

NATIONAL INSTITUTE OF ADVANCED STUDIES

FOUNDATION COURSE

August - November 2018

(1) School of Conflict and Security Studies

(1)Course title: An Introduction to Conflict and Security Studies

Level of course: PhD

Number of credits: One

Type: Lectures

Name of the instructors: D. Suba Chandran, Rajaram Nagappa, Narendar Pani and others

Course Outline

The course provides an introduction to conflict and security studies. Divided into two broad themes – Conflict and Security, the course provides first an overview to conflict studies and security studies. Following the overview, the course then focuses on specific issues/subthemes.

A. Introduction to Conflict Studies

- a. Conflict Studies: A theoretical overview
- b. Internal Conflicts: Low-intensity, Ethnic, Religious, Sectarian etc
- c. Bilateral Conflicts
- d. Economics of Conflicts

B. Introduction to Security Studies

- a. Security Studies: A theoretical overview of traditional and non-traditional security
- b. State, Society and Security
- c. Science, Technology and Security: Space, Nuclear etc
- d. Non-Traditional Security: Environment, Gender, Maritime, Water etc

(2) Course Title: Trade Networks in Indian Ocean, 1500-1800

Course Instructor(s): Prakash Panneerselvam

Number of Credits: One (Reading course, 1 contact hours/week)

Course Description:

The Indian Ocean is the first cosmopolitan maritime arena. It is world's third largest Ocean after Atlantic and the Pacific, and covers 20 per cent of the world's total sea area. The coastline which runs approximately 66,526 kilometers comprises forty per cent of the globe's total coastline. It includes, amongst others, the Red Sea, the Persian Gulf, the Arabian Sea and the Bay of Bengal. The Indian Ocean is connected to global oceans and surrounded by three different continents viz., Africa, Asia and Australia. The Ocean has been centre of human progress, a great arena in which many races have mingled, fought and traded for thousands of years. The enormous flow of energy, goods and knowledge via the Indian Ocean historically marks the region as a discourse in social sciences. However, economics and trade was undoubtedly a critical element. The constant flow of goods to littorals of Indian Ocean societies has led to formation of markets and cosmopolitan cities. What bound these together was the flow of goods, individuals and ideas mediated through extensive networks –South Asian's, Persians, Armenians, Chinese and Europeans all of whom formed a part of the largest trading system in Indian Ocean Region (IOR). The main aspect of this course is to analyze defining features of maritime trade in Indian Ocean during early modern period. The course will also introduce the expansion of colonialism in Asia and trade activity of English private companies in the IOR.

Learning Objectives:

The main objective of the reading course is to make student familiarize with the maritime space and role of maritime trade in the building modern society.

Expected Student Workload:

Reading course with 1 contact hours per week (discussions) with remaining 6 hours/week is for preparation and reading papers. Students will be encouraged to take an assignment during the course work on his/her area of interest (with one presentations and one term paper submission).

Lecture Topics and Discussion

Indo-roman trade relations, The Indian Ocean before Europe, The early Portuguese trade connection with Indian Ocean, The Western Indian Ocean in 17th and 18th Centuries, Trade route and commerce in Southeast Asian, Chinese trade connectivity with Indian Ocean, European enterprise and Indian Ocean Region, Asian shipbuilding tradition in Indian Ocean, English private trade in Indian ocean.

References/Reading Material

Following research paper/books chapter will be used for the reading course. This is not an exhaustive list and a full list of papers will be given during the start of the course.

1. Gwyn Campbell, Madagascar and the Slave Trade, 1810-1895, *The Journal of African History*, Vol. 22, No. 2 (1981), pp. 203-227.
2. Geoff Wade, An Early Age of Commerce in Southeast Asia, 900-1300 CE, *Journal of Southeast Asian Studies*, Vol. 40, No. 2 (Jun., 2009), pp. 221-265
3. Jason Neelis, Trade networks in Ancient South Asia in *Early Buddhist Transmission and Trade Networks*, Brill 2011.
4. Om Prakash, English Private Trade in the Western Indian Ocean, 1720-1740, *Journal of the Economic and Social History of the Orient*, Vol. 50, No. 2/3, *Spatial and Temporal Continuities of Merchant Networks in South Asia and the Indian Ocean*(2007), pp. 215-234.
5. Kirti N. Chaudhuri, The Portuguese Maritime Empire, Trade, and Society in the Indian Ocean During the Sixteenth Century, *Portuguese Studies*, Vol. 8, *Special Issue supported by the Comissão Nacional para as Comemorações dos Descobrimentos Portugueses* (1992), pp. 57-70.
6. Ranabir Chakravarti, Horse Trade and Piracy at Tana (Thana, Maharashtra, India): Gleanings from Marco Polo, *Journal of the Economic and Social History of the Orient*, Vol. 34, No. 3 (1991), pp.159-182.
7. Peter Ridgway, Indian Ocean Maritime History Atlas, *The Great Circle*, Vol. 27, No. 1 (2005), pp. 34-51.
8. Adam Clulow, Like Lambs in Japan and Devils outside Their Land: Diplomacy, Violence, and Japanese Merchants in Southeast Asia, *Journal of World History*, Vol. 24, No. 2 (June 2013), pp. 335-358.
9. Kenneth R. Hall, Local and International Trade and Traders in the Straits of Melaka Region: 600-1500, *Journal of the Economic and Social History of the Orient*, Vol. 47, No. 2 (2004), pp.213-260.
10. Hugh R. Clark, Maritime Diasporas in Asia before da Gama: An Introductory Commentary, *Journal of the Economic and Social History of the Orient*, Vol. 49, No. 4, *Maritime Diasporas in the Indian Ocean and East and Southeast Asia (960-1775)* (2006), pp. 385-394.
11. Victor Lieberman, Maritime influences in Southeast Asia, c. 900—1300: Some further thoughts, *Journal of Southeast Asian Studies*, Vol. 41, No. 3 (October 2010), pp. 529-539.
12. Matthew P. Fitzpatrick, Provincializing Rome: The Indian Ocean Trade Network and Roman Imperialism, *Journal of World History*, Vol. 22, No. 1 (March 2011), pp. 27-54.
13. S. Arasaratnam, Recent Trends in the Historiography of the Indian Ocean, 1500 to 1800, *Journal of World History*, Vol. 1, No. 2 (Fall, 1990), pp. 225-248.
14. Martin Ottenheimer, Social organization and Indian Ocean long-distance trade, *Zeitschrift für Ethnologie*, Bd. 116 (1991), pp. 125-134.
15. Anthony Webster, The Development of British Commercial and Political Networks in the Straits Settlements 1800 to 1868: The Rise of a Colonial and Regional Economic Identity? *Modern Asian Studies*, Vol. 45, No. 4 (JULY 2011), pp. 899-929.
16. Tansen Sen, The Formation of Chinese Maritime Networks to Southern Asia, 1200-1450, *Journal of the Economic and Social History of the Orient*, Vol. 49, No. 4, *Maritime Diasporas in the Indian Ocean and East and Southeast Asia (960-1775)* (2006), pp. 421-453.
17. Giancarlo Casale, The Ottoman Administration of the Spice Trade in the Sixteenth-Century Red Sea and Persian Gulf, *Journal of the Economic and Social History of the Orient*, Vol. 49, No. 2 (2006), pp.170-198.
18. Craig A. Lockard, "The Sea Common to All": Maritime Frontiers, Port Cities, and Chinese Traders in
19. The Southeast Asian Age of Commerce, ca. 1400-1750, *Journal of World History*, Vol. 21, No. 2 (June 2010), pp. 219-247

(2) School of Humanities

(1) Course Title: Traditional Textiles

Course Instructor(s): M.B.Rajani

Credit Hours: One

Course Description:

The art and craft of extracting fibers, weaving, dyeing and printing textiles and clothing are an age-old channel to reflect the culture and identity of communities, individuals and geographical regions. India has a long history in the production and trade of textiles, and a rich variety of techniques and patterns have evolved in different regions.

In this course, participants will be introduced to this variety in traditional textiles of India, their histories, and the processes and techniques involved in their production. The course will also discuss modern demands, manifestations and the state of existence of such craft.

Learning Objectives:

- Awareness of a variety of traditional textile arts, crafts and their histories
- Awareness of methods and techniques in producing them
- Awareness of time and labour involved
- Awareness of threats and competitions for such art forms
- Awareness of their current manifestations (for example: cheaper imitations), demands and state of existence

Lecture Topics and Discussion

1	Introduction: Theory, basics and structure of textile
2	Traditional Indian Textiles
3	Batik
4	Tie and Dye (Bandani)
5	Ikat
6	Patola
7	Block Printing
8	Kalamkari
9	Workshop/field visit (Tarangini/Silk Board/etc.)
10	Course Assignment Discussion
11	Course Assignment Submission (~2500-word illustrated essay)

(2) Course Title: Early Monumental Architecture in the Indian Subcontinent: a Study of the Origins and Evolution of Temple Architecture

Course Instructors: Srikumar M. Menon

Course Credits: One

Course Description: This course deals with the origins of temple architecture in the Indian subcontinent and traces the different evolutionary trajectories temple form and design took in various regions to produce the rich and varied repository of temple forms that are found in the country today. Beginning with the notion of sacred landscapes, and worship in the various Indic religious traditions, the possibility of the influence of prehistoric cultural practices on these is explored. Subsequently the evolution of religious sanctuaries from hypaethral shrines to rock-cut temples and early structural temples is dealt with. The later evolution of the varied typologies is covered, as well as textual traditions which inform of these. The layout of temple large temple complexes and their evolution from modest beginnings is also studied, with emphasis on details of site selection, planning and landscape modification employed.

Learning Objectives: This course is aimed at creating a basic framework to understand the nature of the Indian temple, including origins and development. Beginning with the question of origins and possible influences that gave rise to the conception of the temple, the course aims to provide an understanding of the evolution in complexity of form and extent with the passage of time. An attempt will be made to approach the topic from the point of view of the artisans and artisanal guilds and how regional influences resulted in variations in form. Textual traditions that lay out the rules for the construction of temples will be explored, as well as whether these rules are followed in actual construction of monuments.

Due to the vast ambit of the course content, each topic is introductory in nature, with leads provided for the interested student to follow up any of these lines of inquiry. The participants in this course are expected to follow up on the reading and online resources which will be provided in the lectures to develop further on the classroom discussions during the rest of the week.

Pre-requisites for registration/auditing: No prerequisites except a keen interest in understanding history and prehistory first-hand and from relevant literature.

Expected Student Workload: 1.5 hours of lectures in class, 3-4 hours of reading, 1-2 hours of perusal of online resources and two hours of writing assignments. Total of upto 7.5 hours per week.

Course Duration: August-November 2018

Lecture Topics and Discussion

The main topics of the lectures are as follows:

1. **An Introduction to Temple Architecture:** A brief overview of the nature and form of the Indian temple, its possible origins and evolutionary trajectories.
2. **Early Monument Building Traditions and Their Evolution:** An overall look at monuments ranging from the ashmounds of the Neolithic and megaliths to the earliest religious monuments such as stupas, shrines and temples, their typology, layout and distribution.
3. **The Early Religions of India:** An overall picture of early religious traditions in India and a brief look at their monumental architecture ranging from rock-cut sanctuaries to structural monuments.
4. **The Earliest Temples:** A study of the history of the earliest temples and the beginnings of temple architecture in stone.
5. **Temple Form – Evolution and Regional Variations:** Development of temple form; continuity and evolution of formal traditions in temples; regional schools and guilds and regional variation in temple form.
6. **The Layout of Large Temple Complexes:** An examination of the design and layout of large temple complexes and their nature as composite complexes that came about by accretion or designed spaces.
7. **Case Study 1 – The Malaprabha Valley:** The beginnings of monumental architecture and a study of selected individual monuments at an early temple site of the Chalukyas of Vatapi in Karnataka.
8. **Case Study 2 – The Vijayanagara Empire at Hampi:** The beginnings of monumental architecture and a study of selected individual monuments at a later centre for temple architecture under the Vijayanagara Dynasty in Karnataka.
9. **Site Visit:** To an appropriate and convenient locale, preferably a day trip.
10. **Textual Sources on Indian Temple Architecture:** An examination of the textual resources describing temple construction and an examination of their relevance to actual monuments.

Basis for Final Grades

Class participation: 15%

One presentation on assigned topic: 15%

Field trip: 15%

Documentation: 15%

Term paper: 25%

Test: 15%

Books and References

- Cunningham, A. (2009 – reprint) *The Bhilsa Topes: Buddhist Monuments of Central India*, Aryan Books International, New Delhi.

- Deva, K. (1969) *Temples of North India*, National Book Trust, New Delhi.
- Dhaky, M. A. (1977) *The Indian Temple Forms in Karnata Inscriptions and Architecture*, Motilal Banarsidass Publishers Ltd. Delhi.
- Fritz, J. and Michell, G. (2003) *Hampi – Vijayanagara*, India Book House Pvt. Ltd. Mumbai.
- Hardy, A. (1995) *Indian Temple Architecture: Form and Transformation*, IGNCA/Abhinav Publications, New Delhi.
- Hardy, A. (2007) *The Temple Architecture of India*, Wiley, Chichester.
- Hardy, A. (2015) *Theory & Practice of Temple Architecture in Medieval India: Bhoja's Samaranganasutradhara & the Bhojpur Line Drawings*, IGNCA/ Dev Publishers & Distributors, New Delhi.
- Huntington, S. L. (2015 – reprint) *The Art of Ancient India: Buddhist, Hindu, Jain*, Motilal Banarsidass Publishers Ltd. Delhi.
- Jagadish. (2005) *Measurement System in Karnataka (AD 325 to 1700)*, Directorate of Archaeology and Museums, Hospet.
- Kramrisch, S. (1976) *The Hindu Temple: An Introduction to its Meaning and Form*, Motilal Banarsidass Publishers Ltd. Delhi.
- Michell, G. (1995) *Architecture and Art of Southern India*, Cambridge University Press/Foundation Books, New Delhi.
- Michell, G. (1977) *The Hindu Temple*, University of Chicago Press, Chicago.
- Michell, G. (2014) *Temple Architecture and Art of the Early Chalukyas: Badami, Mahakuta, Aihole and Pattadakal*, Niyogi Books, New Delhi.
- Sinha, A. J. (2000) *Imagining Architects: Creativity in the Religious Monuments of India*, University of Delaware Press, Newark.
- Srinivasan, K. R. (1972) *Temples of South India*, National Book Trust, New Delhi.

(3) School of Natural Sciences and Engineering

(1) Course Title: Measuring Development

Course Instructor: Hippy Salk Kristle Nathan

Course Credits: One

Prerequisites: None

Brief description:

This course deals with both the conceptual and practical issues in measuring development. It examines different measures of development: indicators of progress, poverty, inequality, inclusion, quality of life, human development, among others. It discusses axiomatic treatment of different indices, their policy implications, and further research towards measures to achieve development with a human face in an environmentally benign manner.

Learning objectives:

- (i) To provide an in-depth understanding of conceptual issues concerning different measures of development.
- (ii) To equip students with necessary analytical and critical skills to assess different facets of development like poverty, inequality, growth, human development, etc.
- (iii) To develop insights into the evolution of different measures and their characteristics, usage, and possible implications.
- (iv) To expose students different sources of data to measure development and provide hands-on experience of using these datasets.

Topics/modules to be covered in the course:

1. Multi-faceted nature of development
 - a. Ends and means of development
 - b. Ways of measurement matters – case of MDGs
 - c. Single and composite measures
 - d. Monetary measures of development, GDP, PCI, PPP; limitations of monetary measures
2. Human development and policy
 - a. Human development paradigm
 - b. Evolution of Human Development Index (HDI)
 - c. Alternative measures of HDI
 - d. Critiques of HDI
3. Development and poverty
 - a. Notions of poverty; poverty line
 - b. Properties of poverty measure

- c. Measures of poverty – HCR, FGT measures, Sen’s poverty index, Human poverty index (HPI-I and HPI-II)
 - d. Multi-dimensional poverty
4. Gender and development
 - a. Gender biases; missing women
 - b. Female to male ratio – trends and patterns
 - c. UNDP’s measure of Gender Development – GDI, GEM, GII
 - d. Refinements of gender development measures; gender justice
 5. Development and inequality
 - a. Economic inequality—concepts and measures
 - b. Group differential and group disparities
 - c. Inequality development interconnections, inverted U hypothesis
 - d. Explaining underdevelopment; inequality begets inequality
 6. Development and human capital—health and education
 - a. Nutrition and food security
 - b. Health attainment and accessibility; public health issues
 - c. Literacy measures—proximate and secluded literacy
 - d. Population-development links; population pyramids, trends
 7. Development and environment
 - a. Accounting environmental costs and benefits; externalities
 - b. Natural resources—renewable, non-renewable
 - c. Measuring environmental values
 - d. Sustainable development; development under a climate regime
 8. Development—a philosophical treatment
 - a. Gandhi’s talisman
 - b. Rawls principles – the original position and veil of ignorance
 - c. Sen’s capability Approach
 - d. What is fair – theories of distributive justice

Note: Depending on the response and interest of the students, some portions can be given relatively more emphasis than other.

Reference and reading material: Class notes are sufficient for the course. Students are requested to be attentive in the class. Time to time other reading materials will be provided. Some examples of reference materials are—

1. *India: Development and Participation* by Jean Drèze and Amartya Sen (Oxford University Press)
2. *Development Economics* by Debraj Ray (Oxford University Press)

3. *Understanding Poverty* by Abhijit V. Banerjee, Roland Bénabou, and Dilip Mookherjee, (Oxford University Press)
 4. *Readings in Human Development* by S. Fukuda-Parr, and A K Shiva Kumar (Oxford University Press)
- (the above list is indicative, neither exhaustive nor exclusive)

The course will draw heavily from journal articles and specific readings from certain books and reports. The exact reading list for each module will be provided during the lecture.

Hope you will enjoy the course ☺. All the best!!!

(2) Course title: Science Communication – Principles, Practices and Future Challenges

Course instructors: V V Binoy, M. Sai Baba and guest faculties

Course Credits: One

Level: Basic

Prerequisites: Interest in science communication

Assignments: Reading and reviewing papers, book chapters, online materials; group discussions, writing brief reports on a topic of choice, individual and group presentations.

Brief description and Aims: Bringing the essence of the scientific research without losing the crux of the topic and reaching it to the public on technologies which could impact their life is essential. This would enable public to take informed choices and avoid the clash between science and society. It is also important to provide such information to the policy makers to make informed decisions on the matters relating to science and technologies, impacting the society. However, in many context, scientists have failed to maintain a bidirectional communication with the public, which could have helped in eliminating various misconceptions and baseless fear kept by layperson on emerging technologies and promoted a healthy science-society relationship. This course aims to introduce theories, tools, examples of failure and success and attempts to mitigate the challenges of communicating science in a multi-stakeholder, multicultural society.

Topics of Discussion

1. Science communication - History, need and goal
2. Understanding scientists and public: Information, Knowledge, Attitude, Behaviour and Practices (IKAB) and culture
3. Scientific information: Cognitive load and its management
4. Myth, hype and public trust in science
5. Communicating science: time-tested methodologies
6. Science communication and 'new media'
7. Citizen science
8. Connecting science communication with science education
9. Risk perception and science communication
10. Bridging science and society: Future challenges

Reading list: Full list will be given once the course begins

1. Gregory, J. & Miller, S. *Science in Public: Communication Culture and Credibility*. New York, NY: Plenum Press. 2000.
2. Bucchi, M., & Trench, B. *Handbook of Public Communication of Science and Technology*. Routledge. 2008.
3. Jamieson, K. H., Kahan, D., & Scheufele, D. A. *The Oxford Handbook of the Science of Science Communication*. Oxford University Press. 2017.
4. Bagla, P., & Binoy, V. V. *Bridging the Communication Gap in Science and Technology: Lessons from India*. Springer. 2017.

(3)Course Title: Power Generation Technologies – Pros and Cons

Course Instructor: Sheela K. Ramasesha and select experts

Course Credits: One

Prerequisites: None

Brief description:

This course deals with India's present energy scenario and way forward to achieve sustainable growth in the electricity sector along with the atmospheric pollution issues. The conventional and non-conventional sources of energy will be discussed in the course. This course will also involve lectures and interactions with selected experts in relevant fields.

All students who take this course for credit must write a term paper at the end of the course and take a couple of written tests during the term. While this course is mandatory for EEP students, non-EEP students are also welcome to take the course.

Learning objectives:

- (v) To develop a basic understanding of the key technologies deployed for generating electricity.
- (vi) To understand the pros and cons of these technologies.
- (vii) To assess the environmental impacts of conventional and renewable sources of electricity and their mitigation technologies/strategies.
- (viii) New technological developments in the renewable sector and their implications.

Study material in the form of references will be provided during the course.

(4) School of Social Sciences

(1) Course Title: Contemporary Indian Economy – Issues and Debates

Course Credits: One

Instructor: Dr. Kshitija Joshi and Dr. Sumedha Bajar

The course will explore a set of inter-related issues pertaining to Indian economy and is designed to introduce a non-economist to the jargon and the various indicators that are used by economists in understanding the health of an economy.

The course will include twelve sessions of one and half hour each.

The sessions are:

1. Contemporary India in Global Economy
2. Economic Growth and Development: What does GDP really measure?
3. Fiscal Policy and FRBM Act: Is GST a panacea for Indian economy?
4. Monetary Policy and Inflation Targeting
5. Formal vs Informal Finance: Segmentation or Duality
6. Unemployment in India: A Demographic Challenge
7. Agrarian Crisis and Farmers Suicides
8. Issues related to direct and indirect subsidies: A case for universal basic income?
9. Inequality Debate: What do the Economists have to say?
10. India's Changing Comparative Advantage in Trade
11. Challenge of Global and Local Investment
12. Budget as Report Card on the economy

(2) Course Title: Paradigms of Research and the Research Process

Level of Course: PhD

Number of Credit(s): One

Name of Instructor: Jeebanlata Salam

Type: (Lecture, Seminar, Discussion/Dialogical, Guided Reading etc)

Brief Description: The purpose of this course, “Paradigms of Research and the Research Process” is a practice oriented research methods, aimed at enabling students to cultivate scientific modes of inquiry in social science domain; frame a research question by adopting appropriate methods and derive relevant conclusions.

Course Outline

1. Paradigms of Research

- i. Objectivity, Subjectivity, Understanding and Reflexivity
- ii. Theory and Research
- iii. Comparative Method

2. The Research Process

- i. Conceptualising & Formulating a Research Problem
- ii. Conceptualising a Research Design
- iii. Framing Research Instrument for Data Collection
- iv. Selecting Sample and Sampling Procedure
- v. Writing a Research Proposal
- vi. Data Collection & Processing Data
- vii. Writing a Research Report

Duration: 1 hour 30 Minutes

Start Date: 3rd September, 2018

Class Timing: 10.15AM to 11.45 A.M

Basis for Final Grade

Class Participation: 5%

Project Assignment: 15%

Mid-Term Exam: 20%

Class Presentation:10%

Term Paper:20%

Final Exam:30%

References

1. Burgess, Robert G. 1982. Field Research: A Sourcebook and Field Manual. London George Allen and Unwin. (Chapter 18).
2. Bryman, A.1988. Quantity and Quality in Social Research. London: Unwin and Hyman. (Chapters 2 and 3)
3. Durkheim, Emile. 1958. The Rules of Sociological Method. New York: The Free Press (Chapters-1,2 and 6)
4. Geertz, Clifford. 1973. Interpretation of Cultures. New York. Basic Books (Chapter 1)
5. Kothari, C.R. 2006 Research Methodology: Methods and Technics. Delhi. New Age International Publishers
6. Kumar, Ranjit. 2011. Research Methodology. Sage Publishers
7. Lewin, Cathy and Someth, Bridget (Eds).2012. Sage Publishers
8. Malike, C. Ramesh and Eswarappa, Kasi (Eds).2009. Theory and Practice of Ethnography. Rawat Publishers(Chapters 1,6 and 7)
9. Malinowski, B. 1922. Argonauts of the Western Pacific. London: Routledge and Kegan Paul. (Introduction)
10. Myrdal, G. 1970. Objectivity in Social Science Research. London: Gerald Duckworth
11. Mukherji, Partha Nath.2000 Methodology in Social Science Research .Dilemmas and Perspectives. New Delhi: Sage Publishers.
12. Srinivas, M.N. 2002. Collected Essays. Delhi: OUP (Part VI)
13. Weber, M. 1949. The Methodology of the Social Sciences. New York: The Free Press (Chapter : 2)
14. Whyte, W.F. 1955. Street Corner Society. Chicago: University Press

(3)Course Title: Cognition and Learning in Context

Course Facilitator: Shalini Dixit

Course Credit: One

Course Description: Development of human cognition and teaching-learning dwell upon the psychology of receiving knowledge, processing, retaining and reproducing/ recreating knowledge and applying all this in the day-to-day life. While learning is individual process, it is situated in context. At the same time, the manifestation of learning depends on several contextual and individual factors. This course is designed to give introduction to theories and issues around cognition, learning and their intimate relationship with context.

Lecture Topics and Discussions:

The course will include learning theories such as Pavlov-Skinner, Bandura, Piaget, Vygotsky, Bruner and Cole. It will generate a critical look and discussions about how some of these theories have influenced the major teaching-learning practices. The course will intent to create an understanding of how learning process are subject and outcome of socio-historical context. The classroom interactions will focus on possibilities of a shift in such practices.

To observe the applicability of the theories in the real/reel life, cases studies and movie review will be part of the course.

Pre-requisites for registration/auditing:

Readiness to learn from observation and sensitivity towards human conditions

Expected Student Workload:

Students will have 1.5 hours lecture/contact hours each week (for about 9-10 weeks), along with 3 hours for reading, exploring, thinking reflecting and writing.

Course Duration:

August-November 2018

Basis for Grades

Out of the 1.0 credits following would be division of credits

- 25% for classroom participation in terms of attendance, critical engagement with the readings, getting additional information and insights about the topic under discussion,
- 25% for assignment 1 /end term exam
- 50% for assignment 2

(The format of assignment may be modified depending upon students' requirement)

Tentative Reading List

Rogoff, B (2003) *The Cultural Nature of Human Development*. Oxford University Press

Cole, M; Engestrom, Y. and Vasquez, O (1997) *Mind Culture and Activity*. Cambridge University Press

Bandura, A. (1997) *Self Efficacy: The exercise of Control*. New York: Freeman

Bruner, J S (1996) *Culture of Education*. Cambridge, MA: Harvard University Press

Olson, David. (2003) *Psychological Theory and Educational Reform*. Cambridge University Press

Moore, A (2002) *Teaching and Learning: Pedagogy, Curriculum and Culture*. London: Routledge

Saraswathi, T.S. (ed) (1999) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi

Sikdar, S. 2012. Who is a child? *The Hindu*. June 15, 2012 08:36 IST (web access: <http://www.thehindu.com/news/national/article3528624.ece>)

Siegler, R. & Alibali, M.W. (2005). *Children's thinking*. (4th ed.). Prentice Hall

Wertsch, J.V; Rio P D., Alvarez,A (1995) *Sociocultural Studies of Mind*. Cambridge University Press, New York