussion behaviors of the entire group during the actual discussion (Figure 3).

So, now individual evaluation sheet will be given for each student in which the names of the observer who is evaluating the participate.


Student:.

Let us say for example, we give Arolica the sheet to evaluate (Refer Time: 11:42), then Arolica will focus her attention on him. So, in that case, you will need to sit here, so that you can see him from the front as well, we can work on that. So, apart from that individual evaluation sheet, we have a group evaluation form as well and that can be for the eighth or the seventh member of the team who are observing the bowl of the fish bowl discussion.

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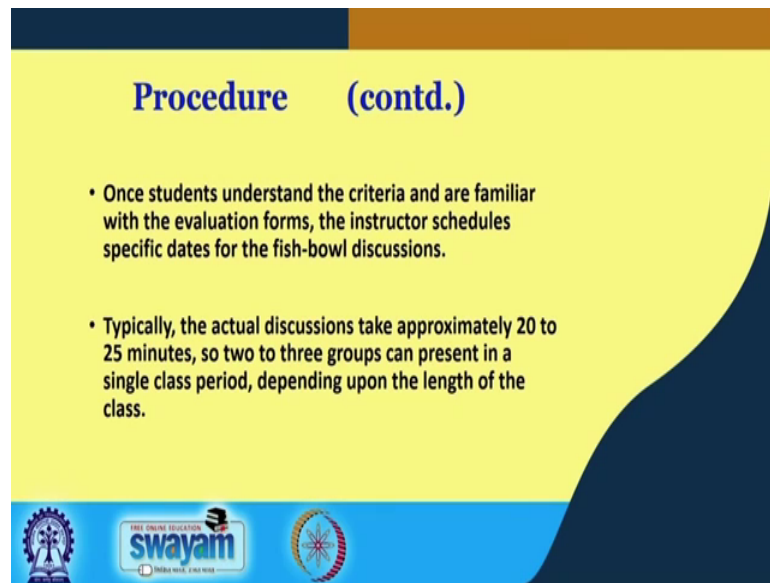
	Discussion Members (put tally marks by + or - behaviors)			
	1.	2.	3.	4.
<b>Positive Behaviors</b>	<b>Tally Score</b>	<b>Tally Score</b>	<b>Tally Score</b>	<b>Tally Score</b>
Takes a position on an issue (+2)				
Provides a relevant comment (+1)				
Supports position w/evidence (+2)				
Brings another into discussion (+1)				
Asks a clarifying question (+1)				
Represents an opposing view (+2)				
Demonstrating active listening (+2)				
<b>Negative Behaviors</b>	<b>Tally Score</b>	<b>Tally Score</b>	<b>Tally Score</b>	<b>Tally Score</b>
Distracts others/lacks attention (-2)				
Interrupts others (-2)				
Makes irrelevant comments (-2)				
Monopolizes the discussion (-3)				
Attacks another person (-3)				
<b>Total Points</b>				

**Figure 3. Sample Group Fishbowl Discussion Evaluation Form**



So, this is figure three and it shows the sample group fish bowl discussion evaluation form. As we have done in figure 1 positive and negative behaviors so we have positive and negative behaviors on the sheet.

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**Procedure (contd.)**

- Once students understand the criteria and are familiar with the evaluation forms, the instructor schedules specific dates for the fish-bowl discussions.
- Typically, the actual discussions take approximately 20 to 25 minutes, so two to three groups can present in a single class period, depending upon the length of the class.

Logos at the bottom: A gear icon, the Swayam logo (Free Online Education, swayam, India's New, Only Way), and a circular emblem.

Now, once you have understood the criteria I hope, you have understood the criteria?

Student: Yes Mam.

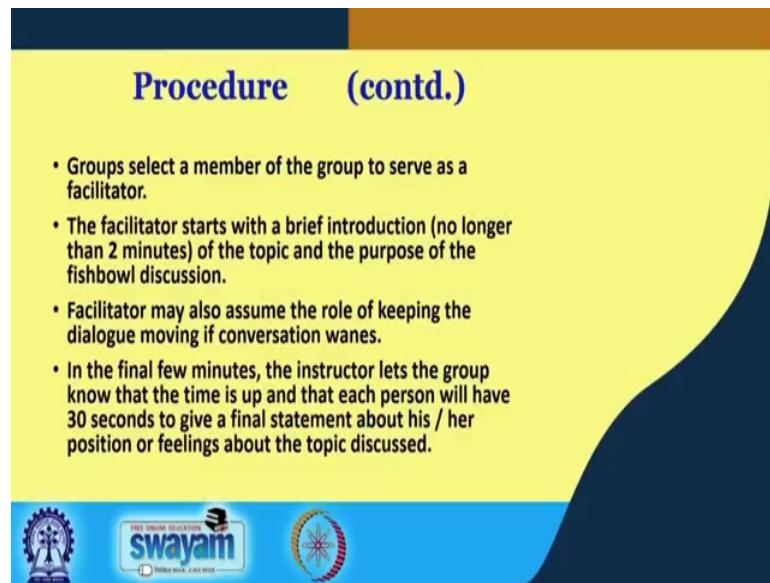
So, we have also seen these slides though they have posted quite late because I was working on them as usual.

So, once you have understood the criteria, you can again check up on your mobile phones and look at the PPT on the fishbowl discussion. And once you are familiar with the evaluation forms which I will give you soon then we can start the group discussion. This discussion will also be 10 minutes in duration.

Let us say we can make it 7 or 8 minutes and 3 minutes for a winding up.

Or if you wish what should we do shall we make it 7 minutes or 8 minutes plus 2 minutes of feedback I think that will be better. Yes, we will make it 8 minutes and 2 minutes for feedback. And remember that because you are all matured students. You can give feedback to each other in a balanced manner. And I can also give in my comments. This is for the first and the second type of GD, the traditional GD and the case study type of GD ok.

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**Procedure (contd.)**

- Groups select a member of the group to serve as a facilitator.
- The facilitator starts with a brief introduction (no longer than 2 minutes) of the topic and the purpose of the fishbowl discussion.
- Facilitator may also assume the role of keeping the dialogue moving if conversation wanes.
- In the final few minutes, the instructor lets the group know that the time is up and that each person will have 30 seconds to give a final statement about his / her position or feelings about the topic discussed.

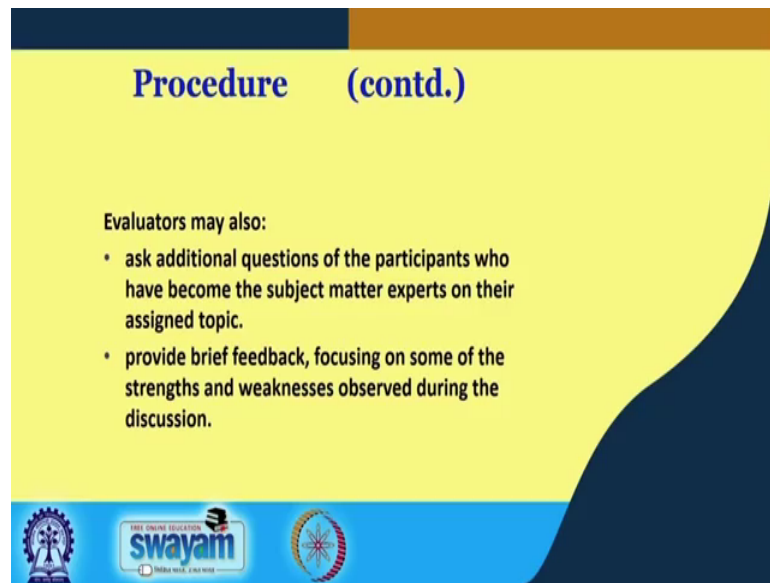
Logos at the bottom: The Odisha Education Society, swayam, and a circular logo with a gear and a person.

Now, let us move further on the procedure. And so we have the first fishbowl discussion in which the group will select a member to serve as facilitator, not necessarily the one who is the most mature, but whatever democratically and with transparency you can select one member to function as the facilitator in the fishbowl discussion.

The facilitator will initiate the discussion, he will be the first one to speak, he will give a brief introduction not more than 2 minutes, I will say not more than 1 minutes on the topic and the purpose of the fishbowl discussion. The purpose is to solve the questions at the end in the case study interview in the case study GD sorry.

Facilitator may also assume the role of keeping the dialogue moving if conversation wanes. And in the final few minutes that is final 2 minutes, we will let you know that the time is up, we will show you 2 minutes and you know that it is time to wind up. Let us look at the role of the evaluators, the outer margin of the fishbowl.

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**Procedure (contd.)**

Evaluators may also:

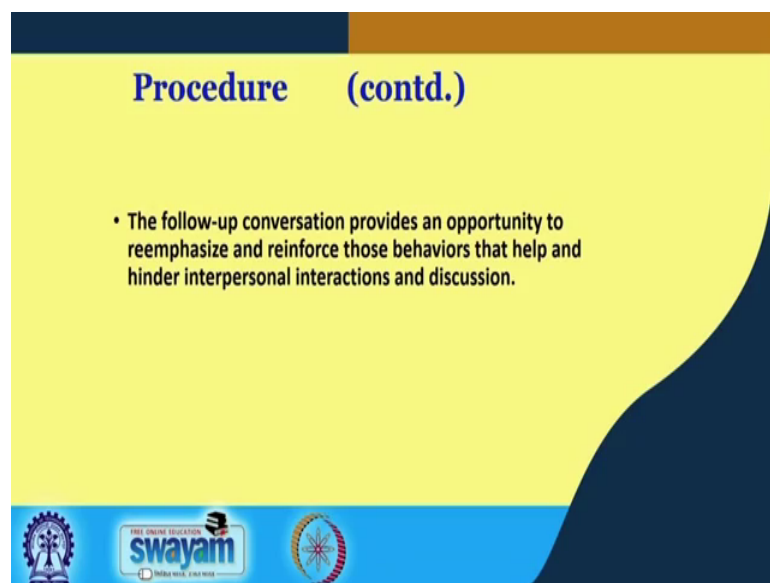
- ask additional questions of the participants who have become the subject matter experts on their assigned topic.
- provide brief feedback, focusing on some of the strengths and weaknesses observed during the discussion.

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And the evaluators may also ask additional questions, once we have the last 2 minutes they all may ask additional questions of the group we have enough sheets for that. And they can provide the brief feedback.

Focusing on some of the strengths and weaknesses observed during the discussion. This will not be person specific, this will not be group discussion specific, but general let us not name anybody.

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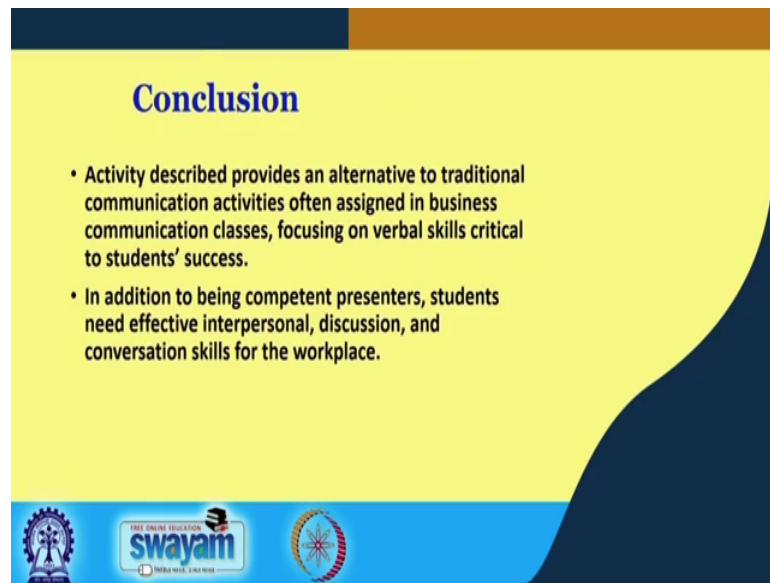
**Procedure (contd.)**

- The follow-up conversation provides an opportunity to reemphasize and reinforce those behaviors that help and hinder interpersonal interactions and discussion.

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Then we have a follow up conversation right number 11.

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## Conclusion

- Activity described provides an alternative to traditional communication activities often assigned in business communication classes, focusing on verbal skills critical to students' success.
- In addition to being competent presenters, students need effective interpersonal, discussion, and conversation skills for the workplace.

Logos at the bottom: UGC, swayam (Free Online Education), and a circular emblem.

And that is all. So, these are few of the references.

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Logos at the bottom: UGC, swayam (Free Online Education), and a circular emblem.



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Logos at the bottom: A tree logo, the Swayam logo (Free Online Education, swayam, Ministry of Education), and a circular logo with a star.

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Logos at the bottom: A tree logo, the Swayam logo (Free Online Education, swayam, Ministry of Education), and a circular logo with a star.

Used for a preparation of the fishbowl discussion GD and introducing you to the idea of the same. Thank you and God bless you all the best.

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We are now in a position to begin the first group discussion.

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#### CORPORAL PUNISHMENT

I maintain that corporal punishment is necessary in our community. My worthy opponent advocates its abolition in schools because it is harmful to the "shy and sensitive" child. I congratulate him upon his fine feeling and the conscientious way in which he has read all the ravings of these modern child psychologists, but I am afraid I cannot felicitate him upon his realistic approach to the subject. What does he know of school discipline, and all the problems involved in maintaining it? He isn't even a teacher! I think, therefore, we can safely dismiss his argument against corporal punishment, with its pathetic picture of "shy and sensitive" little boys at the mercy of wolves in academic clothing called "teachers".

Corporal punishment is necessary because it accustoms pupils to the hardships of adult life. If adults break the law, they pay the penalty that justice demands, and so in school too if boys break school rules they should be given the correction of corporal punishment. This, is an essential part of character training for the world beyond school. The high-minded gentleman who would advocate its abolition is not really doing the pupils he seeks to befriend a service in that he would unfit them for the world by allowing them to leave school with the mistaken notion that they can break laws that don't suit them and get away with it.

A caning is better than other punishments such as detentions, for they deaden mind and body. Detentions involving memorization of long passages or writing lines deaden the mind through the monotonous nature of the task imposed, and harm the body in that they increase the number of hours a boy is compelled to stay indoors in physical inactivity. His health is thus adversely affected and his natural restlessness increased by the enforced restraint, and the result is that he commits further offences. Corporal punishment, on the other hand, is prompt and effective. It does not involve this deadening of the mind, nor the long 11 period of physical inactivity indoors, and yet has a salutary effect.

Then, too, it is a form of tradition in the English public school. Look at the products of these schools — Arnold, Wellington, Churchill, the greatest of our poets, generals and statesmen. These men were produced by schools

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which had systems of corporal punishment. Should we cast aside so lightly a custom which has helped to mould the character of such men?

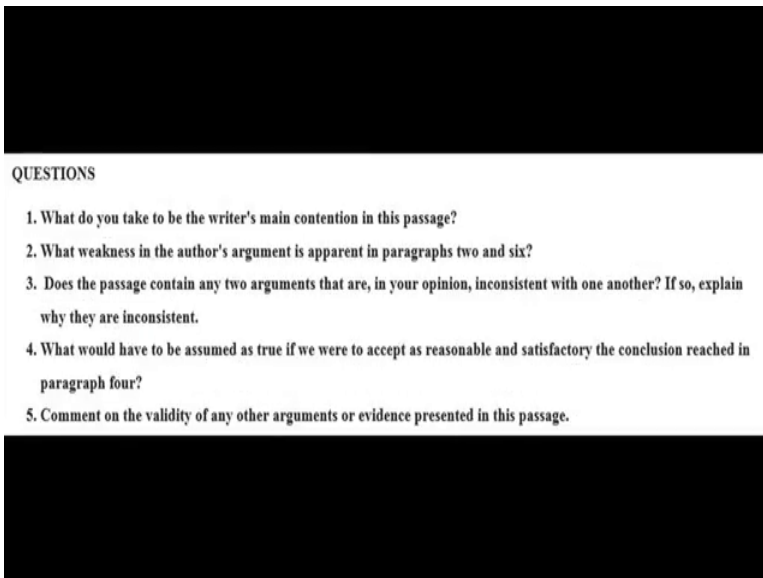
Corporal punishment should not be abolished because the retention of some form of correction which involves a little pain is desirable. As a headmaster of twenty years' experience, I have found it necessary. Nor have I ever found that any of my lads resented it. "Old boys" often have told me that they preferred a few smart taps of the cane from me to the impositions involving memorization of poetry or the writing of essays set by my more tender-hearted colleagues! In fact they have said that they soon forgot about the corporal punishment, and, after a caning, continued enjoying "the happiest days of their lives" in the same high-spirited way.

Then, let us consider also that this form of punishment is ideally suited to the saying of the wise Beccaria — "The punishment must fit the crime": the amount of corporal punishment can be adjusted to suit the nature of the mis-demeanour.

Finally, the retention of corporal punishment in prisons is essential: it opens the eyes of the criminal convicted of violence to the effect of his crime upon the victim, and so, as bullies are generally the greatest cowards, is of the utmost value as a deterrent, stopping such a criminal from further offences of that kind. My good friend, the Governor of Inverness Gaol, tells me that Barney Briggs, the notorious criminal associated with so many crimes of violence, is reforming, thanks to the effect of corporal punishment.

Thus everyone will surely agree with me that my kindly and well-meaning opponent has overstated his case: corporal punishment is not such an evil as it has been painted.

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QUESTIONS

1. What do you take to be the writer's main contention in this passage?
2. What weakness in the author's argument is apparent in paragraphs two and six?
3. Does the passage contain any two arguments that are, in your opinion, inconsistent with one another? If so, explain why they are inconsistent.
4. What would have to be assumed as true if we were to accept as reasonable and satisfactory the conclusion reached in paragraph four?
5. Comment on the validity of any other arguments or evidence presented in this passage.

Hello everyone and good morning. We have a topic today which is corporal punishment. So, this has been discussed since the 19th century when Frederick John White, he was killed in military flogging; and Reginald Cancellor; he was a student; he was killed by being beaten up in school. So, in this happened in 1846 and since then it has been observed as a inhuman practice in all forms of the society be it in Europe, be it in parts of America, but still in these days we see it being followed in some parts of India, Asia and Africa too.

So, adding to that I would like to state at least 30 countries all over the world have banned corporal punishment. This includes countries like New Zealand, Canada, most of the European countries actually, and the northern part of the of the American regions.

But according to your suggestion what I think like most of the population of our country like more than 60 percent of population is belonging from the rural areas, but according to my opinion that corporal punishment is important. Why I am saying this because the farmer families residing in the villages, they are not much more educated to guide their children in education areas. So, the teacher is the personality who is guiding them for the or restricting them toward the education, maybe some values and ethics they are learning from his father and maybe his parents, but is still the corporal punishment for the education purpose, they are getting from their teachers only.

To add to that point I will say that recently read a news in Times of India, a boy was beaten in school, and he was he was beaten to that extent that he was hospitalized. So, I want to put a question that how much liberty that teacher should be given that he is beaten and he is hospitalized.

And corporal punishments can also have adverse effects in children, for example, if a child is very shy or introvert or is really too closed being beaten up or being scolded too much can bog him down and can stop his progress also. So, like you said it is essential for someone's growth because their parents cannot guide them, but the teachers can guide them, but then there is a limit to how there should be an understanding of how a teacher connects to the children, and how he or she can implement it.

First of all would like to his question, first of all I would like to answer his question that how much liberty the teachers should be given. According to me the teachers have the right and liberty to train the students, they are not entitled to actually beat the students or give them corporal punishments. This can lead to severe consequences like we have seen my friend has discussed about the death of a child, and you might have discussed regarding many things. So, corporate punishment should be strictly banned; however, we should also look at the consequences what negative consequence or negative effects.

What I think is what I think is it should be completely banned and what I think is as if there is no punishment given then how would a person would.

Yes, I agree with both of them like punishment is necessary, but then you should know the extent to which a punishment should be given, anyway beating or you know harassing them cannot be justified. So, like we can say that we can give some other punishments, punishments are necessary we can give them some other punishments like we had in the olden days doing something doing some physical activity instead of you know just sparing them like that, because what I believe that we had this old school of thought where we spare the rod and we spoil the child that holds true to a great extent. If you just earlier it was like if students did something wrong, they were given some punishment they fear their teachers, they respected them. Now, there is no sense of respect the students take it lightly if a teacher says something even lightly to the students I mean it becomes you know news in the media and then the teachers are falsely targeted because of this.

Yeah, I agree.

So, that is the reason.

Yeah, I agree to a point.

And I think because after school or after college, we have to deal in real life scenarios where there is no more say for anybody. So, we have to be strong enough to face those difficult challenges in life.

Yes, actually she is right.

Having said that, but we agree that I mean beating is no way justified.

Yeah.

But then we should have some of the other forms of punishment.

Which is beneficial for the student, yeah.

Why cannot we have a motivation session or a basically a training or a.

I would like to actually.

According to me, it is an inhuman practice and it has been abolished by most parts of the world by now. And so I think it is time to get rid of that, but having noticed the point you have brought up that what if without any punishment like spare the rod spoil the child that is necessarily there, but we have to find out other measures to deal with it. But another thing I would like to put forward is we are talking about abolishment of this particular practice in schools and in families maybe, what about corporal punishment in prisons that is moreover necessary according to me.

Because it sets a deterrent to the criminals, so that I mean it sets a precedent that you cannot you know get away if you do something wrong. So, that is necessary and not only and I think it is high time we redefine the rarest of the rare crimes that is defined, because we now have capital punishment only in the rarest of the rare crimes. And most of the crimes I mean heinous crimes are also not they also do not come under that category. So, it is high time we revise that and then again the punishment should be

given not because I mean someone is a juvenile or something punishment should be given upon the degree of the crime, and yes capital punishment.

From where Varsha left the primary question that needs to be addressed here is why we have corporal punishment right. And is it for retribution done out of pure vengeance that the teacher inflicts, harsh and criminal punishment, which is right for a criminal to a fragile and innocent mind, or is it done for a deterrent to prevent the child from committing further misbehavior? Now, if it is a retribution then I think it is very wrong, but in case of deterrence we obviously, have further modern means to deal with the issue we have long come up gone past the days of caning and flogging from the [FL] to their [FL]. And nowadays we have child psychologist who suggests that inflicting harsh punishments on the child do have adverse effects in the long run and it hinders their growth mentally and emotionally.

So, what we are doing is not a great service. So, I think what and to add to what (Refer Time: 22:27) said regarding US and other countries, I think US has already banned criminal corporal punishments in over 20 to 30 states among the 52 states that it has and that kind of speak volumes that and that is per say US is a country with the highest criminal rates in the one of the highest crime rates in youth, so that is that kind of speak volumes of what should be done and what should not.

Absolutely Rajoshi in this context yes most of the parts of the world has already got rid of corporal punishment in terms of it meted out to children and students. But then again I would like the forum to discuss more about corporal punishment in case of prisoners.

comparing corporal punishment (Refer Time: 23:11) is a good idea, but we cannot just copy it the primary as Rajoshi said the primary motive of giving corporal punishment is that the child or the adult do not actually repeat his mistake. And we should actually not compare the punishments given to the children with the punishment given to that of an established murderer or established criminal. So, at a primary level what I think that the punishment given to the adult or children should be banned at all; however, the punishments that are given to the establish murderers or basically the established criminals should be taken into consideration and should be given with respect of the established crime.

A sort of limit should be there which has to be put, so that we do not have such killings in police remand and all that, because that is also increasing these days. And so we have to get rid of corporal punishment in prisons too, but not to that extent and they should be like police should be able to learn teach them a lesson because that is how it happens at that is how it should happen that is my point on prisoners like.

Now, there are a lot of tortures also in countries like Pakistan and India where people who are involved in terrorist activities are given corporal punishments, so that they leak out the information they probably have, and we could save millions of lives because if it is so, yes it is important, but in some sectors it is in some sectors it is not. So, I think we have reached to a conclusion that corporal punishment is necessary, but to a certain extent to the society and to a certain level.

Yes, according to my opinion it is my conclusion that in child when it is growing up then there should be corporal punishment, because once he will not learn the ethics and values of life is going to definitely repeat this mistake whenever he is going to work in corporate sectors like different kind of it is there like sharing the information or stealing the information from the corporate sector which can be harmful for this industry. So, this kind of activity is going to maybe send harmful for the each individuals. So, I think the corporal sector should be there in the childhood or childhood when he is growing up.

Friends, let us just we all have agreed that the corporal punishment should be banned, but we do not actually support the physical harassment or the physical beating of the child. Let us discuss some other ways, so that the corporal comes punishment should be tackled or basically what are what can be the other remedies, we should discuss and the teachers and the parents should follow after banning the corporal punishment.

I think proper education and upbringing of the child from a very young age is essential. Now, if there are issues with the child in spite of that, then sitting with professional psychologists to get into the deep cause root cause of the issue is the only way out.

Actually children interaction of the parents with the interaction with the teachers and as well as the father in large who is taking care of the child should be there in a regular interval, so that this kind of can be sort out the problem which is occurring like the teacher should not be allowed much more may be corporal punishment in the same time we should get the freedom of doing this from the parents.



I would like to say that it should I mean parents should really take care of their children, so that they do not perform such mistakes in schools.

So, that teachers have to do such a thing, and also they should not be very they should not provide them with the very cozy lifestyles or very rosy life. So, that they are not ready to accept the toughness in the life.

Yes, they have to be exposed to the reality and that is how we can conclude the forum is almost having a consensus that corporal punishment is inhuman and should be banned in certain sectors of the society, but in case of heinous crimes and all it should be meted out to some extent. So, that is how I think we should conclude.

Yes, exactly thank you.

Thank you all.

Hi everyone, my name is Rithika Das Gupta. I am here to give a feedback about the GD session which just took place. Right at the beginning I think the participants should have introduced themselves. So, let us not waste any time and get on with that.

Hi everyone, I am Varsha Vijay.

Hello I am Pooja.

I am Akshath Arora.

I am Poorva Chowdary.

I am Rajoshi Trivedi.

Hello, I am Mohammed Hasim Ali.

Hello I am (Refer Time: 27:20).

Hi everyone I am Ankur Agarwal.

Now talking about the GD session which just took place, firstly, I think the content was a really good; everybody had certain valid points to give. But the main fall back that I noticed was that there were lot of repetitive points; like everybody nobody was crossing

each other that was good, everybody was given a chance to speak whatever they had to, but there were lot of repetitive points. So, like and certain person was speaking pro I mean pro the point and also against it. So, I think what you should do is, you should have a clear idea of what you want to say that was one clear thing. Apart from that people were using a lot of fillers while stating their points like you know ah's and as in the middle of sentences which should not happen definitely as a part of a GD. So, apart from that I think everybody spoke very well and everybody gave the others a chance to speak.

Thank you.

Thank you so much.

Thank you.

(Refer Slide Time: 28:19)



**Traditional type  
Group Discussion - II  
"Television"**

(Refer Slide Time: 28:23)

### TELEVISION

I wish to protest against the suggestion that new commercial television stations should be licensed only on condition that they devote more of their viewing time to programmes of some definite "educational value", and that existing commercial stations should only be allowed to have their licenses renewed on this condition.

The advocates of this suggestion complain that at the moment commercial stations do not present enough programmes of "educational values." Are they aware that such programmes as "Meet the Press", "Parliament of Youth" and "Anzac" are in fact presented on commercial stations, while the national station, whose programmes they praise so highly, "educates" its viewers with the adventures of Ed, the talking horse? It is, therefore, untrue to say commercial stations do not provide enough programmes of an educational nature: they do more than the national station in this way.

Secondly, they prophesy dire consequences to our cultural standards if Australians view so many purely entertaining American programmes as our commercial stations now offer. Since television was introduced into the U.S.A., she has made immense progress as her present achievements in space indicate. Thus it does not seem that Americans have experienced any intellectual decline as a result of viewing the programmes which our commercial stations now present, so that it is foolish to complain that such sessions of merely entertainment value consume a disproportionate amount of commercial viewing time.

Then the proposal involves an infringement upon human liberty. What right has any government to force more programmes of an educational nature on viewers? Surely the people have the right to view what they want. The present ratings show that only 12% of the viewers watch the national station, so that apparently the commercial stations provide more satisfactorily for the people's wants. They do not desire any educational programmes, it is clear and so it should not be made compulsory for stations to show additional sessions of this type. Has any

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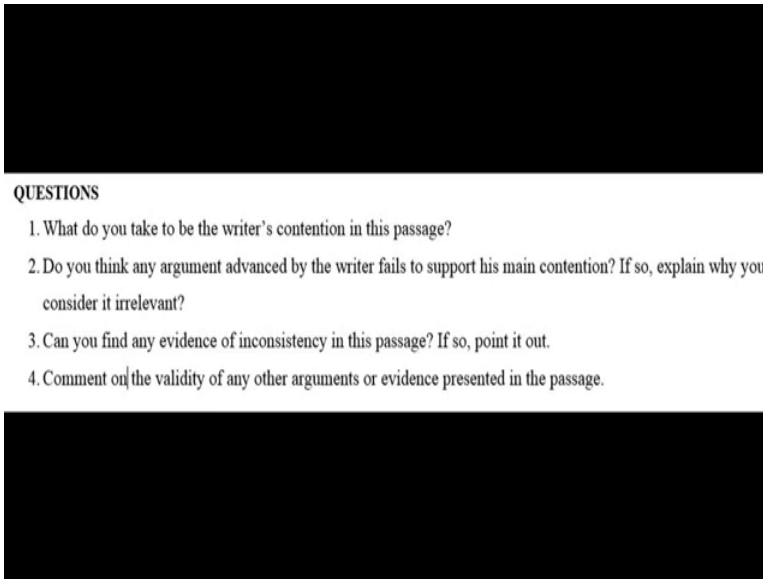
government the right to force what considers what it considers is good for the people upon them, if the majority of the citizens do not desire this benefit? I think not.

Educationalists who advocate this change forget that a man, after a day's work, needs recreation rather than programmes that will tax his intellectual powers. No meal is satisfying if it consists of just one solid course – we like a sweet as well, so therefore a man's life is incomplete if he merely has solid work, physical or intellectual; he needs recreation.

Rather than worry over the education of adults through television, the authorities should concentrate upon improving conditions in schools: such problems as inadequate buildings and untrained teachers are far more pressing.

Finally, may I point out that the present proposal would defeat its own purposes? The fact that only 12% of viewers watch the national station, with its heavier concentration upon educational programmes, is indicative of the fact that the majority of people would switch off their sets rather than receive compulsory adult education through television.

(Refer Slide Time: 28:43)



QUESTIONS

1. What do you take to be the writer's contention in this passage?
2. Do you think any argument advanced by the writer fails to support his main contention? If so, explain why you consider it irrelevant?
3. Can you find any evidence of inconsistency in this passage? If so, point it out.
4. Comment on the validity of any other arguments or evidence presented in the passage.

Hi my name is Rithika Das Gupta.

Hi I am Arolica Roy.

Hi, I am Paulomi shah.

I am Tanvi Ajit.

Hello, I am (Refer Time: 29:00).

Hi, I am (Refer Time: 29:01).

Hello, I am Anupam Das.

So, today we are here to talk about the pros and cons of television as it is. Maybe talk about the educational benefits of television or the need of a educational programs in current television schedules. So, without much further let us begin.

Like you mentioned the educational programs that come on television nowadays they are of utmost importance in with today's generation because earlier what would happen is right nowadays television is basically the main source of entertainment that is adopted by even the children. Earlier when we were kids we used to actually go out and play, but nowadays everybody is hooked to screens, be it television screens, be it your mobile screens or anything else. So, television needs to have you know proper content,

educational content from which the children can actually take back some learning, but that does not always happen in the scenario nowadays, because there are certain programs which hinder the you know the learning and education of the children as well.

One of the reasons for this happening as if we have both parents working. So, earlier we had like grandparents at home who used to like take care of the children or they had friends in the neighborhood who used to play. But nowadays we see that both the parents are working and once the child comes back home he is like hooked to the TV so.

Taking from her points there are both positives and negatives to viewing a television. A television should be a source of both entertainment and educational platform. So, considering after a day's work a man should come back to his house and view television for as a source of entertainment, and a child should also get some educational value from what is being viewed on television. So, as Tanvi just pointed out that there should be a proper monitoring of what the child actually views on television, pertaining to environmental and social needs that he actually needs to grow and learn from that, but we can concentrate, but there are too many negatives to a television as a whole.

Specially something pertaining to the Indian television that has the daily soaps which generates which generates a mindset of various negative social issues like polygamy, domestic violence, and then like it is it is much of it is also much of much of it also has to do with women centric, forwarding where women are the center of what binds the family, it promotes non-nuclear families as well, but a major part of it has to do with the regressive mindset of Indian society.

And adding to one of the disadvantages of viewing TVs for long hours is that people do not spend much time reading, earlier reading was the habit that was followed, but nowadays it is like they spend their free hours just watching TV, rubbish on TV. So, it is like.

Adding to what you said reading was a is a very good habit always was. But even more than that I mean reading of course, but people do not go out nowadays that is becoming the main problem that is socializing that they do is via different means it is not actually face to face that is that is not happening now a days. So, television also adds to that and adding to her point together with the daily soaps that, we have we also have certain reality television shows which are also extremely detrimental I think to the development

of any child. And we have monitoring of what is viewed on television is absolutely imperative.

During the (Refer Time: 32:21) we have discussed about the pros and cons of television, what needs to be shown and what we need to see as well. We have to given in the case study that only 12 percent of people see the conventional television where education programs are shown. My question on the floor is that how much how much educational things need to be shown on the national television, how much we see them. What we can do as my opinion is that we can have awareness programs to deliver all those things that we want to do, because national television is national programs or national television national channels are those that we really see we mainly focus on commercial television that Paulomi told that we focus more on daily soaps and entertainment programs. So, if we want to promote national social problems and social awareness I must focus or we must focus on awareness and more campaigns rather on television.

Standing on the second (Refer Time: 33:10) of twenty first century if you keep our eyes on the (Refer Time: 33:12) Indian scenario. Then you can easily see that the television and this communication service is one of the major source of income from the government. So, already government has some rules and regulations and to monitor all the things of what the advertisement strategies will be there, and what the programs should be there. For instance I can say that government has already television act that says that the program which are not good for the people under 12, under the age of 12, the program should not be telecasted before the 8 pm and the programs which are not suitable for the people under 16 should not be telecasted before 10 pm.

I would like to move a new dimension to this discussion. So, let us think about whether it is the job of television and the TV channels to actually promote education.

Yes, I will like to add to this point because I think education is primarily we take from our parents, we take from our schools. So, television is something which should be there for relaxing. And for children I think the cartoon is like if they are seeing the cartoons their communication skill English is improving. So, it is like a relaxing way where you can improve your communication skills and it is actually good.

Beyond the point of time, it becomes addictive that is where we have to put a stop. (Refer Time: 34:37).

Be the job of the fantastic point here the television should be (Refer Time: 34:41) entertainment we are all focusing on the child and the children and education of the especially of the youth section of the society, but there another section of the society where the working class or the housewives and the aged person, most of them they do not get to get something to do and to spend their time. So, they get also entertain from the television channels.

And nowadays is taking the help of the technology, we can do one thing it is obviously operating the technology technological field that people can lock the channels, you can even contact that is your television operators is provided we can lock the channels if you are if you feeling that these cartoon networks and such type of things, such type of channels that were going to be very harmful for the children that they are taking that time. So, people can people control it from that from that place, but they also in the also in the scenario of a house wife they do all that all the things, they are busy throughout the day, and in the evening they also need some entertainment. And I would like to tell you another point that I last year I am saying there was a pan Indian reality show and it was dance show. So, one guy was there who was who performed very well and boy who was asked that form where he start learning dance he said from the television.

Yes.

So, I would like to add to this point because and because actually nowadays all the parents are working parents. So, they do not have that time that what their childs are good at. So, only education, no play as a child life.

Now at least their education given education is a very (Refer Time: 36:14) I mean very raw thing, yes, presenting education is as a sweet pill to the children can be an effective way. And television can be a very good way of doing it like you mentioned about cartoons, mentioned about cartoon and other entertaining programs with them. So, presenting that in that mode can be really be done in that way (Refer Time: 36:32).

Television should only be, but television should be one of the means of you know entertainment.

Yes.

They should also you know (Refer Time: 36:39).

Entertainment they can just (Refer Time: 36:41).

Considering that most of the group is in a consensus regarding the television while they should have regulation programs as well the I would say the entertainment aspect of it cannot be counted out. So, in that case, I think imposing better parental controls on the content that the children can view that should be the job of the parents. If television is becoming addictive that is where the role of the parents actually come in.

We should not actually blame television for spoiling the minds of the young. Thank you.

Thank you.

Thank you.

Thank you.

Thank you.

Hi, my name is Rajoshi Trivedi. I was observing the GD that we took place just now. And as an outsider I had a couple of observations. Firstly, congratulations to everyone it was a really well coordinated and cooperated GD, and there was no cutting off of anyone from another. So, they were very good in that respect. I have a couple of pointers there were instances of like repeating of points which was the case in the previous GD as well. So, otherwise, I think overall it was good. There were a variety of mixture of coins barring the repetition that was there the (Refer Time: 37:56) did a very good job about in the opening and closing of the GD session. And there were everyone was good. So, I think it was a very good and well planned out GD.

Thank you.