

Report on the Six-Day International Online Faculty Development Programme

“Niche Domains in Digital and Medical Humanities”

30th June – 5th July 2025



**A Six-Day International Online
Faculty Development Programme**

**Niche Domains in Digital
and Medical Humanities**

**30th June to 05th July, 2025
6.30 to 7.30 pm IST**

Organised by

**B.S.Abdur Rahman Crescent
Institute of Science and Technology**
www.crescent.education

**UNITAR
International University**
www.unitar.my

A six-day International Online Faculty Development Programme on “*Niche Domains in Digital and Medical Humanities*” was organised by the Department of English, B.S. Abdur Rahman Crescent Institute of Science and Technology, in collaboration with UNITAR International University, Malaysia. The programme was designed to foreground the significance of language, narrative, and textual representation in addressing human experiences within digital and medical humanities. The sessions were conducted from 6.30 to 7.30 pm IST and were attended by participants from India and abroad.

Day 1 – 30th June 2025

CRESCENT ENGLISH FDP (You, presenting, annotating)

Interdisciplinarity and Transdisciplinarity Research in Language, Literature, and Social Sciences

Dr J. JOHN SEKAR,
MA, MPhil, PGDTE (CIEFL), PGDHE (IGNOU), PGDCE (UH), PhD
Formerly Head & Associate Professor
Research Department of English
Formerly Dean, Academic Policies & Administration
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John Sekar

203 others

CRESCENT ...

The inaugural session was conducted by Dr. J. John Sekar, formerly Head and Associate Professor of the Research Department of English at The American College, Madurai. The lecture on Interdisciplinary and Transdisciplinary Research in Language, Literature and Social Sciences explored the necessity of moving beyond conventional disciplinary silos to address complex societal challenges. It was emphasised that contemporary research requires collaboration between fields as diverse as linguistics, cultural studies, psychology, history, and social sciences in order to generate holistic insights. Practical examples were provided to illustrate how interdisciplinary frameworks have led to the development of new methodologies in literary and social science research. Attention was also drawn to the advantages and challenges of transdisciplinary approaches, including the need to balance methodological rigour with creative synthesis. The session helped participants appreciate how crossing disciplinary boundaries not only enhances academic inquiry but also provides impactful solutions to real-world issues.

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Day-2 1st July 2025

Subasini Sundari (Presenting, annotating)

Real-Time Analysis

AI-driven feedback systems analyze learners' performance in real-time, enabling immediate responses that Prezi ince the learning process.

Tailored Responses

Personalized feedback helps address specific learning needs, allowing students to focus on areas that require improvement.

Progress Tracking

These systems can track progress over time, allowing for longitudinal assessments that inform teaching strategies.

Subasini Sundari

Jumana Haseen

Jennifer Cynthia

HOD English

Shalini Nithiyannathan

192 others

CRESCENT ENGLISH FDP

6:58 PM | giv-wmpj-zlb

On the second day, Ms. N. Sundari, Senior Lecturer and Programme Leader for Education Programmes (Conventional Mode) at UNITAR International University, Malaysia, delivered a lecture on "AI in TESL: Opportunities and Ethical Questions." The session explored the profound impact of artificial intelligence on teaching English as a second language, encompassing automated assessment tools, adaptive learning platforms, and AI-driven conversational agents. The potential of AI to provide personalised feedback, facilitate learner autonomy, and bridge gaps in language learning was highlighted. At the same time, ethical dilemmas related to data privacy, algorithmic bias, and over-dependence on technology were critically examined. The speaker argued that while AI can revolutionise TESL, its application must be tempered by an ethical framework that prioritises human agency and fairness in learning. Participants were encouraged to consider how digital tools could complement, rather than replace, human teachers, thus preserving the interpersonal dimension of language pedagogy.

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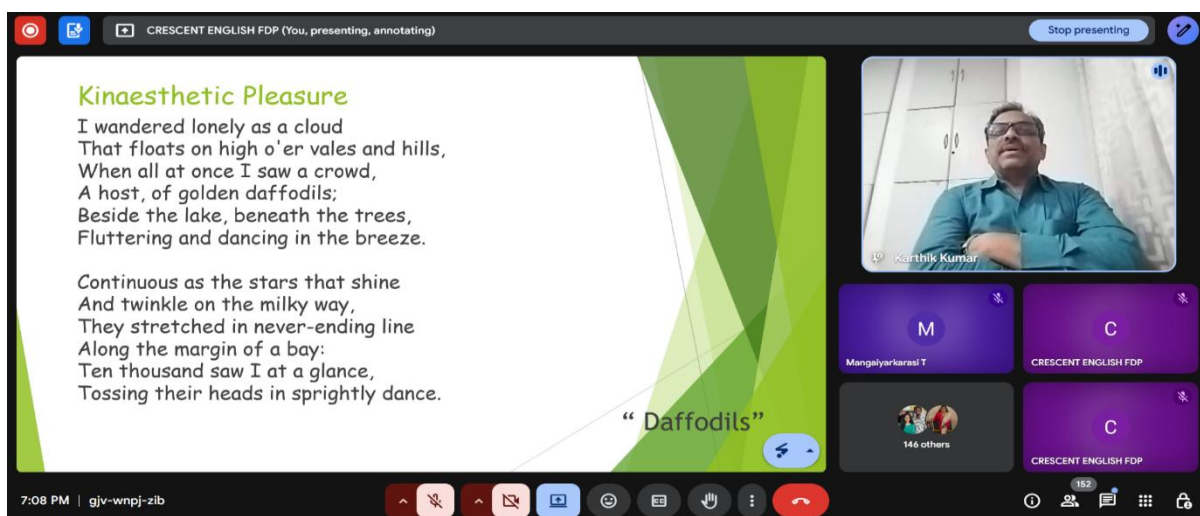
Day 3 – 2nd July 2025



The third session was presented by Pramod K Nayar, Professor & UNESCO Chair in Vulnerability Studies, Department of English, University of Hyderabad. He delivered a lecture titled "*Archival Precarity and AI: Digital Memory, Storytelling, and the World.*" The discussion explored how digital technologies, while offering unprecedented opportunities for preserving memory, also bring forth new forms of fragility and loss. The precariousness of digital archives, subject to obsolescence and technological breakdown, was compared with traditional archival practices. The significance of storytelling in constructing collective identities was underlined, with specific reference to how digital memory alters narrative practices. The ethical responsibility of curating digital archives in a manner that safeguards diversity, inclusivity, and cultural heritage was strongly emphasised. The session demonstrated that the humanities must play a pivotal role in negotiating the tensions between technological innovation and cultural preservation.

Note (Copyright Content No Video for this session)

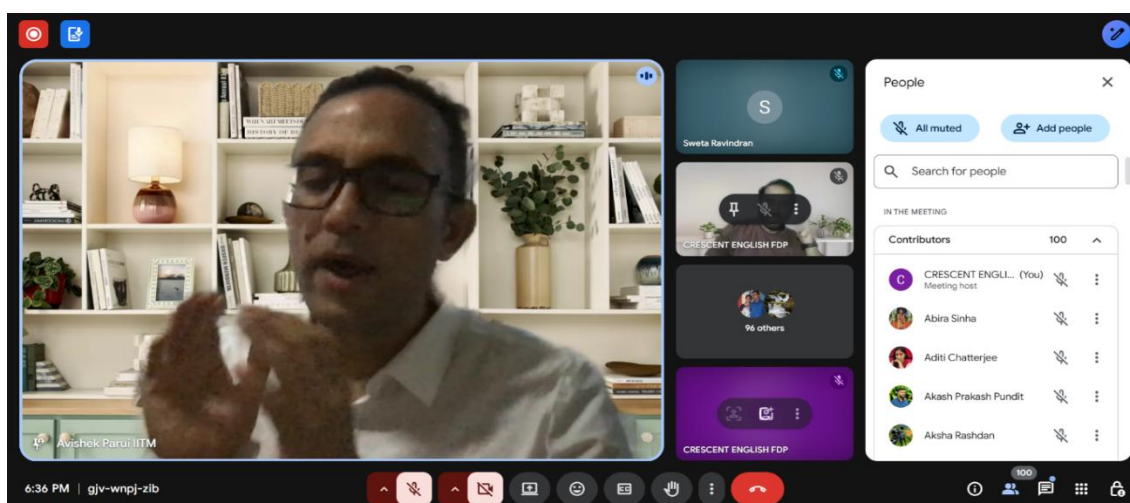
Day 4 – 3rd July 2025



On the fourth day, Karthik Kumar, Professor and Head of the Department of English at Annamalai University, delivered a lecture on Environmental Humanities and Eco Studies. The talk highlighted the critical role of literature, philosophy, and cultural studies in fostering ecological awareness and promoting sustainability. It was argued that environmental issues cannot be addressed solely by the sciences and that the humanities offer indispensable perspectives on ethics, culture, and values. The lecturer drew attention to literary texts that foreground ecological consciousness, demonstrating how narrative strategies can serve as tools for re-imagining human relationships with the environment. Eco-critical frameworks were introduced as methods of analysing texts that reveal the interdependence between human societies and the natural world. The session inspired participants to view environmental challenges not merely as scientific or political issues but as cultural and ethical concerns that demand humanistic engagement.

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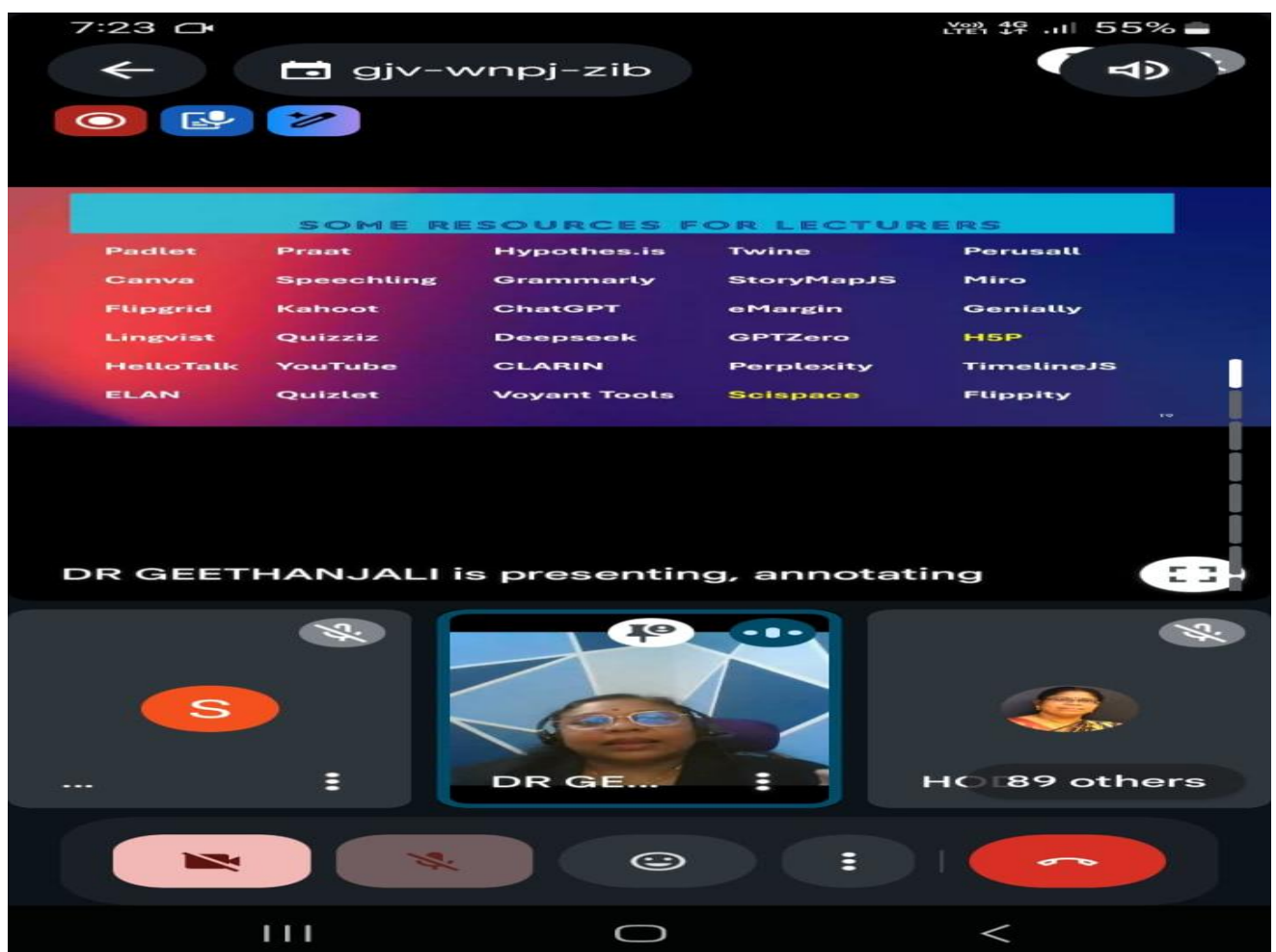
Day 5 – 4th July 2025



The fifth day of the programme featured Dr. Avishek Puri, Associate Professor in the Department of Humanities and Social Sciences at IIT Madras, who delivered a lecture on *Trauma and Memory Studies*. The presentation explored trauma as a multidimensional construct that manifests both psychologically and socially, and examined how narratives serve as essential vehicles for articulating and processing traumatic experiences. Reference was made to literary and cultural texts that depict trauma, showing how memory functions as a bridge between individual suffering and collective history. The therapeutic potential of storytelling in trauma recovery was discussed, alongside the ethical complexities of representing trauma in academic and literary contexts. Special emphasis was placed on how memory, although selective and sometimes distorted, remains central to the formation of identity. The session offered participants a nuanced understanding of how trauma studies intersect with psychology, literature, history, and cultural discourse.

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Day 6 – 5th July 2025



The concluding session was conducted by Prof. Geethanjali, Professor of Education at Universiti Teknologi MARA (UiTM), Malaysia, who spoke on "Teaching Humanities and Languages at the Intersection of Technology." The lecture examined how rapid technological advancements are reshaping pedagogical approaches in language and humanities education. Digital platforms, interactive media, and AI-assisted learning were identified as transformative tools that enhance accessibility, engagement, and innovation in teaching. The necessity of integrating these tools with traditional pedagogical values was underscored, ensuring that technology supports critical thinking, creativity, and ethical awareness rather than reducing learning to mechanical processes. Case examples of blended and technology-enhanced teaching models were provided, demonstrating practical pathways for implementation. The session concluded by stressing that the future of humanities education lies in a synergy between humanistic values and digital innovation.

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