



English Functions and Ideologies in Newspaper Editorials

Jeyaseelan Gnanaseelan

Abstract

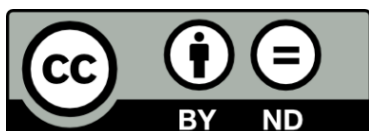
Language functions empower media in 'knowledge management.' It reveals the media construction of policies, nations, peoples, communities, and individuals. Scholars have developed critical discourse analytical tools for this purpose. First, they show the theoretical constructs to approach texts for these purposes. Second, they investigate 'language in use and language in a social context.' According to experts, the CDA analysis will probe language organisation and linguistic units; a text is studied in contexts and with contexts at both micro and macro-levels of the genre as linguistic and social practices. It is tied to social relations and identities, power, inequality, and social struggle. Thus, this paper undertakes a case study of *The Hindu* Editorial, 'Beyond the admission imbroglio,' published on Friday the 4th of May, 2007. It investigates how language is utilised by the media to establish or change the existing knowledge base for the empowerment of interested parties or to control the access to knowledge and resources by the underprivileged communities. Therefore, this paper attempts to identify linguistic structures and strategies such as semantic moves, nominalization, passivisation and topicalisation, used in media discourse to communicate visible or latent ideologies and attitudes in discourse construction and consumption. The text projects dichotomy and binary positions using functional English, discursive and linguistic construction reinforcing the relationship between corporate power and ideology, and naturalised group-based cultural and exclusive nationalism cloaked by constitutional and inclusive nationalism. The media discourse is oriented towards legitimisation, political accommodation, and ideological management.

Keywords: Discourse, Ideology, Linguistic function, Linguistic structure, Newspaper editorial

Department of English
Language Teaching,
Faculty of Business
Studies, University of
Vavuniya

jeya86@vau.jfn.ac.lk

 <https://orcid.org/0000-0003-1709-7008>



This article is published under the Creative Commons CC-BY-ND License (<https://creativecommons.org/licenses/by-nd/4.0/>). This license permits to use, distribute, and reproduce the contents of the publication for commercial and non-commercial purposes, provided that the original work is properly cited and is not changed anyway.



Original Article

INTRODUCTION

The functionality of language empowers the media in 'knowledge management.' It reveals the media construction of policies, nations, peoples, communities, and individuals. Critical linguistic analysis (Halliday, 1985; Fowler, 1991) containing Critical Discourse Analysis (van Dijk, 1995; Fairclough, 1989; 1995a; 1995b) as its specialized approach reveal the theoretical constructs to approach texts for these purposes. They investigate 'language in use and language in a social context' (Wetherell et al. 2001); the organisation of language above the sentence or above the clause in larger linguistic units' (Stubbs 1983:1); a text in contexts and with co-texts at both micro and macro-levels of the genre as linguistic and social practices. It is tied to social relations and identities, power, inequality and social struggle.

Mass media are the intermediary vehicles that reflect public opinion, respond to public concerns and make the people cognizant of state policies, actual events and viewpoints in democratic societies. Therefore, this analysis attempts to identify the linguistic structures and strategies used in media discourse, such as nominalisation, passivisation and topicalisation. They can communicate the media's visible or latent ideologies and attitudes in discourse construction and consumption. Furthermore, they project the discourse of dichotomy and binary positions by using functional English.

The analysis is concerned with the suggestion of linguistically analysing a text for interpretation. It may enhance the English Language's advanced reading skills and functional nature, particularly the discursive and linguistic construction reinforcing the relationship between corporate power and ideology; the naturalised group-based cultural and exclusive nationalisms cloaked by constitutional and inclusive nationalism. The media's hegemonic role in society is oriented towards legitimisation, political accommodation, and ideological management.

Generally, linguistics is a descriptive discipline with no comments on materials it analyses. It neither prescribes usage nor negatively evaluates the substance of its enquiries. However, recent semantics, pragmatics and discourse analysis studies reveal latent and visible goals and procedures. Since values are so thoroughly implicated in linguistic usage, it seems justifiable to practice linguistics to understand such values. Therefore, this is a branch that has come to be known as critical linguistics, in particular, critical discourse analysis which are about the relationships between language and society. This is the method followed in this analysis.

The word 'critical' could be intended, or taken to be intended, to denote negative evaluation, but this negativity is not necessarily the aim of critical



Original Article

linguistics (Fowler, 1991). Instead, he says that it is an enquiry into the relations between signs, meanings and the social and historical conditions which govern the semiotic structure of discourse, using a particular kind of linguistic analysis. It identifies and labels reliably specific critical linguistic constructions and relates them to the context in a particular way.

The familiar transformational-generative linguistics invented by Noam Chomsky provides support to this approach. It refers linguistic structures to the set of structural possibilities available to human language as a universal phenomenon, presumably genetically programmed in the human brain. However, Fowler (1991) says that Chomsky is not interested in language in actual use. On the other hand, Halliday's systemic-functional linguistics is geared explicitly to relating structure to communicative function. Both of them provide input to Critical Linguistics, particularly Critical Discourse Analysis.

KNOWLEDGE CONSTRUCTION

The Ideological and Attitudinal Positions (IAPs) are established or persuaded behind these constructions and strategies. The positions vary by author and school. The readers may view them from the following perspectives: Techno-centric or Elitist: A focus on technology, ideally those that enhance knowledge

sharing/growth. Organisational or institutional: How does the organisation need to be designed to facilitate knowledge processes? Which organisations work best with what strategies? Ecological or Contextual: Seeing the interaction of people, identity, knowledge and environmental factors as a complex adaptive system.

There is a critical distinction between tacit and explicit constructions. The former is often subconscious, internalised, and the individual may or may not know what they know and how they accomplish particular results. The latter is a conscious or explicit one. A person makes a conscious and mental focus in communicating to others overtly. Tacit or implicit knowledge is in our heads, and explicit knowledge is codified. Internalised tacit knowledge is converted into explicit codified knowledge to be shared. It permits individuals and groups to internalise and make personally meaningful codified knowledge they have retrieved from the mental schema, frames, and scripts constructed in the past through linguistic construction and manipulation.

Thompson (1984) defines ideology as 'knowledge in the service of power', systems that are at the basis of the socio-political cognitions of groups." (Lau and Sears, 1986) "social group attitudes consisting schematically-organised general opinions about relevant social issues" (Eagly and



Original Article

Chaiken, 1993) “constructed from group defining categories as Identity, Membership, Activities, Goals, Norms and Values, Social positions and Resources” (van Dijk, 1995a, 1995b)

Discourse refers to spoken and written language use as a social practice within a sociocultural context. It is "a socially and historically situated mode of action in a dialectical relationship with other facets of the social" (Fairclough, 1995). Thus, it is simultaneously constitutive of (1) social identities, (2) social relations and (3) systems of knowledge and belief (1995).

It reveals the discursive structures and strategies that support Knowledge management of power-based and power-biased discourse and socio-political ideologies advocated by Elite Society. Thus, representing positive and negative issues demonstrates, these media discourse covert ideological positions. Discourse Analysis (DA) can be defined as a 'set of methods and theories for investigating language in use and language in a social context' (Wetherell et al. 2001). It is 'the linguistic analysis of naturally occurring speech or written discourse. It refers to attempts to study the organisation of language above the sentence or above the clause and study larger linguistic units, such as conversational exchanges or written texts. It follows that DA is also concerned with language use in social contexts, and in particular with interaction or dialogue between speakers.' (Stubbs 1983:1)

METHODOLOGY

Critical Linguistics, particularly Critical Discourse Analysis, is a powerful linguistic and communicative approach revealing this relationship between linguistic structures and strategies (LSS) and knowledge and discourse construction (KDC). It is the critical element of the linguistic and discourse construction of nations, peoples, communities, and individuals. This study introduces how research provides appropriate or inappropriate knowledge and discourse construction through these approaches. Therefore, the capacity to conduct this research is necessary for responding to people's needs in equity and social justice. Furthermore, it investigates how language, the English Language, is utilised by the media to establish or change the existing construction to empower interested parties or control access to the sources of these constructions and resources by the underprivileged communities.

This paper investigates only one editorial as a case study. This analysis undertakes a critical discourse analysis of *The Hindu* Editorial, 'Beyond the admission imbroglio,' published on Friday the 4th of May 2007. It investigates how media text reflects language use to establish or change the existing knowledge base for the empowerment of interested parties or to control or exploit the access to knowledge and resources by the underprivileged communities. Though published in 2007, this editorial has



Original Article

been chosen for analysis due to its thematic and linguistic discourse content latent with ideological implications on caste. The approach is purely qualitative.

The research methodology adopted in this paper does not universalize or characterize the ideological approaches of the Newspaper in a permanent sense. The usefulness of this qualitative analysis of a single editorial on this particular topic can be a stimulator for studying this issue on syntagmatic or paradigmatic perspectives covering several editorials. The findings and conclusion are based on the particular editorial text, not on the media as a whole in a generic or universal sense. However, this critical linguistic analysis unfolds the ideological implications in one of the editorial texts of the newspapers related to the dominant social issue – reservation for backward communities.

The paper analyses a text in contexts and with co-texts at both micro and macro-levels of the genre as linguistic and social practices. It is tied to social relations and identities, power, inequality and social struggle; virtually language use as a matter of practices rather than just structures.

Linguistic Structures and Strategies

Discursive Structures describe/attribute positive action.

Ingroup
Emphasis
Assertion

Outgroup
De-emphasis
Denial

LINGUISTIC CONSTRUCTION

LSS reveal self-identity descriptions, activity descriptions, and ideological goal descriptions. Thus, they will typically focus on the (right) goals, such as informing the public or serving as a watchdog of society (journalists). They are ideological and not necessarily factual. It is how groups and members see themselves or want to be seen and evaluated.

When it comes to position and relation descriptions, groups define their identity, activities, and goals concerning other groups. Professors concerning students, journalists for the public or their news actors, anti-racists by definition to racists, and feminists concerning chauvinist men. They focus on group relations, conflict, polarization, and negative other-presentation (derogation). Norm and value descriptions are crucial: what we find good and evil, right or wrong, and our actions and goals try to respect or achieve. In the description of our opponents or enemies, we may expect an emphasis on violating such norms and values. Thus, the others will be typically undemocratic, intolerant, inefficient, impolite or unintelligent.



Original Article

Hyperbole	Understatement
Topicalization	De-topicalization
-sentential (micro)	
-textual (macro)	
High, prominent position	Low, non-prominent position
Headlining, summarising	Marginalisation
Detailed description	Vague, overall description
Attribution to personality	Attribution to context
Explicit	Implicit
Direct	Indirect
Narrative illustration	No storytelling
Argumentative support	No argumentative support
Impression management	No impression management

Source: van Dijk, (1995b, 1995c)

SEMANTIC MOVES

The extensive use of disclaimers and other strategic moves introduced by van Dijk (1995b, 1995c) is as follows: Apparent Denial (I have nothing against Blacks/Turks, BUT...); Apparent Admission (Of course, there are also smart Blacks/Turks, BUT...); Transfer (I do not mind so much, BUT my neighbours/ colleagues...); Contrast (We always had to work hard for our money, BUT they...). The structure of these moves is impressive. Their first parts are functional within the overall communicative and interactional strategy of face keeping and positive self-presentation (I am a tolerant citizen, I am not a racist, etc.). In contrast, the second part implements the main semantic and persuasive point, viz., negative other-presentation.

Nominalisation is 'the turning of a verb or an adjective into a noun' (Goatly, 2000). It sounds permanent; for

example, 'the dissatisfaction with the reservation policy'; 'Hutus killed one million Tutsis in the Rwandan civil war' is different from 'there were one million killings in the Rwandan civil war.' Passivisation is widely believed to omit verbal action and the participants-the Actor, Experiencer and Sayer. It gives a timeless sense, for example, to remove time and tense and background of the information of who, when, where and so on. Foregrounding makes certain expressions with certain propositions and attitudes in a text more visible and assertive, whereas backgrounding makes it less visible and less assertive, for example, 'religious conversion is a disgrace to our culture.' Suppression or hiding avoids mentioning them directly or indirectly and intentionally or unintentionally. For example, 'the government should not interfere in an effective and efficient free-market-oriented private sector economy.' Topicalisation places certain



Original Article

expressions in the place of the subject of the sentence; for example, 'Clinton's dishonesty was not frowned on by the majority of Americans.' Reader and Writer Positioning means how the reader should understand the contents as the writer expects to do so and as the reader herself does so on her way and how the writer positions himself/herself behind the explicit linguistic expressions in line with the institutional ideologies

The use of ergativity or ergative Verbs becomes functional when the two participants Actor and Affected are involved. In other words, in the transitive (effective) version, the clause is extended to the left, for example, Medium-Process-Instigator-process-medium: 'the cloth tore'-'he tore the cloth'.

It is to reconstruct experiences in mental process clauses as though they were actors in the material process, for example, 'we noticed the river'- 'the river attracted my gaze'. In the verbs of processes, the verb of the relational process is used to describe and explicitly categorise the participants or entities, for example, 'is', 'has'- 'casteism is still prevalent among the Hindus.' The mental process verb indicates internal or perceptual processes, for example, know, see- 'whatever moral high ground you have chosen in this matter is that it can go wrong. The verb of material processes is to uncover the action and represent the most powerful participant in the text, for example, 'give', 'cut', 'stay'. The

verb of verbal processes is used to see whose words are reported; the sayers' effect is intended on the listeners', for example, 'ask', 'tell', 'speak', 'address'.

We derive existential presupposition which makes us "assume something exists which is being referred to", for example, 'Your food will get cold-it is hot or warm now'; 'Clinton's dishonesty was not frowned on by the majority of Americans'- 'Clinton is dishonest'. A propositional attitude reveals the writer's attitude to these presupposed propositions or presuppositions, for example, 'the food on the table is warm now-better eat it now'.

Thus, all these LSS reveal implicit and explicit ideologies. They are manipulated to either reproduce or resist the dominant or marginalised communities' existing ideologies, attitudes, group norms, and behavioural patterns.

THE HISTORICAL CONTEXT OF THE INDIAN SOCIOECONOMIC RESERVATION POLICIES

India's pre-colonial, colonial and post-colonial social history has been pathetically embedded, obsessed with and contracted to caste-based community life and caste discrimination practices. It has been moulded 'largely on the principles of Jaati and Varna, as a partially closed system' (Mandal Commission, 1980). Social agony and collective community



Original Article

suffering have been so hard and are a social stigma in India's social histories. However, it has been observable in other South Asian countries.

During the colonial period, 'the artisan and similar classes had been impoverished leading to a social stratification dominant within Indian society, laying the context for the Mandal Commission to be formed'(Mandal Commission, 1980). The late nineteenth century India faced social stratification for different distribution patterns of properties and occupations for individuals affecting the Scheduled Castes (SC) and Scheduled Tribes (ST)- defined as backward communities, experiencing the severities of colonial exploitation and impoverishment. Other Backward Classes have historically been deprived of opportunities and duties which facilitated socio-economic upliftment. Rural and urban people, artisans, and owners of cottage industries suffered due to exploitation under the British Raj. The colonial rulers destroyed many self-sufficient cottage industries to fulfil their economic and political agenda. Emerging industrialisation and globalisation changed the economic structures in rural India. Social mobility was restricted, and community life was hereditary. According to Chin & Prakash (2010), marrying outside one's group is rare. So the communities are isolated and social mixing is not tolerated.

According to Gehlot (1998), in 1979, the Indian government established the

Socially- and Educationally-Backward Classes Commission. Mr B.P. Mandal, an Indian parliamentarian, headed the Commission, so it was called the Mandal Commission. Bhattacharya (2006) states that the objective was to "identify India's socially or educationally backward classes". The Commission investigated the chronic problems of reservations for the backward communities and provided solutions for removing caste discrimination in the socio-economic, educational and development sectors. It identified eleven social, economic, and educational indicators to define and categorize backwardness. The Commission distinguished a category OBCs ("Other backward classes") using caste, social and economic indicators. These classes were 52% of India's population. The Commission recommended 27% of jobs for them under the Central government and public sector undertakings regarding seats and quotas. The reservations for SC, ST and OBC was 49% (Gehlot, 1998).

Though the Commission submitted the report with recommendations in 1983, it took almost seven years for the V.P. Singh government to counter all the legislative resistance of the politicians and announce its willingness to implement the recommendations in 1990. This government decision caused protests by the student communities, mainly from the forward communities all over India (Sunday Story, September 1, 2015). Article 15 (4) or



Original Article

clause (2) of Article 29 of the Indian Constitution supported the State advancing any socially or educationally backward classes of citizens or Scheduled Castes and Scheduled tribes. There was a census in 1931 on a caste basis. The Mandal Commission used its statistics in addition to some relevant sample surveys for its investigation and recommendation. VP Singh and his government faced severe protests for its pro-reservation policies based on the Commission. However, many endorsed it as a 'social revolution and affirmative action.' (Mandal Commission, 1980) Thus, the majority of the Indian population (75%), being socially discriminated and classified as backward communities, benefited 'preferential treatment in educational admissions and Government employment' (Mandal Report, 1980). The youth staged 'massive protests in large numbers on the nation's campuses, resulting in many self-immolations by students (Sunday Story, September 1, 2015).

Forward communities' representatives politically and legally fought against the Mandal Commission and the Government decision in the Supreme Court. The court gave the verdict that 50% could be reserved for the OBCs for the higher education admissions or job vacancies and creamy layer of income will be applicable." The government implemented it in 1992 (Sunday Story, September 1, 2015). However, it should be noted that 'some Indian states

already had high reservations for economically poor people like Maharashtra even before the Mandal Commission' (Mandal Commission, 1980).

THE CASE STUDY OF THE HINDU EDITORIAL

The Hindu Editorial titled, 'the admission imbroglio' commented on the Court's decision on the OBC 27% Quota (Friday, May 4, 2007). The word 'imbroglio' reveals a complicated situation: a confusing, messy, or complicated situation, especially one that involves disagreement or intrigue. Though the editorial text follows an overt neutral position at the surface level on the government reservation policies and implementation, it maintains a subtle, covert, critical or counter position at the deep level. It uses semantic moves and linguistic strategies to communicate its covert position. The nominalisation in the title backgrounds the right and wrong of the situation and negatively looks at this issue as a complicated situation. The two topical sentences of the two paragraphs are about the Court's refusal to vacate the stay order:

1.1. Once the Supreme Court refused to vacate its stay on the implementation of 27 per cent reservation for Other Backward Classes (OBCs) in central educational institutions; the United Progressive Alliance government was left with no option but to permit them to admit students based on the previous year's intake.



Original Article

The powerlessness and the weakness of the government against the power and strength of the Court is emphasised. The court decision is in the subject position and is topicalised and foregrounded in an empowered position, whereas the government decision is de-topicalised and 'de-powered'. The adverb, 'once' and the complement, 'with no option,' are used to assert the immediacy in carrying out the Court's order. The language reveals the semantic moves of transfer and contrast to establish its position. It transfers its position that the verdict is not the editorial but the Court. The contrast is established between the powers of the Government Commission versus those of the Court.

1.2. The decision lifts the cloud of uncertainty that hung over the Indian Institutes of Management, and other central government educational institutions that are about to start a new academic year.

In metaphorical discourse, the Court's decision is upheld positively as it lifts the cloud of hungover uncertainty. Thus, the government decision is seen negatively, which has been a barrier to starting the academic year and for the smooth functioning of the institutions. So, before this government decision, everything went well with them until it came in.

1.3. The government — which has the support of parties across the political spectrum on the OBC quota issue — must now focus its attention on warding off the

legal challenges to the constitutional validity of the Central Educational Institutions (Reservation in Admission) Act 2007.

The setback to the government's effort is in the subject position and is topicalised and foregrounded. The post-qualification given in unrestricted relative clause in-between the dashes, challenges and teases the government's inability to have a broad support base. The editorial makes it imperative to the government to give prominence and importance to the legal challenges. Thus, obeying the legal system is foregrounded and emphasised while implementing constitutional decisions is backgrounded and de-emphasised. The editorial avoids discussing the ethical validity of the constitutional claim tactfully and always empowers the law to control people's lives.

1.4. As a social justice measure, its broad thrust is in harmony with Article 15(4) of the Constitution, which empowers the State to make "any special provision for the advancement of any socially and educationally backward classes of citizens."

This Act has a broad thrust, which means, more than affordable in this particular situation but generally justifiable with Article 15(4) of the Constitution. Perhaps the editorial wants to foreground the over-generalised nature tacitly, by quoting "any special provision" at this point of the Constitution empowering the State.



Original Article

1.5. *By a mandatory increase in seats, it benefits the OBCs without affecting the existing opportunities for students in non-reserved categories.*

The mandatory increase in seats is topicalised and in the subject position compared to the secondary backgrounded position given to the benefits to the OBCs. It is a benefit, not a rightful claim. Implicitly the OBCs are projected as the beneficiaries and the students of non-reserved categories as victims. The passivized phrase, 'without affecting the existing opportunities' assumes an existing presupposition that the students of non-reserved categories have been rightfully utilising the existing opportunities with social equality and justice. The editorial makes a propositional attitude that there should not be any changes that affect these students even at the already affected cost. Further, it hides another implication of this passivisation: whether these existing opportunities have been derived historically from the previously socially exploited communities.

1.6. *The Act essentially followed the earlier government order based on the Mandal Commission recommendations.*

The editorial winds up the first paragraph reminding that this Act is nothing new but an extension of an earlier one based on the Mandal Commission by using the adverb 'essentially.' Thus, it revokes and recollects the student agitation's

serious negative consequences against the Mandal Commission's recommendations. It gives a tacit warning to the government in this way.

2.1. *In staying the Act's operation with respect to OBC admissions this year, the Supreme Court seems to have been led by two broad lines of reasoning.*

The verb of mental process 'seems' is delegated to the Court by the editorial, thus evading certainty and authenticity. Moreover, the verb's action is passivised. Finally, the editorial opines that the Court was led by 'two broad lines of thinking' thus appreciating the positive nature of the terms, 'broad' and 'reasoning'.

2.2. *First, and somewhat inexplicably, it held that the 1931 census, the last time the population was enumerated caste-wise, could not be "the determinative factor" in fixing the OBC quota at 27 per cent, which needs to be arrived at on the basis of "objective criteria."*

The editorial devices an apparent disclaiming approach, first by the adverbial attribution 'somewhat inexplicably' and second by giving the court wording within quotations. However, fronting the 1931 census indirectly asserts and accepts the court opinion on the outdated census and a need for new objective criteria.

2.3. *But the figures for the OBCs are derived from the report of the Mandal Commission, which may have used the 1931 census as a starting point, but*



Original Article

identified communities forming over 50 per cent of the population as backward on the basis of a wide-ranging survey by an expert committee headed by the renowned sociologist M.N. Srinivas.

Further, the editorial supports the Court's claim of the outdated nature of the 1931 census by using a verb phrase of probability- 'may have used'. The nominalised phrase, 'a wide-ranging survey' is used to justify a position that it is too broad to use its results for this particular admission reservation issue. It wants to communicate that; backwardness was determined by various factors that may not be relevant to this specific application. The use of the attributive reference 'the renowned sociologist' to M.N. Srinivas, who belonged to the forward community, may be a tacit reference to the 'objectiveness' of the experts belonging to the forward community.

2.4. In 1992, a nine-member constitution bench upheld the 27 per cent reservation for the OBCs in the landmark Mandal case.

Media generally tends to acclaim a social or historical change that is radical and inconvenient to the elite community using exaggerated adjectives. Here the editorial uses the term 'landmark' to the Mandal case, not the Mandal report. Landmark means something that represents a crucial new development: an event, idea, or item that represents a significant or historical development. It positively looks at the court CASE against Mandal REPORT and is silent

or pessimistic about the positive aspects of the Mandal report. That means it is not a 'practical' or 'usual' thing to be seen or expected.

2.5. The second problem relates to non-exclusion of the "creamy layer," which goes to the basic question of identifying a class as backward

When the editorial refers to the first issue relating to the 1931 census and the survey, it is not the first 'problem'. However, it attributes the second 'problem' when introducing the second issue. The reason is that it does not want to overtly justify the corresponding Court's claim as a problem or an obstacle. Referring to the second issue as 'the second problem' assumes that the above-mentioned is the first problem. Further, the use of the word 'problem' demonstrates that still, the editorial looks at these issues as 'problems' negatively and from the Court's point of view. Finally, the editorial evokes another existing presupposition that identifying a Class as backward is still an unresolved problem using the expression, 'goes to the basic question'. Thus, implicitly the editorial itself questions the constitutional validity of this Act when the Constitution uses the term 'backward class' without a proper definition and classification.

2.6. Here the two-member bench was on stronger ground: The Supreme Court stipulated in the Mandal case that the creamy layer must be identified and excluded from OBC quota entitlement.



Original Article

So far, the editorial identifies all the supporting evidence and problems against the government's pro-reservation policy, which fall in line with the Court decision. However, it has not shown the same interest in producing the supporting evidence and solutions for the government's pro-reservation policy. In this line, the topicalisation also goes to the expression, 'stronger ground' the Court decision is ensconced on. That means, settle in comfortably: to make somebody comfortably established, as though ready to stay a long while. Furthermore, the verbs of material process and imperative such as 'stipulated', 'must be identified and excluded' further legitimise the tacit editorial support to the Court's verdict.

2.7. Over the years, governments in States, and now the UPA government, have chosen to ignore this essential part of the judgment.

The topicalisation of the sentence adverb, 'over the years' and the use of the verb of material process, 'have chosen to ignore', and the attributive reference, 'essential' continues to demonstrate the editorial's anti-reservation stand: this 'important' part of the judgment has been missed for an extended period; thus, an injustice is committed against the forward class continuously. It again pictures the forward classes as victims and the backward classes as the beneficiaries. A dichotomy of discourse is developed between governments in States versus the Central Government in the centre.

The propositional attitude is that; the Central government should not make the same mistakes committed by the States.

2.8. As for the government's contention that the creamy layer rule applied only to Article 16(4) or reservation for jobs and not to Article 15(4), the judges felt this issue needed to be examined in detail.

After de-legitimising the reservation for the 'creamy layer of the backward classes, the editorial topicalises Article 16(4) for jobs reservation. The objective is to prove how wrong this Article too, which is something to do with the reservation for 'the creamy layer.' The government's 'contention' means an assertion in an argument or an angry disagreement or rivalry rather than a serious plea addressing social injustice and inequality. Nevertheless, the editorial seems to 'feel' that this issue needs to be 'examined in detail.' Thus, it is further evidence that the editorial continues to provide and select quotations from the Court's judgment which are anti-reservation in nature.

2.9. The petitions challenging the validity of the Central Education Act involve substantial issues of law, social justice, and equity. They must be referred to a constitution bench for determination.

The editorial deems that 'the petitions challenging the validity, topicalised again, has 'substantial issues' of law, social justice, and equity. Such a strong recommendation is not to be seen for



Original Article

the 'substantial issues' of the reservation policy for the backward classes which experience illegal exploitation, social injustice and inequity. Thus, the editorial fails to address the implications of the universal terms to the situation of the OBCs and in contrast, uses them in the advantage of the forward classes. It gives its final opinion not for the pro-reservation stand but an anti-reservation perspective, making it imperative for the government to address the petitions' issues.

The binary positions of 'verb versus verb' bring out the media's position: There are 14 verbs meant for pro-reservation: *has, warding off, is, empowers, to make, benefits, followed, based, fixing, are derived from, may have used, forming over, upheld, applied*. However, there are 28 verbs for anti-reservation: *refused to vacate, was left with, to permit to admit, lifts, hungover, are about to start, must focus, affecting, staying, seems to have been led, held, could not be, needs to be arrived at, identified, headed, relates to, goes to, identifying, was on, stipulated, must be identified, excluded, have chosen to ignore, felt, needed to be examined, challenging, involve, must be referred to*.

The binary positions of 'adjective versus adjective' also bring out the media's position: There are only three adjectives for pro-reservation: *caste-wise, backward* (3), *political*. However, there are 13 adjectives for anti-reservation: *legal, constitutional, new, stronger, this, essential, this, substantial,*

determinative, objective, broad, wide-ranging, existing. The binary positions of 'noun phrase versus noun phrase' also further support the media position. There are only thirteen noun phrases for pro-reservation: *classes of citizens, the figures for the OBCs, the support of parties across the spectrum, a social justice measure, harmony, the advancement, the earlier government order, the Mandal Commission recommendations, the report of the Mandal Commission, a starting point, non-exclusion, the government's contention, reservation for jobs*.

The noun phrases for anti-reservation are 34: *admission imbroglio, its stay, no option, the cloud, uncertainty, the second problem, the challenges, the validity* (2), *the fundamental question, the basis of the previous year's intake, the decision, attention, rule, the judges, issue* (2) *(they), detail, the petitions, part of the judgment, the opportunities, students in non-reserved categories, two lines of reasoning, "the factor", the basis of "criteria.", the basis of a survey, an expert committee, law, social justice, equity, determination, ground, the "creamy layer,"* (3), *the renowned sociologist M.N. Srinivas, the Mandal case* (2).

The macro-organisation of the editorial is as follows:

- Introducing the problematised situation
- Positive evaluation of the verdict
- Predicting some problems for the government



Original Article

- Disclaim of apparent concession
- A suggestion in support of the verdict
- Implicating the Act to an earlier controversial issue
- Justifying the verdict on an inductive basis
- Quoting the verdict statement to invalidate the Act
- Implicating the basis of the Act in its 'past-ness'
- Reference to a past event controversial case
- Problematizing another 'major issue' against the Act
- Reinforcing the past verdict in support of the present
- Attributing State governments as indifferent to 'this major issue'
- Reference to the Court's counter-argument against the government position
- Finalising the verdict and suggesting a recommendation

CONCLUSION

This paper investigates only one editorial as a case study. The findings in this analysis do not mean that the newspaper is always slanted to the forward communities or against the backward communities. The usefulness of this qualitative analysis of a single editorial on this particular topic can be a stimulator for studying this issue on syntagmatic or paradigmatic perspectives covering several editorials. The findings and conclusion are based on the particular editorial text, not on the media as a whole in a generic or universal sense. However,

almost all the sentence units of the text are constructed to support anti-reservation.

Further, the editorial represents the elites' underlying position and those of the down-trodden at the surface level. The generic structure of media discourse (van Dijk, 1986) reveals some editorial discourse structure clues. The hidden values, ideologies, and power relations can be identified by tracing the categorisations and subcategories of media discourse and ordering and selecting items. Regarding maintaining 'objectivity', Galtung and Ruge (1973) speak of several factors or biases in these processes: reference to elite persons/nations, cultural proximity, intensity, unexpectedness, and negativity.

We see that various structures and strategies, such as discourses, have been used. A positive self-presentation and a negative 'other-presentation' are constructed in terms of US versus THEM. The editorial text seems to legitimise and persuade anti-reservation in the context of India. The past versus the present is constructed in saying pro-reservation is appropriate and existed in the past and anti-reservation is appropriate and exists in the present.

The contemporary media discourse gloating on the elusive terms of intentionally or unintentionally has become addicted to these terms of a universal nature. It resorts to authentic and historical knowledge sources to



Original Article

control the knowledge management at the social, cultural, historical and political levels for its empowerment. Thus, it sustains its power to persuade readers. The Ideological Discourse Analysis (IDA) of newspaper editorials reveals the newspaper institution's ideologies and attitudes in their adherence to their political parties, race, religion, language, and culture both at national and international levels. The IDA exposes the representation of these ideologies at the national level. A context whose aspirations and needs are excluded by choosing the intended discursive structures at the discourse level.

The Hindu mostly has social elites or forward communities as the proprietors, staff, and readers. They have to satiate the expectations and disappointments of the establishment and readership. Hence, Readers should consider their politics of power relations with the rest together with their ideologies related to race, language, religion, and socio-political histories. The media should be either right or wrong; it cannot be 'neutral' in the editorial comment when the issue is right or wrong. Since this critical linguistic analysis is a case study of a sample single editorial, the findings do not stipulate that the Newspaper is always for pro-forward communities or is caste-based in its ideology in all its editorials. However, this critical linguistic analysis unfolds the ideological implications in one of the editorial texts of the newspapers

related to the dominant social issue – reservation for backward communities. This editorial analysis can be expanded to cover a number of editorial texts chronologically, co-textually and contextually in another research project.

References

- Bhattacharya, Amit. "Who are the OBCs?". Archived from the original on June 27 2006. Retrieved April 19 2006. Times of India, April 8 2006. <http://www.theotherindia.org/caste/who-are-the-obcs.html>
- Chin, Aimee; Prakash, Nishith (2010). "The Redistributive Effects of Political Reservation for Minorities: Evidence from India". Cambridge, MA.
- Eagly, A.H. and Chaiken, S. (1993). *The Psychology of Attitudes*. Orlando: Harcourt Brace Jovanovich.
- Fairclough, N.L. (1989). *Language and Power*. London: Longman.
- Fairclough, N. (1995a): *Ideology and identity Change in political television*. In Fairclough, N., *Critical Discourse Analysis*, Longman.
- Fairclough, N. (1995b). *Critical discourse analysis. The critical study of language*. London: Longman.
- Fowler, Roger (1991) *Language in the News: Discourse and Ideology in the Press*. London/ New York: Routledge. p.5
- Galtung, J. and Ruge, M. (1973). Structuring and selecting news, in Cohen, S. and Young, J. (eds.) *The Manufacture of News: Social Problems, Deviance and the Mass Media*, London: Constable.
- Gehlot, N. S. (1998). *Current Trends in Indian Politics*. Deep & Deep Publications. pp. 264–265. ISBN 9788171007981.
- Halliday, M.A.K. and Hasan, R. (1985) *Language, context and text: a social semiotic perspective*. Deakin University



Original Article

- Press, 1985. (Reprinted by Oxford, University Press, London, 1989).
- Goatly, A. (2000) *Critical Reading and Writing*. London: Routledge.
- Lau, R.R. and Sears, D.O. (eds) (1986). *Political Cognition*. Hillsdale, NJ: Erlbaum.
- Mandal Report (1980) - original reports (parts 1 and 2) - report of the backward classes commission. New Delhi: National Commission for Backward Classes, Government of India. November 1 1980. Retrieved March 26 2019. http://www.ncbc.nic.in/User_Panel/User_View.aspx?TypeID=1161
- Mandal_Commission (1980) Wikipedia: retrieved on December 13 2021; https://en.wikipedia.org/wiki/Mandal_Commission
- Stubbs, M. (1983). *Discourse analysis*, Basil Blackwell.
- Sunday Story: Mandal Commission report, 25 years later (September 1, 2015) *The Indian Express*. Retrieved December 12 2021. <https://indianexpress.com/article/india/india-others/sunday-story-mandal-commission-report-25-years-later/>
- Thompson, J.B. (1984). *Studies in the theories of Ideologies*, London: Polity Press.
- Van Dijk, T.A. (1995a). *Discourse analysis as ideology analysis*. In Wenden, A. and Schaffner, C. (eds) *Language and Peace* (in press).
- Van Dijk, T.A. (1995b). *Discourse semantics and ideology*. *Discourse & Society* 6: 2. 243-289.
- van Dijk, T. A. (1995c). *Power and the news media*. In D. Paletz (Ed.), *Political Communication and Action*. (pp. 9-36). Cresskill, NJ: Hampton Press.
- van Dijk, T.A. (1986). *News schemata*, in Cooper, C.R. and Greenbaum, S., *Studying Writing; Linguistic Approaches*, London: Routledge, pp.117-56.
- Wetherell, M., Taylor, S., & Yates, S. J. (2001). *Discourse theory and practice: A reader*. London: Sage.