

NIAS COURSE OFFERINGS, 2014- MONSOON SEMESTER

1. School of Humanities

(1) Course title: Relevance of Psychology

Subject/ discipline: Psychology

Level of course: undergraduate/PG

Number of credits: 1

Type: (lecture, seminar, guided reading, etc):lecture followed by discussion

Name of instructor(s):Prof Malavika Kapur(not a doctoral guide)

Brief description:

Psychology is a subject that has around it several common misconceptions. It is an art as well as science. Psychology is both natural and social science involving how organisms, primarily people think, learn, perceive, feel, interact with others and understand themselves. Observing the behaviour as well as understanding of the subjective experience are considered equally essential. The processes that come within the ambit of psychology are: learning, memory, thinking, intelligence, language, emotion, motivation, personality, inter personal and social relations. The areas studied may be academic or applied, Their scope and the several branches of psychology will be discussed during the lecture. The paradigm of holistic approach adopted by Indian psychology too will be dealt briefly. The discussion will focus on individual interests of the scholars and how psychology may be relevant to their areas of interest.

Prerequisites, if any: one and a half hours

(2) Course title: Behavior, Cognition and Consciousness: An Introduction

Subject/ discipline: NIAS Consciousness Studies Programme

Level of course: Intermediate

Number of credits: 3

Name of instructor(s): Sangeetha Menon, Anindya Sinha, V Binoy, Janaki Balakrishnan and BV Sreekantan. There will also be few guest speakers.

Type: (lecture, seminar, guided reading, etc): Lectures will be offered by NIAS Faculty and Guest Lecturers under the four Modules of the Course. Enrolled students will have an opportunity to work closely with subject experts on small projects that involves writing or empirical work. Some of the classes during the Course will be devoted to video presentations and discussions, general discussion and consultation with Faculty. Students are expected to participate in activities such as group discussions, group projects, and short presentations, as relevant to each of the four Modules of the Course.

Brief description: The Course content and syllabus cater to an introductory to intermediate level, with interdisciplinary approach involving biology, philosophy, psychology, physics and basic mathematics. There will be four modules to the Course and the lectures will be offered to cover these modules. The Four Modules are:

1. **Physics and Consciousness:** Under this Module, students will be introduced to the functional and physical definitions of consciousness, about who are interested in consciousness studies, and the relation between brain, neurons and consciousness. There will also be discussions on where does physics comes in, and the conceptual revolution of the 20th century and its bearing on Consciousness Studies.
2. **Neuron Dynamics:** This part of the course would consist of a series of lectures at an introductory level, on mathematical models of neuronal activity and their physical basis.
3. **Essentials of Comparative Cognition:** Understanding the biological basis and evolution of cognitive abilities of both human beings and other species is a major challenge for modern psychology and biology. The proposed module will briefly introduce the basics concepts of cognitive psychology and comparative psychology, using primary scientific evidences of similarities and differences in the cognitive abilities of human and animals, within an evolutionary framework. The module will also introduce popular methodologies used to explore and explain basic and complex processes in human and animal cognition.
4. **Self and Emotions:** Self is one of the fundamental riddles in Consciousness Studies. This module of the Course will introduce the students to the major ideas in consciousness studies: on the qualitative nature of consciousness, particularly concerning, concepts of body, emotion, freedom, wellbeing and the sense of self with the help of inputs and debates from neurophilosophy, neuropsychiatry, neurobiology and Indian philosophy. This segment will also acquaint students to the emerging field of 'philosophy of psychology'.

Prerequisites, if any: A strong interest in Consciousness Studies.

Probable starting date and schedule/ timings: This Course will start from the fourth week of August. Detailed Timetable will be given upon the start of the classes.

(3) Course Title: Core course in Humanities

Subject/Discipline: Material Culture, Art and Archaeology

Level of Course: 200 – intermediate

Number of Credits: 2 credits

Type of paper: Lectures, guided reading, fieldwork

Name of Instructor (s): Prof. Sharada Srinivasan

Prerequisites, if any: Compulsory for 1st year students in the school of Humanities

Brief description: An overview and introduction to the place of material culture studies within the disciplines of art history and archaeology and the links between visual and material culture, the relevance of studies of ethnoarchaeology and crafts history. An introduction is given to archaeological science and aspects of heritage conservation.

Starting date: Aug 18th, 2 hours per week

(4) Course title: Effective Communication and Interpersonal Intelligence

Subject/ discipline: Psychology

Level of course: Intermediate

Number of credits: 2

Name of instructor(s): Sangeetha Menon

Type: The format of the Course will be largely of a Workshop mode, with theoretical and practical sessions. There will be lectures, videos, interactive exercises, group discussions, presentations, peer critique and reflective assignments. The goal of this Course is to equip the students not only with tools for effective (academic) communication but also reinforce the importance of capabilities such as empathy, clarity in thinking and articulating, effective listening, etc. in interpersonal interactions.

Brief description: This Course will orient students to the theoretical foundations of “Interpersonal intelligence” (Howard Gardner) and other concepts underlying effective communication. Three central psychological processes that are involved in communication are (i) receiving, (ii) sharing and (iii) giving. We tend to use these processes in varying degrees. An optimal and inclusive use of the three processes determines the quality of communication, whether it is verbal, non-verbal or both. In methods where we use verbal plus non-verbal tools, the visual (presenter as well as slides) that we project gets added significance. The visual will relate to the structure, content arrangement, attention to detail, flow of information and overall coherence. There is a visual component to (writing as well) speaking which conveys how we use (i) brevity, and (ii) clarity in order to present our ideas. This Course will teach what (effective) communication is and how to engage with it. Our interactive exercises would discuss concepts that underlie, and techniques for: i. effective idea formation; ii. effective concept building; iii. effective listening; iv. effective speaking; v. effective presentation; and vi. mental maps. This would help us to recognise and correct the challenges we face for effective communication in (writing and) speaking. We will also examine the psychological and interpersonal principles behind the making of an effective (academic) presentation.

Prerequisites, if any: Desire to effectively communicate to your reader or audience.

Probable starting date and schedule/ timings: This Course will start from the first week of September. There will be one class per week with duration of about 2 hours. Contact: <prajnanata@gmail.com>

(2)School of Natural & Engineering Sciences

(1) Course title: Energy Systems: Technology and Policy

Subject/ discipline: Energy and Environment

Level of course: Graduate

Number of credits: 3 credit hours

Type: (lecture, seminar, guided reading, etc): Lectures and Discussion

Name of instructor: T.S. Gopi Rethinaraj

Brief description:

This course will provide a basic understanding of the technology and policy aspects of various energy systems (fossil, renewable and nuclear) relevant for energy policy analysis and environmental regulation besides assessing the role of various energy options to mitigate global warming and climate change.

This course will review various energy resources and industrial energy systems fuelling modern economic growth, and the growth potential and environmental constraints for their increased utilization. Description of various power generation systems and supply infrastructure will be provided for a broad interdisciplinary audience. The overall objective is to provide a broader understanding of various energy options available for the future and their individual limitations. This course is suited for anyone interested in energy and environment issues, and will be of special interest to those planning to work in energy policy and environmental regulation.

Some of the issues and questions addressed in the course include: How long will fossil energy resources be able to meet regional and global demand? Will energy resource depletion drive fuel substitution that increases efficiency and lessen the environmental liabilities of current energy systems? What will be the role of renewable energy technologies and nuclear power in the evolving mix of primary energy sources? What is the science behind politics and politics behind science underlying the national and international discourse on climate change? Finally, what are the challenges facing India and its policy planners to meet the twin goals of energy security and environmental sustainability?

Prerequisites, if any: None

Probable starting date and schedule/ timings: Mondays, 10 AM to 1 PM. Starting from August 18, 2014.

(2) Course title: Introduction to Dynamical Systems Theory

Subject/ discipline: Applied Mathematics, physics

Level of course: middle -level

Number of credits: 3

Type: (lecture, seminar, guided reading, etc): lecture, seminar, assignments

Name of instructor(s): Dr. Janaki Balakrishnan

Brief description:

The course introduces basic mathematical techniques to understand qualitatively the long-term behaviour of systems evolving in time. Most of the phenomena occurring in nature, and around us, are nonlinear in nature and often these exhibit interesting behaviour which could be unpredictable and counterintuitive. Tools and techniques of dynamical systems theory help in understanding the behaviour of systems and in gaining control over their behaviour, to a certain extent. Dynamical systems theory has wide applications in the study of complex systems, including physical & biological systems, engineering, aerodynamics, economics, etc.

Course content: linear stability analysis, attractors, limit cycles, relaxation oscillations, elements of bifurcation theory: saddle-node, transcritical, pitchfork, Hopf bifurcations, integrability, Hamiltonian systems, dissipative systems, chaos, strange attractors, fractals. Both flows (continuous time systems) & discrete time systems (simple maps) will be discussed. Assignments will include numerical simulations.

Prerequisites, if any: familiarity with linear algebra – matrices
Desirable: ability to write codes for solving simple problems.

(3) School of Social Sciences

(1) Course title: Anthropology of circulation and value

Subject/ discipline: Social anthropology

Level of course: 300 - advanced

Number of credits: 3

Type (lecture, seminar, guided reading, etc): Seminar

Name of instructor(s): Prof. Carol Upadhya

Brief description:

The seminar will explore theories of value through the lens of circulation. It will begin by revisiting classical theories of value (Marx, Polanyi, Simmel) as well as the early anthropological literature on reciprocity and exchange (Malinowski, Mauss, Levi-Strauss), and will then engage with recent work on value and circulation, drawn mainly from anthropology but also economic geography, philosophy, and sociology. Overarching questions about the creation, circulation and transformation of value will be explored through recent ethnographic writings on diverse themes, including gift and commodity exchange; money; credit and debt; finance and speculative capital; property, personhood and the body; brands, intellectual property and authenticity; kinship, relationality and mutuality; immaterial and affective labour; and mobility.

Prerequisites:

This is an advanced seminar course that presupposes a good acquaintance with sociology/social anthropology and/or other relevant disciplines. In order to benefit from this seminar, students should have completed several post-graduate courses at basic and advanced levels. There will be substantial reading and writing, and intense engagement in class discussions is expected.

Schedule/ timings: One class per week of 3 hours

(2)Course title: Gifted Education

Subject/ discipline: Education

Level of course: 1 Level

Number of credits: 3

Type: (lecture, seminar, guided reading, etc): Guided Reading

Name of instructor(s): Dr. Anitha Kurup

Brief description:

Gifted Education: Introductory Course

The purpose of this introductory course is to provide a broad overview of gifted education, including its historical roots, basic terminology, theories and models, as well as general characteristics and needs of gifted learners. It is specifically designed to give an introduction to the current debates in the area of gifted education and critically review the gifted education programs among select countries from the east and the west. The focus will be to review and critically examine the efforts in the area of gifted education in the Indian sub- continent. Course participants will build a foundation for understanding the field of gifted education and the varied needs of gifted learners that will expand through subsequent courses of study.

Prerequisites, if any: Nil

Probable starting date and schedule/ timings: The Classes will begin on 18 August 2014 and will be scheduled for three hours once a week.

(3) Course Title: Perspectives in Education Research

Subject/ discipline: Education

Number of credits: 2

Type: (lecture, seminar, guided reading, etc): Guided Reading

Name of instructor(s): Shivali Tukdeo

Brief description (150 words):

This course is primarily designed for students entering the education programme at NIAS, but other students are welcome to participate as well. The course seeks to introduce students to seminal texts and key debates in education. It will include a field component, discussion of student work, guest lectures and development of collaborative research project. This semester, we will focus on the philosophical, historical, social and psychological perspectives in education.

Schedule:

1. Introduction: What does it mean to do research in education?
 - What is philosophy of education?
 - 'Good' and 'bad' in education
 - The idea of school and university: Education and the ideal State
2. Philosophy of Education (II)
 - Purpose and Goals (Reading: Immanuel Kant: *Thoughts on Education*)
 - Teaching, Learning, Dialogue (Reading: John Dewey: *Democracy and Education*)
3. Historical Perspectives (I)
 - Ancient Indian, Egyptian and Greek systems of education
 - History of reading and writing
 - Institutional formation
 - Development of secular institutions of learning
 - History of teaching, testing, certification
4. Historical Perspectives (II)
 - Reading education through Indian national movement
 - Education and nationalism
 - Education and the modern state
5. Social Perspectives (I)
 - Equality, Rights, Inclusion, Alienation, Domination
 - Caste, class, gender
 - Questions of language/identity
 - Politics of public education in India

6. Social Perspectives (II)

Curriculum, pedagogy, instruction
Education and Citizenship
Post-independence trends

7. Psychological Perspectives (I)

Biological/social/environmental
Acquisition, learning, development stages
Cognition
Learning theories

8. Psychological Perspectives (II)

Experience, intelligence, skills, performance, measurement
Learning to learn, teach, evaluate, administer
Obedience, dominance; education and 'the normal'

9. Policy Research in Education

Structures and systems; policy-actors, processes
Policy history of education in India
Principles of policy analysis

(3) CORE COURSE IN SOCIAL SCIENCES

Instructors: Faculties of School of Social Sciences, NIAS

Credits: 2

Timings: Wednesday 2.00 – 4.00 PM

Coordinators: Prof. Anitah Kurup & Dr. Anshuman Behera

Course Description: Core course in Social Sciences is a compulsory foundational course for all new students entering NIAS in the School of Social Sciences but open to other students as well. The course will introduce students to various disciplines of Social Sciences and help them understand diverse theoretical and methodological approaches through a cross-disciplinary focus on selected themes of current debate and research.

The course for 2014-15 is structured around three themes – (1) Logic in Social Sciences (2) Indian State (3) Exclusion.

Within each module lectures and readings will acquaint students with key concepts, debates, theoretical frameworks and substantive work carried out on the selected themes in various social science disciplines, including logic, economics, sociology/social anthropology, political science, education and gender studies. Through active participation in class discussions and writing a substantive response paper, students will develop the skill to compare and integrate these diverse disciplinary approaches to the formulation and analysis of research questions.

Requirements:

- (1) Students are expected to attend all the classes and actively participate in class room discussions.**
- (2) A literature review of the student's research interest drawing across the several themes discussed in the course and a presentation.
- (3) A book review

Evaluation:

Evaluation will be based on the response essay (20%), literature review (30%), book review (20%), attendance and participation in classes (30%).

Sl. No	Date/Time (2.00 – 4.00 PM)	Topic/Theme	Instructor
1	Wed, Aug 20	1. Sociology/Social Anthropology 2. Economics	1. Prof. Carol Upadhaya Dr. Chidambaran Iyer
2	Aug 27	1. Education (2-3 PM) 2. Political Science (3-4 PM)	1. Prof Anitha Kurup 2. Dr. AnshumanBehera
Theme 1: Logic in Social Sciences			
3	Sept 3	Logic in Social Sciences	Prof. Narendar Pani
4	Sept 10	Logic in Social Sciences	Prof. Narendar Pani
5	Sept 17	Logic in Social Sciences	Prof. Narendar Pani
Theme 2: Indian State			
6	Sept. 24	Education	Dr. Shivali Tukdeo
7	Oct. 1	Sociology/ Social Anthropology	Prof. Carol Upadhaya
8	Oct. 8	Economics	Dr. Chidambaran Iyer
9	Oct 15	Gender	Prof. Anitha Kurup
10	Oct. 22	Govt. and Politics in India	Dr. Anshuman Behera
Theme 3: Exclusion			
11	Oct. 29	Gender	Dr. Shivali Tukdeo
12	Nov. 5	Social Exclusion	Prof. Carol Upadhaya
13	Nov. 12	Economics	Dr. Chidambaran Iyer
14	Nov. 19	Education	Prof. Anitha Kurup
15	Nov. 26	Conflict & Political Exclusion	Dr. Anshuman Behera