Read Free Dalit Studies In Higher Education Vision And Challenges

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Education and Caste in India Bridging the Social GapGender and Education in IndiaReflections on 21st Century Human Habitats in IndiaReconsidering English Studies in Indian Higher EducationDalit Women's Education in Modern IndiaInsights and InterventionsFutureS for English StudiesDalit Studies in Higher EducationCapitalism on TrialVoices On South Asia: Interdisciplinary Perspectives On Women's Status, Challenges And FuturesDiscrimination in Higher Education in IndiaPsychological Perspectives on Diversity and Social DevelopmentCourse Syllabi in Faculties of Educational Writing Research and Social TransformationResearch and Gender in Contemporary Indian StudiesCase Studies on Women's and Gender Studies in IndiaExploring Diary Methods in Higher EducationResearching Sociology in IndiaSouth Asian TechnospacesDalits Empowerment in Tamil Nadu - A Historical PerspectiveGlobalization, Marginalization and ConflictPerspectives on 21st Century Human Habitats in India

Gender and Education in India Examining the complex linkages between gender and education in the Indian context forms part of a wider matrix of inquiry related to understanding gender and its intersections with class, caste, religion and region. The sixteen essays in this Reader by eminent scholars offer critical feminist perspectives covering many issues related to these linkages, examining ideologies, structural contexts, knowledge, pedagogy and experiences through a socio-historical lens. They point to the range of sources and methods that can be used to uncover the linkages between gender and education such as quantitative data, literature, autobiographies, oral histories and ethnography. Please note: Taylor & Francis does not sell or distribute the Hardback in India, Pakistan, Nepal, Bhutan, Bangladesh and Sri Lanka.

Reflections on 21st Century Human Habitats in India This collection of original work demonstrates the new ways in which particular research methodologies are used, valued and critiqued in the field of race and ethnic studies. Contributing authors discuss the ways in which their personal and professional histories and experiences lead them to select and use particular methodologies over the course of their careers. They then provide the intellectual histories, strengths and weaknesses of these methods as applied to issues of race and ethnicity and discuss the ethical, practical, and epistemological issues that have influenced and challenged their methodological principles and applications. Through these rigorous self-examinations, this text presents a dynamic example of how scholars engage both research methodologies and issues of social justice and ethics. This volume is a successor to Stanfield's landmark Race and Ethnicity in Research Methods.

Reconsidering English Studies in Indian Higher Education This book examines the status of English Studies in India, aspirations pinned on the subject by students, teachers, policy-makers and society in general, and how these are addressed at the higher education level. It presents analytical background discussions of the history and policy environment, and offers opened-end, multi-faceted and multi-valued accounts of particular aspects of contemporary Indian English Studies, including curriculum, pedagogy, research, employment, relation to Indian vernaculars and translation studies. Reconsidering English Studies in Indian Higher Education is an invaluable source for anyone interested in: The relevant histories and higher education policies Professional concerns, including employment, management, teaching and scholarly practices, and negotiations in terms of socio-cultural life Student attitudes, experiences and aspirations Management ethos and academic work in a comparative perspective, informed by the situation and debates in the United Kingdom and United States of America The context of English Studies and globalization The book will be of primary interest to academic readers such as students, teachers and researchers in English Studies in India, Britain and wherever the discipline is pursued at higher education level Suman Gupta is Professor and Chair in Literature and Cultural History at The Open University. Richard Allen is Professor Emeritus at the Department of English at The Open University. Subarna Chattarji is an Associate Professor at the Department of English, University of Delhi. Supriya Chaudhuri is Professor Emeritus at the Department of English, Jadavpur University, Kolkata.

Dalit Women's Education in Modern India Bridging the Social Gap: Perspectives on Dalit Empowerment addresses four interrelated issues. It conceptualises exclusion-based deprivation of excluded and indigenous groups in Indian society and elaborates the concept and meaning of social exclusion in general, and of caste-, untouchability- and ethnicity-based exclusion in particular. It then presents the status of disadvantaged groups of Dalit and Adivasis and captures inter-group inequalities in the attainment of human development. It then goes on to analyse factors associated with high deprivation of these disadvantaged groups in terms of low access to resources, employment, education and social needs. Finally, it highlights the role of caste discrimination in economic, civil and political spheres in the persistence of group inequalities. All these issues have been explained using simple language; relevant and recent data; case studies; news highlights related to civil, social, economic and political rights violation for easy and better understanding of readers.

Insights and Interventions This book investigates the contemporary social, political and economic issues faced by women in South Asia. It focuses on the policies and practices that have challenged or perpetuated gender inequalities, and the evolving role of women in South Asian societies. With contributions from practitioners, policy makers, academics and civil society activists from across South Asia, this volume provides a broad and diverse range of viewpoints on South Asia's women's labour force participation, political participation, education, and health, as well as country-specific insights. The volume is conceived as a stage for debate where specific insights act as a window into wider issues, practices and policies. Each essay is followed by policy-relevant recommendations and suggestions for avenues to improve current practice. This book will be relevant for undergraduate students and lecturers of South Asia studies, development, and policy studies, as well as industry practitioners.

Futures for English Studies This book illuminates the experiences of a set of students and faculty who are members of the Dalit caste – commonly known as the 'untouchables' – and are relatively 'successful' in that they are academics at a prestigious university. The book provides a background to the study, exploring the role of caste and its enduring influence on social relations in all aspects of life. The book also contains a critical account of the current experiences of Dalit students and faculty in one elite university setting – the University of Shah Jahan (pseudonym). Drawing on a set of in-depth semi-
structured interviews, the empirical study that is at the centre of this book explores the perceptions of staff and students in relation to the Quota policy and their experiences of living, working and studying in this elite setting. The data chapters are organised in such a way as to first explore the faculty views. The empirical study that focuses on the role of the caste is still an everyday part of how the students experience higher education. Also, a focus on female Dalit experiences attempts to capture the intersecting aspects of gender discrimination in their university life. Faces Of Discrimination in Higher Education in India explores critical exploration of the Quota System policy and related social justice issues; faculty voices: Quota, caste and discrimination: students’ perceptions and experiences of the Quota policy; being a ‘female Dalit’ student; positioning caste relations and the Quota policy: a critical analysis. This study will be of interest to educational sociologists examining policies in education and analysts of multicultural and South Asian studies. It will also steer pertinent discussions on equality and human rights issues.

Dalit Studies in Higher Education At the turn of the millennium, the unanimous adoption of the Millennium Development Goals (MDGs) by the United Nations General Assembly marked a new chapter in international development. However, voices from the Global South were noticeably absent in shaping the agenda. The voices of the Global South would have been irreplaceable and lost much of the inherent wisdom that they could have imparted to the MDGs. The book explores the challenges and potential of a new development framework by focusing on issues such as sustainability and growth, inclusion and social policies, governance and capacities, and provides new insights into the state of the global development agenda. Fifteen years of MDGs show that the narrative of a ‘new development paradigm’ has been obscured by the interest of policymakers and researchers in the Global North in ‘growth’ and ‘sustainability’ as opposed to the political mobilisation strategy employed by the BSP in Uttar Pradesh. The present study puts to test the limits of the model of state-economic empowerment. This new Dalit Agenda constitutes an alternative strategy at gaining Dalit/tribal support through state-sponsored economic upliftment as opposed to the political mobilisation strategy employed by the BSP in Uttar Pradesh. In January 2002 adopted a new model of development that attempted to mobilise Dalits and tribals and raise their standard of living by providing them economic empowerment. This new Dalit Agenda constitutes an alternative strategy at gaining Dalit/tribal support through state-sponsored economic upliftment as opposed to the political mobilisation strategy employed by the BSP in Uttar Pradesh. The present study puts to test the limits of the model of state-economic empowerment. The working of the state is thus analysed in the context of the society in which it is embedded and the former’s ability to insulate itself from powerful vested interests. In interrogating this state-led redistributive paradigm, the study has generated empirical data based on extensive fieldwork and brought to the fore both the potentials and the limitations of using the model of ‘development from above’ in a democracy. It suggests that the absence of an upsurge from below limits the ability of an enlightened political elite to introduce substantive change from above to address the weaker sections of society. The study will also steer pertinent discussions on equality and human rights issues.

Capitilism on Trial Voices On South Africa: Interdisciplinary Perspectives On Women’s Status, Challenges and Futures This book highlights various dimensions of human habitats in 21st Century India. The human habitats in the country are marked by perceptible inequality in social and economic spheres. This is occurring in tandem with rapid socio-economic transformation across both rural and urban landscapes. There is a plurality of transformative characteristics in terms of social and economic classes, gender and space. Inequality in access to natural resources such as land and water is still a big factor in socio-economic differentiation in rural habitats. This book reflects a variety of basic human necessities such as healthcare, education, potable water and sanitation. Human habitats experiencing socio-spatial separation and exclusion based on caste, community and gender are detrimental in formation of a civil society and its sustainability in long term. The ideal situation for this would be formation of an inclusive society that celebrates age old socio-cultural diversities, reduces inequalities and reveres composite culture.

Facies Of Discrimination in Higher Education In India Course Syllabi in Faculties of Education problematizes one of the least researched phenomena in teacher education, the design of course syllabi, using critical and decolonial approaches. This book looks at the challenges that scholars, policy makers, and educators from a diverse range of countries including Australia, Canada, India, Iran, Palestine, Qatar, Saudi Arabia, the USA, and Zambia face as they design course syllabi in higher education settings. The chapter authors argue that course syllabi are political constructions, representing large amounts of strategies over visions of teacher education and visions of society. Such as, they are deeply immersed in what Walter Mignolo calls the “geopolitics of knowledge”. The authors also show how syllabi have become akin to contractual documents that define relations between instructors and students. Based on these empirical studies that are compared and contrasted, the chapters offer a clearer picture of how course syllabi function within distinct socio-political, economic, and historical contexts of practice and teacher education.

Psychological Perspectives on Diversity and Social Development in India, two critical aspects of public policy — social justice and higher education — have witnessed unprecedented expansion in recent years. While several programmes have been designed by the State to equalise access to higher education and implement formal inclusion, discrimination based on caste, tribe, gender, and rural location continues to exist. Focusing on the concrete experiences of these programme, this book explores the difficulties and dilemmas that follow formal inclusion, and seeks to redress the disproportionate emphasis on principles rather than practice in the quest for equal access to higher education in India. Offering new perspectives on the debates on social mobility and merit, this volume examines a broad spectrum of educational courses, ranging from engineering, medicine and sciences to social work, humanities and the social sciences that cover all levels of higher education from undergraduate degrees to post-doctoral research. It points to various sources of social exclusion by studying a cross-section of national, elite, subaltern, and sub-regional institutions across the states of Rajasthan, Gujarat, Jharkhand, Uttar Pradesh, Punjab, Kerala, and Tamil Nadu. Closely involved with the implementation and evaluation of affirmative action programmes, the contributors to this volume highlight the problematic nature of these programmes and the dangers of combating discrimination. Underlying this project is the need to look at affirmative action and social inclusion to enable substantive change, this important volume will be essential reading for scholars and teachers of sociology, education, social work, economics, public administration, and political science, besides being of great interest to policymakers and organisations concerned with education and discrimination.

Course Syllabi in Faculties of Education Dolit assertion has been a central feature of the states in the Hindi heartland since the mid-1980s, leading to the rise of political consciousness and identity-based lower-caste parties. The present study focuses on the different political response of the Congress party to identity assertion in Madhya Pradesh under the leadership of Digvijay Singh. In Uttar Pradesh and Bihar, in response to the strong wave of Dalit assertion that swept the region, parties such as the Bahujan Samaj Party (BSP) and the Rashtriya Janata Dal (RJD) used strategies of political mobilisation to consolidate Dalit backward votes and capture state power. In Madhya Pradesh, in contrast, the Congress party and Digvijay Singh at the historic Bhopal Conference held in January 2002 adopted a new model of development that attempted to mobilise Dalits and tribals and raise their standard of living by providing them economic empowerment. This new Dalit Agenda constitutes an alternative strategy at gaining Dalit/tribal support through state-sponsored economic upliftment as opposed to the political mobilisation strategy employed by the BSP in Uttar Pradesh. The present study puts to test the limits of the model of state-economic empowerment. The working of the state is thus analysed in the context of the society in which it is embedded and the former’s ability to insulate itself from powerful vested interests. In interrogating this state-led redistributive paradigm, the study has generated empirical data based on extensive fieldwork and brought to the fore both the potentials and the limitations of using the model of ‘development from above’ in a democracy. It suggests that the absence of an upsurge from below limits the ability of an enlightened political elite to introduce substantive change from above to address the weaker sections of society.
Dalit Studies This book looks at marginality from a less conventional perspective by analyzing complex social, cultural, political and economic relations between the aspects of globalization and various forms of marginalization. It focuses specifically on the conflict potential that results from the globalization-driven inequality and marginalization of many segments of societies. This view is further illustrated in sections on border regions, identity issues, minorities and poverty. The book gives a comprehensive but in-depth analysis of the various aspects of the relations between globalization, marginalization and conflict issues, based on a number of case studies and regions worldwide. It shows how the same issues of globalization and marginalization manifest themselves in different ways under different circumstance, obviously requiring different solutions. Based on original research, this book provides new insights on the globalization-marginalization relations and a good resource to academics, scientists and students in various fields of social, political science and humanities.

Caste and Gender in Contemporary India Futures for English Studies brings together chapters by leading writers across the curriculum area of English to investigate how the component parts of English (literature, language, and creative writing) are located institutionally in higher education and to explore the interdisciplinary prospects of a subject which spans the humanities and social sciences. Through explorations of changing foci in a variety of contexts, the book examines the value and purpose of teaching and researching English language, literature and creative writing in the twenty-first century, both within Anglophone countries and the wider world. The contributors, all practicing educators and researchers in the field, bring a wide range of perspectives to the theme of the development of the discipline, and illustrate that the strengths of English Studies as an academic subject lie not only in its traditional breadth and depth, but also in its readiness to adapt, experiment, and engage with other subjects.

Women’s and Gender Studies in India This book explores the intersectional aspects of caste and gender in India that contribute to the multiple marginalities and oppressions of lower castes, with particular reference to Dalits, Muslims and women. It moves beyond the conventional accounts of experiences of women in unequal social and political relationships to examine how caste as a system and ideology shapes hegemonic masculinity and feminization of work, and thus contributes to the violence against women. The volume looks at their everyday lived realities within and across diverse social and political contexts — families, education systems, labour, communities, political parties, power, social organisations, the politics of representation and the writing of the subaltern women. With a range of empirical work, it brings forth the complexities of identity politics and further analyses its limits in regional and historical frameworks. This book will be of interest to students, scholars and specialists in caste and gender studies, exclusion and discrimination studies, sociology and social anthropology, history and political science. It will also be useful to Dalit writers and people working in the development sector in India.

Doing Sociology in India This book is a collection of essays covering a range of issues related to socioeconomic inequalities and diversities. The authors, leading social scientists of diverse nationalities, represent varied perspectives. The book has essays on multiculturalism, social inclusion and exclusion of minorities and other marginalized groups such as low castes, linguistic minorities, Adivasi (tribals), persons with disability and unemployed youth. The book focuses on some innovative concepts considered necessary to understand the very process and evolution of aspects of social development such as pro-sociality, authentic responsible self and leadership ideology. The book deals with the challenges for achieving social development and societal harmony. The book will be a very useful resource for social science scholars and particularly for social and cultural psychologists, development professionals and administrators interested in the issues related to social development, social diversity and inter-group relations. The book will also be useful for policy formulation and action.

South Asian Technologies This book explores the critical linkages between education and empowerment of marginalized and other disadvantaged sections of society. It: Provides an overview of educational policies and practices from India’s independence to the present day, and tracks relevant changes and amendments. Examines a range of issues connected with education such as the Right to Education Act; empowerment and community mobilization; higher education challenges and other emerging topics. Brings together both theoretical postulates and empirical findings.

Dalits Empowerment in Tamil Nadu - A Historical Perspectives This book provides perspectives on how South Asians - often, more specifically, Indian - diasporas inhabit techno-mediated environments through their economic and socio-cultural activities. The themes examined include religion, caste, language, and gender in online communities and call centers, and the roles of these factors in the global economy, Bollywood online and offline, digital music, websites for arranging marriages, and so on. The book attempts to map «South Asia» in relation to global technologies produced through and as a consequence of economic globalization efforts.

Globalization, Marginalization and Conflict This book frames the major debates and contemporary issues in women’s and gender studies in India. It locates them in the context of key theories, their interlinkages, and significant crossovers and overlaps within the field while juxtaposing feminist and queer perspectives. The essays in the volume foreground emerging challenges as well as offer clues to future trajectories for women’s and gender studies in the country through a comprehensive and interdisciplinary survey of intersectionalities in feminist activism and theory; gender, caste and class; feminism, masculinity, queer and transgender studies; disability and feminism; feminist and queer pedagogies; and Indian, Western and transnational feminisms. The volume traces how gender studies have shaped established social science as well as interpretative and representational discourses (psychoanalysis, literature, architecture, cinema, street arts) and folklore. It examines the resilience of patriarchy in everyday lives and its impact on the formation of gender identities, not only in patriarchal contexts but also in contexts of change and transition. The book will be useful to students, teachers and researchers in women’s studies, gender studies, cultural studies, queer studies and South Asian studies.

Southern Perspectives on the Post-2015 International Development Agenda This is an important volume on the history of sociology in India locates scholars, scholarship, theories, perspectives, and practices of the discipline in different cities and regions of the country over a century. It argues that this history is enmeshed in political projects of constructing a ‘society’, which took place as a result of colonialism and dominant nationalism. The book affirms the existence of both strong and weak traditions of scholarship in India and underscores three processes that have shaped this development at various points of time. Reflexive interrogation of received scholarship; probing ideal types of theories within classrooms; and questioning existing debates on society and its language by the public.

Education For Dalits Bridging a gap between higher education research and women’s and gender studies, this volume explores the conceptual underpinnings and methodological implications involved in researching different concepts commonly associated with gender, including queer, trans*, women, men, feminisms, intersectionality, alongside discussions about the term gender itself. Drawing on a range of empirical experiences and methodological frameworks, chapter authors consider the ethical, political, theoretical, and practical questions that arise when conducting gender-related research in college and university contexts. This book is a foundation for understanding the complexities of gender, as well as a site for envisioning new futures for educators and researchers in this emerging global discipline.

Dalit Empowerment This book examines the state of art in disability studies, focusing on the Indian context, as well as the broader South Asian situation. It presents interdisciplinary perspectives on the basic idea, evolution, practices and challenges of researching and teaching disability studies at various higher education institutions and in other civil society spaces. The chapters address a range of related themes, including activism, development policies, research, pedagogy, spatial and social access, and caste and gender representations and rights-based discourses. Given the scope of its coverage, the book is of interest to scholars and students in areas of humanities, education, law, sociology and social work, political science development and disability studies.

Hostail Schemes for Dalit Students Uma Chakravarti, feminist historian, teacher, and democratic rights' activist, has inspired generations of teachers, students and friends. This volume, including contributions from a handful of those who share her concerns, is a tribute to her energy, commitment and perseverance in pursuing her ideas and dreams. Is it possible to extend interventions from the classroom to the community? How do we strive towards a more integrated vision and praxis without falling into the trap of uniformity? Delving into texts ranging from the Rigveda to contemporary Dalit literature, and using diverse analytical strategies to understand present-day situations and experiences, the contributors offer insights, share concerns, and uncertainties through their evolved narratives. The themes add issues of caste, nation, gendered identities, communalization, sexualities, socio-political relationships in all their complexities and the modes of transmission of ancient texts. The contributors include scholars/teachers who, like Uma, attempt to bridge the worlds of academics and activism, as well as young researchers who share her enthusiasm for ancient Indian history.

Developmental State and the Dalit Question in M athya Pradesh: Congress Response Through its investigation of the underlying political economy of gender, caste and class in India, this book shows how changing historical geographies of caste are central to shaping SC consciousness and aspirations; · Works with exhaustive state-level studies with a view to assessing commonalities and differences in the sector in India for Scheduled Castes (SCs). The volume: · Foregrounds the historical struggles of the SCs to understand why the quest for education is so · Examines the social perceptions and experiences of SC students as they live now. A major study, the volume will be of great interest to different scenarios; · Seeks to analyse the differential in existing economic conditions, and other structural constraints, in relation to access to quality educational facilities; · Examines the social perceptions and experiences of SC students as they live now.

Regional And The Dalit Question in M athya Pradesh: Congress Response Through its investigation of the underlying political economy of gender, caste and class in India, this book shows how changing historical geographies of caste are central to shaping SC consciousness and aspirations; · Works with exhaustive state-level studies with a view to assessing commonalities and differences in the sector in India for Scheduled Castes (SCs). The volume: · Foregrounds the historical struggles of the SCs to understand why the quest for education is so · Examines the social perceptions and experiences of SC students as they live now. A major study, the volume will be of great interest to different scenarios; · Seeks to analyse the differential in existing economic conditions, and other structural constraints, in relation to access to quality educational facilities; · Examines the social perceptions and experiences of SC students as they live now.
scholars and researchers of education, sociology and social anthropology, development studies and South Asian studies.

Dalit Women This volume presents a collection of essays honoring Professor Thomas E. Weisskopf, one of the most prominent contributors to the field of radical economics. Beginning his academic career at Harvard before moving to the University of Michigan at Ann Arbor, Professor Weisskopf has spent the past forty years exploring through highly innovative and rigorous research the questions of economic equality, social justice and environmental responsibility. The chapters in this book reflect the main subjects of Professor Weisskopf's work and seek to foster continued innovation in these research areas. The diverse contributions to this volume explore the impressive range of Professor Weisskopf's research themes. These include the economics of developing countries, US imperialism, Marxist crisis theory, contemporary economic history and institutional development, affirmative action policies, and the potential of socialism as an alternative to capitalism for developing non-exploitative societies. In addition to 26 chapters by leading economists, this book also includes a chapter by Professor Weisskopf himself, in which he reflects on his own career in economics as well as the state of the U.S. and global economies. The volume also includes a full bibliography listing Professor Weisskopf's publications. Students, professors and researchers working in any branch of economics will find much of interest in this set of wide-ranging studies building from the themes advanced by Thomas Weisskopf.

Scheduled Caste Women and Higher Education: A Sociological Study The contributors to this major intervention into Indian historiography trace the strategies through which Dalits have been marginalized as well as the ways Dalit intellectuals and leaders have shaped emancipatory politics in modern India. Moving beyond the anticolonialism/nationalism binary that dominates the study of India, the contributors assess the benefits of colonial modernity and place humiliation, dignity, and spatial exclusion at the center of Indian historiography. Several essays discuss the ways Dalits used the colonial courts and legislature to gain minority rights in the early twentieth century, while others highlight Dalit activism in social and religious spheres. The contributors also examine the struggle of contemporary middle-class Dalits to reconcile their caste and class, intercaste tensions among Sikhs, and the efforts by Dalit writers to challenge dominant constructions of secular and class-based citizenship while emphasizing the ongoing destructiveness of caste identity. In recovering the long history of Dalit struggles against caste violence, exclusion, and discrimination, Dalit Studies outlines a new agenda for the study of India, enabling a significant reconsideration of many of the Indian academy's core assumptions. Contributors: D. Shyam Babu, Laura Brueck, Sambaiah Gundimeda, Gopal Guru, Rajkumar Hans, Chinnaiah Jangam, Surinder Jodhka, P. Sanal Mohan, Ramnarayan Rawat, K. Satyanarayana

Disability Studies in India With reference to India.

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