



NATIONAL INSTITUTE OF ADVANCED STUDIES

COURSE OFFERINGS

Second Semester -February - May 2021

(1) School of Conflict and Security Studies

(1) Course Title: Securitization of Maritime Domain: Role of Violent Non-State Actors in the Indian Ocean

Credit Hours: One (Elective course, 1.5 contact hours/week)

Course Instructors: Prakash Panneerselvam (Email: Prakash.p@nias.res.in)

Course Description:

The Copenhagen school of security studies played an important role in contributing to the new area of research that is the role of non-state actors in international politics. The concept of securitization developed by Ole Wæver who belongs to the constructivist school of thought argues that security can either be constructed or de-constructed through “speech act” / “politicization.” This phenomenon has laid the basis for security studies across the world. The policy makers also realized the potential of non-state actors who can seriously undermine the government, legitimize and pose a significant challenge to national security. Based on this understanding, the course will discuss the concept of securitization and how the idea of “Maritime Security” is gaining interest among scholars and policymakers across the globe. The course will also discuss and analyze the act of violent non-state actors in the maritime domain.

Learning objectives:

The learning objective of this course is to introduce the concepts of *securitization* and the role of violent non-state actors in the maritime domain.

Lecture topics and discussion

I. Concept – Securitization, Regional Security Complex Theory

Changes in the nature of the security agenda

How issues get securitized? What are the referent objects?

II. Maritime Terrorism

Threat assessments and understanding the threats

Potential terrorist groups with maritime capability

Potential scenarios and use of suicide vessels

Sea-bound attack – Case study of Mumbai attack

Terrorism-Piracy Similarities

International Convention Dealing with maritime terrorism

III. Piracy, armed robbery and hijacking the ships for ransoms.

Piracy and Armed Robbery definition

Piracy impact on global economy

Reason for rise of piracy and armed robbery

Case Study: Straits of Malacca, Somali Pirates

Legal provisions and role of Naval cooperation

IV. Human Trafficking, illegal immigrations, Drug, and weapon Smuggling

Trafficking routes in Indian Ocean.

How these non-traditional security threats affecting good order at sea?

Coastal states responsibility and international conventions.

V. Illegal, Unreported and Unregulated (IUU) Fishing & Marine Pollution

Assessing economic Impact of IUU fishing and pollution on coastal states

Illegal foreign fishing vessels in India's Exclusive Economic Zone

Unreported fishing and transfer the catch at sea with the support of foreign fishing vessels.

Effect of Oil spill and ballast water on marine and costal ecology

Expected Student Workload:

Elective course with 1.5 contact per week (about 10 classes). Students will be encouraged to take an assignment during the course work and his/her area of interest (with one presentation and one term paper submission).

(2) Course title: Global Politics: Contemporary World Affairs

Subject/ discipline: Interdisciplinary

Level of course: PhD Scholars

Number of credits: Four

Type: Lectures, Workshops, Presentations, Weekly Writings and Guest Lectures

Name of the instructor: D. Suba Chandran (subachandran@nias.res.in)

About the Course

The Course will focus on contemporary world affairs, from global and sub-regional perspectives. It will follow events on a daily basis, with an objective to account, analyse and interpret – from a regional and global perspectives. At the end of every week, the scholars would summarise the developments and publish the same as “The World This Week”. The Weekly will be sent as a global alert every Sunday.

The Course will also invite senior scholars from within and outside India to provide lectures on contemporary world affairs.

The Course will also consolidate the network of young scholars working on the international relations within India and abroad.

What is expected?

The scholars are expected to come prepared every day to the class with an update of contemporary global developments.

Scholars are expected to undertake the following:

- Short Notes to be published regularly as “Global Insights” in 400-500 words.
- Take active part in preparing “The World This Week (TWTW)”, a weekly update on contemporary world affairs.
- One commentary on contemporary world affairs in 1000 words every month.
- Assist in preparing the Course Quarterly: *NIAS Quarterly on Contemporary World Affairs*
- Organise workshops and take part in them within NIAS and outside.

Probable starting date and schedule/ timings: 4 Feb 2021, Thursday - 0900-1030 hrs

(3) Course title: Science Diplomacy: Science for Diplomacy and Diplomacy for Science

Subject/ discipline: Interdisciplinary

Level of course: PhD Scholars

Number of credits: One

Type: Lectures and Guest Lectures

Name of the instructor: D. Suba Chandran (subachandran@nias.res.in)

Brief Description:

The course would be primarily based on lectures by scholars, diplomats and scientists (former and current) on multiple issues and themes relating to Science Diplomacy. The focus of these lectures would be on Science for Diplomacy and Diplomacy for Science.

Probable starting date and schedule/ timings: 5 Feb 2021, Fridays, 0900-1030 hrs

(4) Course Title: Peace Research: Contemporary Global Conflicts and Peace Processes

Subject/ discipline: Interdisciplinary

Level of course: PhD Scholars

Number of credits: Four

Type: Lectures, Workshops, Presentations, Weekly Writings and Guest Lectures

Name of the instructor: D. Suba Chandran

About the Course

The Course will focus on peace research, with an objective to build a team of peace scholars and peace scholarship. The course will follow research on contemporary global conflicts, and contemporary peace processes.

The Course, in long term aims to build a database of global conflicts and peace processes. Every week, the scholars would summarise the developments,

analyse the trends in contemporary conflicts and peace processes and publish the same as "Conflict Weekly". The Weekly will be sent as a global alert every Thursday. The Course will organise regular workshops, including an annual.

In the long run, the Course aims to publish a peer reviewed journal and peace research. It hopes to achieve the same by 2023.

What is expected?

Scholars are expected to undertake the following:

- Short Notes to be published regularly as "Conflict Notes" in 400-500 words
- Take active part in preparing "Conflict Weekly (CW)", a weekly update
- Work towards building a database of global conflicts and peace processes
- Organize regular works

Probable starting date and schedule/ timings:

1 Feb 2021, Monday, 0900-1030 hrs

(2) School of Humanities

(1) Course Title: Principles of Photogrammetry

Number of credits: Two

Name of Instructor: M.B.Rajani (mbrajani@nias.res.in)

Course Outline:

Photogrammetry is the art and science of extracting 3D information from photographs. The process involves taking overlapping photographs of an object, structure, or space, and converting them into 3D digital models. The fundamental principle used by photogrammetry is triangulation.

The present course will cover Fundamentals of Photogrammetry, and discuss concepts used in photogrammetric techniques such as stereoscopy, parallax, triangulation, anaglyph and Orthophoto. The course will focus on photogrammetry of digital satellite images, discuss available products, means of generating digital 3D models of landscapes and visualising the same.

(2) Course title: Sangam literature and archaeology of Tamilnadu

Level of course: Ph.D

Number of Credits: One

Name of the Instructor: Smriti Haricharan (smriti.haricharan@nias.res.in)

Course Description: This course explores the sources and methods that have been used to understand the early historic-early medieval Tamilnadu. The two main sources explored in this course are the Sangam literature as well as the material remains of this period. The topics that will be covered include Early Historic to early medieval-History of Tamilnadu, *Tinai* in the Sangam literature and Temple, Power and Authority.

Learning Objectives:

- Overview of the history of Tamilnadu from 300 CE to 800 CE
- Contextualizing the historiography of the research of this period with contemporary research
- Exploring the existing sources, methods and literature

Pre-requisites for registration/auditing:

An understanding of the work that has already been done on history of Tamilnadu from Early History to Early Medieval as this will be an advanced course.

Basis for Final Grades

In class participation/discussions: 10%

Research Project execution: 90%

Readings

Alalasundaram, R. *Tamil Social Life, C. 250 to 700 AD*. New Century Book House, 1996.27-28.

Begley, Vimala. "From Iron Age to Early Historical in South Indian Archaeology." *Studies in the Archaeology of India and Pakistan* (1986): 207-317.

Brubaker, Robert. "Aspects of mortuary variability in the South Indian Iron Age." *Bulletin of the Deccan College Post-Graduate and Research Institute* 6061 (2001): 253.

Champakalakshmi, Radha. "Archaeology and Tamil literary tradition." *Puratattva* 8 (1975): 116-117.

Champakalakshmi, Radha. "Trade, Ideology and Urbanization: South India 300 BC to AD 1300." *OUP Catalogue* (1999).

Chattopadhyaya Brajadulal. "Early Historical in Indian Archaeology: Some definitional problems" in *Archaeology of Early Historic South Asia*, Edited by Gautam Sengupta, Sharmi Chakraborty. New Delhi (2008):1-14.

Devadevan, Manu V. "Lying on the edge of the burning ground: Rethinking Tinai." *Journal of the Economic and Social History of the Orient* 49, no. 2 (2006): 199.

Dubianskiĭ, Aleksandr Mikhaĭlovich. *Ritual and mythological sources of the early Tamil poetry*. Vol. 8. E. Forsten, 2000.

Ghosh, Amalananda, ed. *An encyclopaedia of Indian archaeology*. Brill, 1990.

Gurukkal, Rajan. *Social formations of early South India*. OUP India, (2012).

Gros, Francois. "The concept of tinai: tolkappiyam and cankam poems." In "The earliest complete grammar: studies in Tolkappiyam" Edited by Marudanayagam, P, Sivamani, K.U and Dominic M. (2010).

Hart, George L. "Syntax and Perspective in Tamil and Sanskrit Classical Poetry." *South-Indian Horizons: Felicitation Volume for Francois Gros on the Occasion of His 70th Birthday* (2004): 219.

Heitzman, James. "Gifts of Power." *Lordship in an Early Indian State, New Delhi* (1997).

Iyengar, P.T. Srinivasa. *History of the Tamils from the Earliest Times to 600 AD*. Asian Educational Services, (1929).

Iyengar, T.R. Sessa. *Dravidian India*. Asian Educational Services, (1982).

Iyer, E.S.Varadaraja. *Tolkappiam – Porulatikaram, Vol. I – Part I, Annamalainagar* : The Annamalai University, (1948).

Mencher, Joan P. "Ecology and social structure: A comparative analysis". In "Social ecology". edited by Guha, Ramachandra: OUP (1994): 42-81

Menon, Jaya "Archaeology of Early Historic South Asia :A Review" in *Archaeology of Early Historic South Asia*, Edited by Gautam Sengupta, Sharmi Chakraborty. New Delhi (2008):15-37.

Mohanty, R. K., and V. Selvakumar. "The archaeology of the megaliths in India: 1947–1997." In *Indian Archaeology in Retrospect, Volume 1: Prehistory, Archaeology of South Asia*. edited by S.Settar and R.Korisettar New Delhi: Manohar: (2002): 313-481

Narayanan, M. G. S. "The Role of Peasants in the Early History of Tamilakam in South India." *Social Scientist* (1988): 17-34.

Pillai, K. N. Sivaraja. *The chronology of the early Tamils: Based on the synchronistic tables of their kings, chieftains, and poets appearing in the Sangam literature*. Asian Educational Services, 1984.

Rajan, Karai. *Archaeological Gazetteer of Tamil Nadu*. Manoo Pathippakam, 1997.

Rajan, Karai. "Archaeology of Tamilnadu-Early Historical Period" in *Tamilnadu: Archaeological Perspectives*, edited by Damodaran et al. No. 143. Department of Archaeology, Government of Tamil Nadu, 1999.

Selby, Martha Ann, "Dialogues of space, desire and gender in Tamil Cankam poetry" in *"Tamil geographies: cultural constructions of space and place in South India."* Edited by Selby, Martha Ann, and Indira Viswanathan Peterson. 2008.

Selvakumar, V., and S. Darsana. "Genesis and Development of Urban Processes in the Ancient/Early Historic Tamil Country." *Archaeology Of Early Historic South Asia* (2008): 337.

Sivathamby, K. "Early South Indian Society and Economy: The Tinai Concept." *Social Scientist* (1974): 20-37.

Stein, Burton. "Circulation and the historical geography of Tamil country." *The journal of Asian studies* 37, no. 01 (1977): 7-26.

Subbarayalu.Y. "Some problems in the Historical Geography of the Tondai-mandalam" Paper presented at Indian History Congress, Santiniketan (2005).

Tieken, Herman. "Kāvya in South India. Old Tamil Cankam Poetry." (2001).

Wheeler, R.E.M. "Arikamedu: an Indo-Roman trading station on the East Coast of India" *Ancient India* 2 (1946): 17-124.

Zvelebil, Kamil. *Companion studies to the history of Tamil literature*. Vol. 5. Brill, 1992.

(3) Course title: "Research Writing & Communication"

Subject/ discipline: Humanities: Organised by NIAS Consciousness Studies Programme

Level of course: Introductory

Number of credits: Two

Type: lectures, writing exercises, guided writing and reading, discussion, group assignments

Course instructor(s): Madhurima Das, Nithin Nagaraj, Saurabh Todariya, Shankar Rajaraman and Sangeetha Menon

Course Coordinators - Meera Menon, Pushya A Gautama and Niharika Sharma

Brief description:

The ability to write and communicate well is paramount to every walk of life today. As a research scholar, it is important to present the research thoughts and findings in a succinct and clear manner. Understanding the basic tenets of writing, the usage of grammar, incorporating critical and creative thinking into their understanding of both qualitative and quantitative data are important. Writing is one part of being a research scholar and the other part is how they communicate the research findings. Understanding the audience, communicating effectively, building a narrative into the presentation is akin to being a storyteller. A research scholar influences the mind with his or her work and contributions. This Course will focus on different forms of research writing including research thesis, research proposals, and research papers that include literature review and methodology. The concluding module of the Course will bring in intersections of different approaches to reading and writing from four different perspectives, with the goal of experiencing both these in totality.

Eligibility: Masters degree in Humanities, Social Sciences, Natural Sciences or any other discipline and a keen interest in reading and research writing.

Last date to Apply: 23/01/2021.

How to Apply: To enrol in the Course fill out and submit this Google Form latest by **23 January 2021.**

<https://docs.google.com/forms/d/e/1FAIpQLSfrYChGJwEHBGBmWhHGGgBZyxJspUF-o62OG-CR-lvpng3tjg/viewform>

Contact Email: niasconsciousnessprogramme@nias.res.in

Duration: The Course starts on 2nd February 2021, and thereafter every Tuesday until 04 May 2021. Platform: Facilitated via Zoom Online Platform. Timings: 11:00 A.M. to 01:00 P.M.

Topics: Introduction to Research writing, Writing Basics. Role of Critical thinking and incorporating feedback, Writing a research document, Research ethics, Effective communication & presentation, Reading and writing: multidisciplinary reflections - (i) From good reading to great writing, (ii) The art of writing well, (iii) Imaginative Variations, (iv) Writing the Reader.

Course Modules

Module 1

Introduction to Research Writing

- Challenges In Research Writing
- The Writing Process
- Prewriting or Invention- Cubing, Stasis Theory
- Organizing
- Revising
- What is Research Writing?
- Basic Tenets, Purposes and Types
- Writing a Research paper- Differences in Science and Social Science Research Writing.

Module 2

Writing Basics

- Key Principles or Elements of Good Writing (Includes 5Cs of writing)
- Persuasive Writing
- Sentence Writing
- Appropriate Language
- Active Passive Voice
- Mechanics: Gerund, Participles and Infinitives
- Basics of Grammar
- Articles, Preposition, Spelling, I/E Rule, Similar words
- Punctuation
- Comma, Semicolon, Colon, Parentheses and Dash, Quotation Marks and Apostrophe
- Exercises in Handbooks

Module 3

Role of Critical Thinking and Incorporating Feedback

- What is critical thinking?
- Inductive and Deductive Reasoning
- What is Creativity
- Process/ Stages
- Six Thinking Hats
- What is Brainstorming?
- Importance of Argumentation
- Understanding argument
- Illogical reasoning
- Minority viewpoint, Supporting Opinions, Counter arguments
- Language of Cause and Effect
- Understanding and Incorporating Feedback

Module 4

Writing a Research Document

- Introduction
- The Literature Review
- Types
- 5Cs
- Brainstorming
- The LR table
- The Role of Reflexivity
- Research Design and Methods
- Preliminary Suppositions and Implications
- Conclusions
- References and Citation
- Reflective ground cases by Senior students

Module 5

Research Ethics

- Ethical tenets in Research Writing
- Plagiarism and its impact
- Case Study discussion
- Research dilemma examples from the students

Module 6

Effective Communication and Presentation

- How do we communicate? - The VAK
- Effective Communication.
- Communication Styles
- Understanding Inquiry and Advocacy
- Storytelling Techniques and Research Narratives in presentation
- The Circle of Influence- Push and Pull Techniques

- The Golden Circle of Simon Sinek

Module 7

Reading and Writing - Multidisciplinary Reflections

- **From Good Reading to Great Writing: How to read a (good) scientific research paper and how to write (a great) one?**

Writing truly great academic papers in science/mathematics/engineering starts with learning and mastering the art of reading good papers (and taking useful notes!). Reading a scientific paper is a subtle art - one that requires enormous patience, interest and persistence, and developing the skill of discriminating between the essential and redundant aspects of a research paper. In this session, we will explore the different ways of reading a (good) paper in science/mathematics by means of a concrete example. The anatomy (and function) of a good research paper will be described. Great writing necessarily follows good reading and summarizing habits. Success in scientific research follows with good reading and writing habits that are cultivated and honed over the years.

- **The Art of Writing Well: Perspectives from Indian Aesthetics.**

Communication of ideas and emotions is the cornerstone of poetry according to Indian aesthetics. Towards this end, Indian aestheticians have analyzed a set of qualities (gunas) that characterize any good piece of literature. The lecture shall elaborate on these qualities with suitable examples and also reflect on their relevance for non-literary technical writing. As an interesting sidenote, the lecture shall end with a discussion on the notion of plagiarism and its various subtypes as detailed in Indian aesthetics.

- **Imaginative Variations: Connecting Social Sciences and Aesthetics through 'Reflective Judgment'.**

Research methodologies in social sciences largely follow the positivist doctrine that there are underlying laws behind the myriad social phenomena. Hence, the methodologies in social sciences aim at following the rigorous scientific method to attain certainty in social research. However, after the ground-breaking work by Thomas Kuhn in 'The Structures of Scientific Revolutions', the idea of 'paradigm shift', 'epistemological break' etc has gained importance in the scientific world. Inspired by the Kuhn's notion of paradigm shift, current discourses in the social sciences are engaging with literature, fiction and art for enriching their methodological framework. In this session, we will explore the relationship between formalism and imagination through Kant's notion of Reflective Judgement and its possible implications for social research.

- **Writing the Reader - Traversing through words and the magic between them.**

Writing is a solitary physical and mental act, according to most of us, which comes from an individual person who exercises agency and authorship. Have we thought about how writing includes the Reader's self? Writing is almost an act of transcendence like in artistic outpourings. What is written is a representation of the reader's mind and author's spokespersonship. A good writer sees and believes in the other, and from that belief, the trust that ensues to accommodate the porous selves of the readers to get into the magic space between the words the author weaves. To be a good writer, whether that be an academic work, or even a blog piece, what is important is the hope that the writer entrusts the reader to make un-written words enlivened by the reader's mind. This lecture module will use excerpts of select texts and visuals to give a phenomenological experience of writing and reading.

RESEARCH WRITING AND COMMUNICATION

A Free Online Two Credit Course (via Zoom)



MADHURIMA DAS



NITHIN NAGARAJ



SHANKAR RAJARAMAN



SAURABH TODARIYA



SANGEETHA MENON

Eligibility - Masters degree in Humanities, Social Sciences, Natural Sciences or any other discipline and a keen interest in reading and research writing.

Last date to Apply: 23.01.2021

02.02.2021 to 04.05.2021
Every Tuesday
11:00 AM to 01:00 PM
(Indian Time)

About the Course

The ability to write and communicate well is paramount to every walk of life today. As a research scholar, it is important to present the research thoughts and findings in a succinct and clear manner. Understanding the basic tenets of writing, the usage of grammar, incorporating critical and creative thinking into their understanding of both qualitative and quantitative data are important. Writing is one part of being a research scholar and the other part is how they communicate the research findings. Understanding the audience, communicating effectively, building a narrative into the presentation is akin to being a storyteller. A research scholar influences the mind with his or her work and contributions. This Course will focus on different forms of research writing including research thesis, research proposals, and research papers that include literature review and methodology. The concluding module of the Course will bring in intersections of different approaches to reading and writing from four different perspectives, with the goal of experiencing both these in totality.

Module Focus and Topics

Introduction to Research Writing

Writing Basics

Role of Critical Thinking and Incorporating Feedback

Writing a Research Document

Research Ethics

Effective Communication and Presentation

Reading and Writing - Multidisciplinary Reflections

- From Good Reading to Great Writing
- The Art of Writing Well
- Imaginative Variations
- Writing the Reader



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NIAS Consciousness Studies Programme
NATIONAL INSTITUTE OF ADVANCED STUDIES

(4) Course Title: Philosophy, Self and Consciousness: Exploring the context of experience

Subject/ discipline: Humanities

Organised by NIAS Consciousness Studies Programme

Level of course: Introductory

Number of credits: Two

Type: lectures, writing exercises, discussion, group assignments

Duration: 8 February 2021 to 7 June 2021, Every Monday from 3.30-5.00pm

Platform: Facilitated via Zoom Online Platform.

Name of instructor(s): Prof. Bhagat Oinam (Jawaharlal Nehru University), Dr. Ram Manohar (Amrita University, Kollam), Dr. G. G. Gangadharan (Ramaiah Ayurveda Hospital, Bengaluru), Dr. Arima Mishra (Azim Premji University, Bengaluru), Dr. Suhas Kumar Shetty (SDM College of Ayurveda and Hospital, Hassan), Dr. Unnikrishnan P (United Nations University, Malaysia), Dr. Soumick De (Jawaharlal Nehru University, Delhi), Dr. Prasenjit Biswas (North Eastern Hill University, Shillong), Dr. Manindra Thakur (Jawaharlal Nehru University, Delhi), Prof. Sanil V (Indian Institute of Technology, Delhi), Dr. Naren Rao (National Institute of Mental Health and Neurosciences, Bengaluru), Prof. Anup Dhar (Ambedkar University Delhi), Dr Shankar Rajaraman (NIAS), Dr Saurabh Todariya (NIAS), and Prof. Sangeetha Menon (NIAS)

Course Coordinators: Pushya A. Gautama, Meera Menon, Niharika Sharma

Topics:

- i. Self & Experience in Philosophy: Consciousness, Embodiment, Otherness
- ii. Self & Experience in Indian Indigenous systems of Health Care: Experience of Wellness and Consciousness in Ayurveda; The role of the individual/self in Ayurveda clinical practice; Local Health Traditions - Plurality and Marginality in South Asia; Ayurveda and Mental Health; Folk and indigenous healing traditions
- iii. Self & Experience in Aesthetics: Aesthetics; Dramaturgy
- iv. Self & Experience in Social Sciences: Ethnography; Narrativity; Digital Humanities
- v. Self & Experience in Psychology/Psychiatry: Boundaries of Reality; The Couch and the Method; Phenomenology in Therapy
- vi. Self & Experience in Literature: Autobiographical self: Reading the Writer; Character, and Characters: Building Narratives

Brief description:

This course will focus on interdisciplinary engagements on the conceptual frameworks needed for a student to study the constitution of human experience, and the place of self and consciousness. Experience, while being intensely personal, becomes a community phenomenon through social and community engagements. In both the contexts of individual and social experiences, the self lingers as the underlying connector between the individual and collective minds. How do we understand the complexity of experience from the viewpoint of a rich social process that contours our self? Can we situate self and experience in philosophy, arts, social sciences, literature, and extend the insights from there to further explore experience from the perspectives of psychology and psychiatry? While health has emerged as the most discussed phenomenon in the COVID-19 times, how do we understand the experience of health? Is health and wellness differently conceived by Indian indigenous systems of medicine? This Course will bring in various traditions and discourses on thinking and living, to reflect upon the fundamental meanings and contexts of experience, which in turn nourish a participative and reflective self. The Course is open to Masters students and above, in any discipline, and is structured around six broad themes with selected sub-themes each and consists of a total of 18 lectures.

Eligibility: Masters degree in Humanities, Social Sciences, Natural Sciences or any other discipline.

Last date to Apply: 2 February 2021

How to Apply: To enrol in the Course fill out and submit this Google Form latest by 2nd February 2021.

https://docs.google.com/forms/d/e/1FAIpQLSf2n8py3X65ZQwQySAmHT6C6hJNeDQQgQ-Zogaegco7eX-d_g/viewform

Contact Email: niasconsciousnessprogramme@nias.res.in

PHILOSOPHY, SELF, AND CONSCIOUSNESS

EXPLORING THE CONTEXT OF EXPERIENCE

(A Free Online Two Credit Course via Zoom)



Prof. Bhagat Oinam
(Jawaharlal Nehru University,
Delhi)



Dr. Ram Manohar
(Amrita University, Kollam)



Dr. G. G. Gangadharan
(Ramaiah Ayurveda Hospital,
Bengaluru)



Dr. Arima Mishra
(Azim Premji University,
Bengaluru)



Dr. Suhas Kumar Shetty
(SDM College of Ayurveda and
Hospital, Hassan)



Dr. Unnikrishnan P
(United Nations University,
Malaysia)



**Prof. Sangeetha
Menon**
(NIAS, Bengaluru)



**Dr. Shankar
Rajaraman**
(NIAS, Bengaluru)



**Dr. Saurabh
Todariya**
(NIAS, Bengaluru)

Dr. Soumick De
(Jawaharlal Nehru University,
Delhi)



Dr. Prasenjit Biswas
(North Eastern Hill University,
Assam)



Dr. Manindra Thakur
(Jawaharlal Nehru University,
Delhi)



Prof. Sanil V
(Indian Institute of Technology,
Delhi)



Prof. Naren Rao
(National Institute of Mental
Health and Neurosciences,
Bengaluru)



Prof. Anup Dhar
(Ambedkar University, Delhi)



8 February 2021 to 7 June 2021

Every Monday from 3.30-5.00PM (Indian Time)

This course will focus on interdisciplinary engagements on the conceptual frameworks needed for a student to study the constitution of human experience, and the place of self and consciousness. Experience, while being intensely personal, becomes a community phenomenon through social and community engagements. In both the contexts of individual and social experiences, the self lingers as the underlying connector between the individual and collective minds. How do we understand the complexity of experience from the viewpoint of a rich social process that contours our self? Can we situate self and experience in philosophy, arts, social sciences, literature, and extend the insights from there to further explore experience from the perspectives of psychology and psychiatry? While health has emerged as the most discussed phenomenon in the COVID-19 times, how do we understand the experience of health? Are health and wellness differently conceived by Indian indigenous systems of medicine? This Course will bring in various traditions and discourses on thinking and living, to reflect upon the fundamental meanings and contexts of experience, which in turn nourish a participative and reflective self.

COURSE MODULES

- * Self & Experience in Philosophy
- * Self & Experience in Aesthetics
- * Self & Experience in Indian Indigenous systems of Health Care

- * Self & Experience in Social Sciences
- * Self & Experience in Psychology/Psychiatry
- * Self & Experience in Literature

Last Date for Registration
2.02.2021



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(3) School of Natural Sciences and Engineering

(1) Course Title: Advanced Energy Systems - I

Level of course: Elective course

Number of credits: Two

Name of the Instructor(s): Rudrodip Majumdar (rudrodip@nias.res.in) and A V Krishnan

Contact: 2 hours per week

Module -I (3 lectures, 6 contact hours)

- Principle of Conservation of Energy → Demonstration of concept through a few practical systems.
- General Philosophy of Energy Systems (Components and System Architecture)

Module -II (4 lectures, 8 contact hours)

- High Efficiency Conventional Energy Conversion Systems (Ultra Supercritical and Advanced Ultra-Supercritical Thermal Power Plants, Integrated Gasification Combined Cycle (IGCC) etc.)

Seminar Week (Evaluation of Students) (1 Lecture, 2 hours)

Module -III (4 lectures, 8 contact hours)

- Hybrid Energy Systems (Focus on Renewable Sources)

Module -IV (3 lectures, 6 contact hours)

- Economics and Implications of Advanced Energy Systems

(2) Course Title: Input-Output Methods in Economic Analysis

Course Credits: Two

Total Credit Hours: 15 lectures x 2 hours each = 30 hours

Discipline: Economics

Level of Course: Graduate (Masters and Ph.D.)

Type of Course: Lectures and Lab

Name of Instructor: Tejal Kanitkar (tejalk@nias.res.in)

Probable Starting Date and Schedule: Starting in week of 1 February. 1 class of 2 hours per week.

Course Objective:

- To introduce Input-Output Methods
- To learn how to use Input-Output Tables and Social Accounting Matrices
- To discuss applications of Input-Output Methods for Economic Impact Analysis
- To discuss the application of Input Output Methods for Energy and Environmental Analysis

Course Contents:

Module 1: Foundations of Input-Output Analysis

- Input-Output Transactions and National Accounts
- Basic Framework and Numerical Examples
- Open and Closed Models
- Price Models and Examples

Module 2: Regional and Multi-Region Input-Output Models

- Single Region I-O Models
- Multi-Region I-O Models
- Sector level Aggregation

Module 3: Multipliers in I-O Models

- General Structure of Multiplier Analysis
- Multipliers and Elasticities
- Multiplier Decomposition

Module 4: Social Accounting Matrices

- The Households Account
- SAM Multipliers
- India Example

Module 5: Energy and Environmental I-O Analysis

- Basic Formulation
- Net Energy Analysis
- Economic-Ecological and Pollution Models

Module 6: Impact Analysis Using I-O Methods

- Economic Impacts of Natural Disasters
- Supply and Demand Side Impacts

Readings:

1. Miller, R. E., & Blair, P. D. (2009). *Input-output analysis: foundations and extensions*. Cambridge university press.
2. Leontief, W. (1987). Input-output analysis. *The new palgrave. A dictionary of economics*, 2(1), 860-64.
3. Leontief, W., & Strout, A. (1963). Multiregional input-output analysis. In *Structural interdependence and economic development* (pp. 119-150). Palgrave Macmillan, London.
4. Miyazawa, K. (2012). *Input-output analysis and the structure of income distribution* (Vol. 116). Springer Science & Business Media.
5. Zalai, E., & Révész, T. (2016). The issue of macroeconomic closure revisited and extended. *Acta Oeconomica*, 66(1), 1-31.
6. Okuyama, Y., & Santos, J. R. (2014). Disaster impact and input–output analysis. *Economic Systems Research*, 26(1), 1-12.
7. Li, J., Crawford-Brown, D., Syddall, M., & Guan, D. (2013). Modeling imbalanced economic recovery following a natural disaster using input-output analysis. *Risk analysis*, 33(10), 1908-1923.
8. Casler, S., & Wilbur, S. (1984). Energy input-output analysis: a simple guide. *Resources and Energy*, 6(2), 187-201.
9. Bullard, C. W., Penner, P. S., & Pilati, D. A. (1978). Net energy analysis: Handbook for combining process and input-output analysis. *Resources and energy*, 1(3), 267-313.

10. Lenzen, M., Murray, S. A., Korte, B., & Dey, C. J. (2003). Environmental impact assessment including indirect effects—a case study using input–output analysis. *Environmental Impact Assessment Review*, 23(3), 263-282.
11. Wiedmann, T. (2009). Carbon footprint and input–output analysis—an introduction.
12. Dietzenbacher, E., Los, B., Stehrer, R., Timmer, M., & De Vries, G. (2013). The construction of world input–output tables in the WIOD project. *Economic Systems Research*, 25(1), 71-98.

(4) School of Social Sciences

(1) Course Title: Schooling, Identity and Culture: Current Research and Debates

Course Credits: Two

Total Credit Hours: 15 lectures x 2 hours each = 30 hours

Discipline: Education

Level of Course: Graduate (Masters and Ph.D.)

Type of Course: Lectures and guided readings

Name of Instructor: Anitha Kurup (bkanitha@nias.res.in)

Probable Starting Date and Schedule: Starting in week of 1 February. 1 class of 2 hours per week.

Course Objectives:

- To introduce the concepts and developments in relation to identity and culture
- To explore the process of formation of social, psychological and gender identities among adolescents
- To understand the inter-relation of formal education, identity, culture.
- To analyse the role of schooling on identity formation among marginalised groups
- To explore the role of the hidden curriculum in developing identity of adolescent children in school

Course Outline

The course will explore the current research work in relation to identity formation among adolescents from a sociological, and psychological perspectives. Theoretical frameworks used to study identity among adolescents will critically evaluated to formulate a robust framework to study identity of adolescents.

The role of family, community, and school in fostering identities among adolescents will be examined to understand the experiences of children as they negotiate their own identity. In the process, the course will explore the analytical tools used to study student identity among marginalised communities.

Select References

Baysu, Gulseli, Karen Phalet and Rupert Brown. (2011). Dual Identity as a Two-Edged Sword: Identity Threat and Minority School Performance. *Social Psychology Quarterly*. American Sociological Association.

Gracia, Gina A. (2017). Defined by Outcomes or Culture? Constructing an Organizational Identity for Hispanic Serving Institutions. *American Educational Research Journal*. American Educational Research Journal.

Lall, Marie. (2021). *Ethnic education: Language and local curriculum issues. Myanmar's Education Reforms: A pathway to social justice*. UCL Press.

Langer-Osuna, Jennifer M. and Na'ilah Suad Nasir. (2016). Rehumanizing the "Other": Race, Culture, and Identity in Education Research. *Review of Research in Education*. American Educational Research Association.

Levitan, Joseph and Davin Carr-Chellman. (2018). Learning, Selfhood, and Pragmatic Identity Theory. *The Journal of Educational Thought*. Werklund School of Education, University of Calgary.

Nagel, Joane. (1994). *Constructing Ethnicity: Creating and Recreating Ethnic Identity and Culture*. *Social Problems*. Oxford University Press on behalf of the Society for the study of Social Problems.

Rogers, Leoandra Onnie, Marc A. Scott and Niobe Way. (2015). Racial and Gender Identity Among Black Adolescent Males: An Intersectionality Perspective. *Child Development*. Wiley on behalf of the Society for Research in Child Development.

Vaghela, Preeti and Koji Ueno. (2017). Racial-ethnic Identity Pairings and Mental Health of Second-generation Asian Adolescents. *Sociological Perspectives*. Sage Publications, Inc.

Verhoeven, Monique, Astrid M. G. Poorthuis and Monique Volman. (2018). The Role of School in Adolescents' Identity Development. A literature Review. *Educational Psychology Review*. The Authors.

(2) Course Title: Collective Memory

Subject/ discipline: Psychology

Level of course: Post Graduate, Research

Number of credits: Two

Type: Guided Reading Course

Name of instructor(s): Shalini Dixit

Brief description:

Just like individuals societies also create and preserve their memories. The collective memory of a society is its shared knowledge about the past. It is represented in forms of the shared narratives, public exhibits, museums, and textbooks, etc. The collective memories are inherent in an Individual's personal and social worlds. They define the social position of groups and also become instruments of sustained social conflict and suffering. The content and form of collective memory of a society may not be the same for all of its members and communities. Depending upon their social and political positions individuals and groups may remember and transmit their collective memories differently. Revolving around the intersections of Psychology, Sociology, Political Science and History, this course will engage in questions around the interplay between individual and collective memories. It will seek to understand the processes through which individual memories and identities are shaped by cultural practices, traumatic events, conflicts, valorised stories, and memory projects.

Reading list

Ahonen, S. (2001). Politics of identity through history curriculum: narratives of the past for social exclusion-or inclusion?. *Journal of curriculum studies*, 33(2), 179-194.

Anderson, B. (1991). *Imagined communities: Reflections on the origin and spread of nationalism*. London: Verso.

Antze, P. and M. Lambek. (1996). *Tense past: cultural essays in trauma and memory*. New York ; London, Routledge

Blight, D. W. (2009). The Memory Boom: Why and Why Now? in *Memory in Mind and Culture*. Edited by P. Boyer and J. V. Wertsch, pp. 238-251. New York: Cambridge University Press.

Bruner, J. S. (1990). *Acts of Meaning*. Harvard University Press; Cambridge, MA: 1990.

Carretero, M., & Kriger, M. (2011). Historical representations and conflicts about indigenous people as national identities. *Culture & Psychology*, 17(2), 177-195.

Connerton, P. (1989). *How societies remember*. New York: Cambridge University Press.

Halbwachs, M. (1992). *On collective memory*. Chicago: University of Chicago Press. Originally published, 1941 and 1952.

Kansteiner, W. (2002). Finding Meaning in Memory: A methodological critique of collective memory studies. *History and Theory* 41: 179-197.

Liu, J. H., & Hilton, D. J. (2005). How the past weighs on the present: Social representations of history and their role in identity politics. *British Journal of Social Psychology*, 44(4), 537-556.

Nandy, A. (1995). History's forgotten doubles. *History and Theory*, 44-66. DOI: 10.2307/2505434.

Nora, P. (1989) Between Memory and History: Les Lieux de Mémoire. *Representations* 26 : 7-24

Olick, J.K., Vered, Vinitzky-Seroussi and Daniel L (2011). *The Collective Memory Reader*. Oxford University Press.

Wertsch, J. V. (2002). *Voices of Collective Remembering: Test*. Cambridge University Press.
(More readings to be added)