

Learning And Embodiyng Caste Class And Gender Patterns Of Childhood In Rural Tamil Nadu Ritual

The volumes in this set, originally published between 1978 and 1992, draw together research by leading academics in the area of urban education, and provide a rigorous examination of related key issues. The volumes examine teaching, urban schools, community and race issues in education in the US, whilst also exploring the general principles and practices of education in various countries. This set will be of particular interest to students of sociology and urbanization respectively.

This edition of this handbook updates and expands its review of the research, theory, issues and methodology that constitute the field of educational communications and technology. Organized into seven sectors, it profiles and integrates the following elements of this rapidly changing field.

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Build Rapid Expertise

Asian Perspectives on Education for Sustainable Development

International perspectives on theory, policy and key challenges

A Text-book in the Principles of Education

New Approaches to Accreditation, Digitalization, and Globalization in the Age of Covid

Handbook of Research for Educational Communications and Technology

Educational Development and Technology

Spanning a thousand years of history—and bringing the story to the present through ethnographic fieldwork in Senegal, Gambia, and Mauritania—Rudolph Ware documents the profound significance of Qur'an schools for West African Muslim communities. Such schools peacefully brought Islam to much of the region, becoming striking symbols of Muslim identity. Ware shows how in Senegambia the schools became powerful channels for African resistance during the eras of the slave trade and colonization. While illuminating the past, Ware also makes signal contributions to understanding contemporary Islam by demonstrating how the schools' epistemology of embodiment gives expression to classical Islamic frameworks of learning and knowledge. Today, many Muslims and non-Muslims find West African methods of Qur'an schooling puzzling and controversial. In fascinating detail, Ware introduces these practices from the viewpoint of the practitioners, explicating their emphasis on educating the whole human being as if to remake it as a living replica of the Qur'an. From this perspective, the transference of knowledge in core texts and rituals is literally embodied in people, helping shape them—like the Prophet of Islam—into vital bearers of the word of God. This book constitutes a feminist literary analysis of motherhood as presented in selected Indian women's fictions across a diverse range of geographical, linguistic, class and caste contexts. Situated at the crossroads of motherhood studies and literary studies, this book offers a rigorous examination of the prosody and politics of motherhood in this corpus. In its five thematically focused chapters, the book scrutinises in depth such key concerns as maternal ambivalence; maternal agency and caste; mother-daughter relationships; motherhood and diaspora; and non-biological motherhood. It attempts to understand the literary ramifications of these issues in order to identify the ways in which fiction writers reconceive of the notion of motherhood and maternal identities from and against multiple perspectives. Another pressing concern is whether these Indian women writers' visions furnish readers with any different understandings of motherhood as compared to dominant Western feminist discourses. Maternal Fictions advances feminist literary criticism in the specific area of Indian women's writing and the overarching areas of motherhood and literature by acting as a launchpad into a complex constellation of ideas concerning motherhood. The fictional universe is at once ambivalent, diverse, contingent, grounded in a specific location, and yet well placed to converse with discourses emanating from other times and places.

A comprehensive guide to social work praxis, this book provides a clear conceptual understanding of fieldwork supervision in India. It elaborates on the dynamic components of fieldwork instruction – the methodologies and effective strategies, the supervisor-student-agency triad, challenges and the future. The volume underlines the importance of student mentoring and the imperative need to develop creative and competent strategies to make fieldwork education more responsive and effective. It also emphasises the need for the inclusion of social justice-oriented perspectives and approaches in fieldwork training in India.

Instructive and anecdotal, the chapters in this volume reflect on the challenges which students and supervisors face on a regular basis in different environments while dealing with critical circumstances. The focus of the book is to delineate strategies and approaches which promote skill building and the ability in students to understand sociocultural contexts of the field and engage with them effectively. This volume will be an essential resource for social work educators, field practitioners and students of social work, law, public policy, sociology and social entrepreneurship.

This state-of-the-art review of research covers children's understanding of the school, economics, politics, the law and legal processes, gender roles, social class and occupational groupings, racial groups, ethnic groups and national groups.

The Politics of Researching Multilingually

Or, An Attempt to Trace the Religious Belief, Sacred Rites, and Holy Emblems of Certain Nations, by an Interpretation of the Names Given to Children by Priestly Authority, Or Assumed by Prophets, Kings, and Hierarchs

Religions in Play

Children's Understanding of Society

Education

The Routledge Handbook of Anarchy and Anarchist Thought

Caste and Equality

Study conducted in Thanjāvūr District of Tamil Nadu, India.

Often dismissed as “not serious”, the notion of play has nevertheless been at the core of classical theories of religion and ritual (Huizinga, Caillois, Turner, Staal, etc.). What can be retained of those theories for the contemporary study of religions? Can a study of “play” or “game” bring new perspectives for the study of religions? The book deals with the history of games and their relation to religions, the links between divination and games, the relations between sport and ritual, the pedagogical functions of games in religious education, and the interaction between games, media and religions. Richly illustrated, the book contributes to the study of religions, to ritual, game and media studies, and addresses an academic as well as a general public. Philippe Bornef, Dr. Phil., born in 1977, is Lecturer in the Study of Religion at the Faculty of Lettres of the University of Lausanne, with focus on the history of interrelations between India and Europe. Maya Burger is Professor of Indian Studies and History of Religions at the Faculty of Arts of the University of Lausanne, Department of South Asian Languages and Civilizations.

Learning Strategies for Sustainable Organisations explores sustainability in the context of organisational practice and its implications for learning. Based on a systems thinking approach, it provides a thorough grounding in the principles of systems thinking and tools that can be used to help implement sustainability-focused learning strategies. Increasingly, organisations are recognising the importance of adapting their practices to become more sustainable. Drawing on the Agenda 2030 Sustainable Development Goals as a framework, new knowledge, skills and attitudes are required to help provide products and services that align with changing social and ecological environments and better serve the communities of which they are a part. This book is a practical guide showing how to facilitate sustainability learning and development within organisations, explaining how to identify gaps in current practice, take into account different contexts and perspectives about what sustainability means, and evaluate results following implementation. Learning resources include chapter summaries, illustrations, reflection points, mind maps and further reading. Written by an independent performance and learning consultant with extensive experience working with international organisations, this book provides a necessary toolkit for human resource development directors, training managers, chief sustainability officers and management consultants specialising in sustainable development.

This book takes a look at what entails effective education development, teaching problems, infrastructure, curriculum development, etc. It also takes into account current trends and practices in the field, fostering an understanding of the issue which is more relevant. In addition, focus has also been concentrated upon incisively analysing and critiquing education development policies. An educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It seeks to engage people in analysis, reflection and action for local and global citizenship and participation. It is about supporting people in understanding, and in acting to transform the social, cultural, political and economic structures which affect their lives and other at personal, community, national and international levels. Technology, as we all know, has several facets, all of which are powerful drivers of change. New materials, biotechnology innovations, and robotics are but a few of them. However, the most profound of all is what is often called teleatics: the convergence and explosive growth and development of the information and communication technologies. A national system of education is often defined from the perspective of formal education system. This includes institutionalized formal education from early childhood education, primary education, secondary education, tertiary education and university education. The informal and non-formal education subsets are often assumed to be part of the formal education and if not ignored altogether, they are given little attention. Educational technology is the use of both physical hardware and educational theoretics. It encompasses several domains, including learning theory, computer-based training, online learning, and, where mobile technologies are used, m-learning. Accordingly, there are several discrete aspects to describing the intellectual and technical development of educational technology. Audio visual aids are sensitive tools used in teaching and as avenues for learning. These are planned educational materials that appeal to the senses of the people and quicken learning facilities for clear understanding. The book will to help the students in understanding introduction, teaching strategy, development, guiding principles and counselling for educational technology in education subject.

Postcolonial and Postsocialist Dialogues

Patterns of Childhood in Rural Tamil Nadu

How to Learn Faster, Acquire Knowledge More Thoroughly, Comprehend Deeper, and Reach a World-Class Level (3rd Ed.)

Caste Discrimination and Exclusion in Indian Universities

A Critical Reflection

Intersections, Opacities, Challenges in Feminist Theorizing and Practice

Embodied Inequalities in Disability and Development

Popularly Hinduism is believed to be the world's oldest living religion. This claim is based on a continuous reverence to the oldest strata of religious authority within the Hindu traditions, the Vedic corpus, which began to be composed more than three thousand years ago, around 1750-1200 BCE. The Vedas have been considered by many as the philosophical cornerstone of the Brahmanical traditions (āstika): even previous to the colonial construction of the concept of "Hinduism." However, what can be pieced together from the Vedic texts is very different from contemporary Hindu religious practices, beliefs, social norms and political realities. This book presents the results of a study of the traditional education and training of Brahmins through the traditional system of education called gurukula as observed in 25 contemporary Vedic schools across the state of Maharashtra. This system of education aims to teach Brahmin males how to properly recite, memorize and ultimately embody the Veda. This book combines insights from ethnographic and textual analysis to unravel how the recitation of the Vedic texts and the Vedic traditions, as well as the identity of the traditional Brahmin in general, are transmitted from one generation to the next in contemporary India.

This Handbook offers an authoritative, up-to-date introduction to the rich scholarly conversation about anarchy—about the possibility, dynamics, and appeal of social order without the state. Drawing on resources from philosophy, economics, law, history, politics, and religious studies, it is designed to deepen understanding of anarchy and the development of anarchist ideas at a time when those ideas have attained increasing attention. The popular identification of anarchy with chaos makes sophisticated interpretations—which recognize anarchy as a kind of social order rather than an alternative to—especially interesting. Strong, centralized governments have struggled to quell popular frustration even as doubts have continued to erode about their legitimacy and long-term financial stability. Since the emergence of the modern state, concerns like these have driven scholars to wonder whether societies could flourish while abandoning monopolistic government entirely. Standard treatments of political philosophy frequently assume the justifiability and desirability of states, focusing on such questions as, What is the best kind of state? and What laws and policies should states adopt?, without considering whether it is just or prudent for states to do anything at all. This Handbook encourages engagement with a provocative alternative that casts more conventional views in stark relief. Its 30 chapters, written specifically for this volume by an international team of leading scholars, are organized into four main parts: I. Concept and Significance II. Figures and Traditions III. Legitimacy and Order IV. Critique and Alternatives In addition, a comprehensive index makes the volume easy to navigate and an annotated bibliography points readers to the most promising avenues of future research.

Yoga, the Body, and Embodied Social Change is the first collection to gather together prominent scholars on yoga and the body. Using an intersectional lens, the essays examine yoga in the United States as a complex cultural phenomenon that reveals racial, economic, gendered, and sexual politics of the body. From discussions of the stereotypical yoga body to analyses of pivotal court cases, Yoga, the Body, and Embodied Social Change examines the sociopolitical tensions of contemporary yoga. Because so many yoga spaces reflect the oppressive nature of many other public spheres, the essays in this collection also examine what needs to change in order for yoga to truly live up to its liberatory potential, from the biosphere around Black women's health to the creation of queer and trans yoga classes to the healing potential of yoga for people living with chronic illness or trauma. While many of these conversations are emerging in the broader public sphere, few have made their way into academic scholarship. This book changes all that. The essays in this anthology interrogate yoga as it is portrayed in the media, yoga spaces, and yoga as it is integrated in education, the law, and concepts of health to examine who is included and who is excluded from yoga in the West. The result is a thoughtful analysis of the possibilities and the limitations of yoga for feminist social transformation.

This book highlights the embodied knowledge of persons with disabilities as a vital resource for understanding equality without taking disability and development for granted. The perspective of embodied inequality offers alternative ways to comprehend our "normality" as until now the notion of normality has too frequently excluded persons with disabilities and their perspectives. Disability inclusion has never been as important as it is today in the development discourse, yet systematic discrimination against people due to their disabilities persists. To address this, the link between theories and practices is strengthened in this book. Through using different levels, contexts in the different book chapters, the readers are informed of how profoundly inequalities are embedded in our society and pronounced as embodied experiences of persons with disabilities. The chapters are written not only by academics but also by disability activists and NGO representatives. The chapters focus on disabilities and development as embodied inequalities manifested at different contexts, theory, law, and policy practices. In conclusion, the book presents 6 A's as lessons learned from decolonial understanding and conceptions of embodied inequalities in different contexts of disability and development: Availability, Affordability, Accessibility, Accountability, Assistance, and Affection.

Mirroring the Master

The Walking Qur'an

Education and Learning Beyond Schooling

Routledge Library Editions: Urban Education

Friendship Patterns among Young Academics in Urban India

Development, Education and Learning Disability in India

Traditional Vedic Schools of Contemporary Maharashtra

Through staging dialogues between scholars, activists, and artists from a variety of disciplinary, geographical, and historical specializations, *Postcolonial and Postsocialist Dialogues* explores the possible resonances and dissonances between the postcolonial and the postsocialist in feminist theorizing and practice. While postcolonial and postsocialist perspectives have been explored in feminist studies, the two analytics tend to be viewed separately. This volume brings together attempts to understand if and how postcolonial and postsocialist dimensions of the human condition – historical, existential, political, and ideological – intersect and correlate in feminist experiences, identities, and struggles. In the three sections that probe the intersections, opacities, and challenges between the two discourses, the authors put under pressure what postcolonialism and postsocialism mean for feminist scholarship and activism. The contributions address the emergence of new political and cultural formations as well as circuits of bodies and capital in a post-Cold War and postcolonial era in currently re-emerging neo-colonial and imperial conflicts. They engage with issues of gender, sexuality, race, migration, diasporas, indigeneity, and disability, while also developing new analytical tools such as postsocialist precarity, queer postsocialist coloniality, uneventful feminism, feminist opacity, feminist queer crip epistemologies. The collection will be of interest for postcolonial and postsocialist researchers, students of gender studies, feminist activists and scholars.

In this insightful text, the editors reflect on contributions from scholars representing Bangladesh, Greece, India, Israel, New Zealand, Switzerland, UK and USA, by showing how the majority of educational and social institutions in both developed and developing countries have failed to overcome the many barriers to an effective integrated system of education, suggesting ways as to how these barriers might be challenged. By looking closely at the overt and covert injuries of educational and social exclusion, a variety of approaches to overcoming the consequences of those challenges is proposed, drawing together strands of social theory, research data and conceptualisations for social action.

Embodied cognition is one of the foremost areas of study and research in philosophy of mind, philosophy of psychology and cognitive science. The Routledge Handbook of Embodied Cognition is an outstanding guide and reference source to the key topics and debates in this exciting subject and essential reading for any student and scholar of philosophy of mind and cognitive science. Comprising over thirty chapters by a team of international contributors, the Handbook is divided into six parts: Historical underpinnings Perspectives on embodied cognition Applied embodied cognition: perception, language, and reasoning Applied embodied cognition: social and moral cognition and emotion Applied embodied cognition: memory, attention, and group cognition Meta-topics. The early chapters of the Handbook cover empirical and philosophical foundations of embodied cognition, focusing on Gibsonian and phenomenological approaches. Subsequent chapters cover additional, important themes common to work in embodied cognition, including embedded, extended and enactive cognition as well as chapters on empirical research in perception, language, reasoning, social and moral cognition, emotion, consciousness, memory, and learning and development.

This book critically considers what various Asian philosophies can contribute to a more substantive discourse on sustainability education and educational philosophy. The contributors examine how 'east' and 'west' interact in educational philosophy and practice in Asian contexts. As a collection, they provide a broad view of Asian sustainability thinking that is not dominated by Confucianism, Buddhism, Islam, and post-colonialism, but rather which regards these themes—and other frameworks for sustainable education—as dynamic aspects of Asian contexts, both historically and today. As such, the book invites readers to consider the challenges and opportunities for theorising of sustainability in the philosophy of education, while also critically engaging with the way in which 'Asia' and 'east' are typically understood. Of interest to those researchers in Asian conceptions of sustainability, this book highlights a series of potential insights in relation to the often-foregrounded perspectives of Global North and western-based frameworks. The chapters were originally published in *Educational Philosophy and Theory*.

Approaches to Educational and Social Inclusion

The American Caste System Edition II

Religion

Islamic Education, Embodied Knowledge, and History in West Africa

Educational Technology

The Body, Embodiment, and Transformative Futures

Handbook of Research on Educational Communications and Technology

This book examines transnational scopes and flows of higher education: arguing that the educational and political vision of a national, regional and global knowledge society needs to be perspectivized beyond its ethnocentric conditions and meanings. Using eduscapes as its most important concept, this book explores the educational landscapes of individual as well as institutional actors; particularly the agential aspects of how global eduscapes are imagined, experienced, negotiated and constructed. In addition, the authors highlight the critical potential of anthropology, using this perspective as a resource for cultural critique where the Western experience and assumed 'ownership' of the global knowledge economy will be put into question. This comprehensive book will appeal to students and scholars of educational policy, the sociology of education and the globalization of education.

Embodied Violence is a major investigation into the myriad of ways in which societies play out the struggle for cultural identity on women's bodies. Focusing on communal violence, it explores how such violence reconfigures women's experiences, facilitates the formation of particular identities and the dissemination of specific ideologies and positions women vis-à-vis their communities as well as the State. A distinguished cast of contributors explores the relationship between ideals of motherhood, tradition, community and racial purity, and uncovers the ways in which women's bodies become the recording surface of repressive cultural practices and symbolic humiliations.

This book studies the exclusion and discrimination that is meted out to Scheduled Caste (SC) students in the Indian Higher Education system, and the psychosocial consequences of such practices. It foregrounds the conceptual debates around caste, exclusion, and reservations in Indian academia, discussing the social dominance and the roots of prejudices in the university spaces. The volume reflects upon the fragile social world in which students from the margins struggle for survival in the academic space. It reveals that these students navigate the various facets of academia – like classrooms, pedagogy, scholarships, hostels, peer groups, and teachers – only to find the academic space a dystopian universe. The book also sheds light on suicide cases committed by the marginalized groups as a testimony of protest. Based on in-depth ethnographic research, this book will be of interest to teachers, students and researchers of education, sociology, political science, psychology, and exclusion studies. It will also be useful for policymakers, social activists, NGOs, research centers, and those working in higher education, reservations, public policy, caste, and exclusion studies.

*A deconstruction of the elements of expertise, and practical step-by-step methods to reach it. ASAP: Expertise – we all want it, and traditionally it would take years of intense study and practice. But just because it's always been that way doesn't mean you have to follow that path. It's time to use all the resources at your disposal and learn a new approach. Learn a plethora of scientifically-validated methods. BUILD RAPID EXPERTISE has a simple goal. Let's help you get from Point A to Point B, where Point B is an extremely high level of expertise in your desired area or topic. You'll learn how to learn effectively, and what steps you must take to gain a respectable and enviable knowledge base. Understand what the industry leaders know, and how to make sense of completely foreign topics. Think outside the box and strategically accelerate your expertise. Peter Hollins has studied psychology and peak human performance for over a dozen years and is a bestselling author. He has worked with a multitude of individuals to unlock their potential and path towards success. His writing draws on his academic, coaching, and research experience. Make learning easier, more efficient, and more organized. *Learning myths, the biology of learning of expertise, and the most important mindsets for expertise. *Information: how to collect it, filter it, organize it, understand it, and master it. *Easy tactics to exponentially improve your memory. *Multiple models and paths to expertise, including using exemplars and finding knowledge gaps. *What language acquisition and learning an instrument can teach us about expertise. 18 world-class expertise opens the door to the life you want. Expertise is always the goal, whether in the office or in our personal lives. They can mean very different things in each context, but the end result is greater happiness and fulfillment. All you need is a clearer and deeper understanding of what expertise really is, and how you can attain it. Begin the journey to the best phase of your life with this book.*

Handbook of Public Pedagogy

Literacies, Learning, and the Body

A Project of the Association for Educational Communications and Technology

The Social Context, Fifth Edition

Higher Education, Globalization and Eduscapes

A Guide to Research in India

Communitizing Female Sexuality in South Asia

This book offers a unique understanding of how researchers' linguistic resources, and the languages they use in the research process, are often politically and structurally shaped and constrained, with implications for the reliability of the research. The chapters are written by both experienced and novice researchers, who examine how they negotiated the use of their own, and others', linguistic and communicative resources when undertaking their research in politically-charged, and linguistically and culturally diverse contexts. The contributing authors are either from the Global South, or engaged in work which is contextualised within the Global South; or they face linguistic structural hegemonies in the Global North which challenge their research processes. They utilise diverse theoretical, methodological and disciplinary approaches to produce a collection of engaging and accessible accounts of researching multilingually in their contexts. These accounts will help readers to make theoretically and methodologically informed choices about the political dimensions of languages in their own research when researching multilingually.

Bringing together scholars, public intellectuals, and activists from across the field of education, the Handbook of Public Pedagogy explores and maps the terrain of this burgeoning field. For the first time in one comprehensive volume, readers will be able to learn about the history and scope of the concept and practices of public pedagogy. What is 'public pedagogy'? What theories, research, aims, and values inform it? What does it look like in practice? Offering a wide range of differing, even diverging, perspectives on how the 'public' might operate as a pedagogical agent, this Handbook provides new ways of understanding educational practice, both within and without schools. It implores teachers, researchers, and theorists to reconsider their foundational understanding of what counts as pedagogy and of how and where the process of education occurs. The questions it raises and the critical analyses they require provide curriculum and educational workers and scholars at large with new ways of understanding educational practice, both within and without schools.

In this insightful examination of religions in their local and global context, the author shows how analyzing religions social context helps us understand individuals lives, social movements, national and ethnic politics, and widespread social changes. Well-researched and theory-based, the text is filled with intriguing anecdotes, empirical data, thought-provoking discussions of both mainstream and nonofficial religions, and historical and contemporary examples that illustrate the interplay between religion and society across cultures. This volume takes an integrated approach to examining religion and includes cross-cultural, historical, and methodological viewpoints. Readers will learn to identify the complex interactions between religion and societal contexts, as well as the ways in which these interactions shape individuals, communities, national politics, and the world.

The essays, research studies, and pedagogical examples in this book provide a window into the embodied dimensions of literacy and a toolbox for interpreting, building on, and inquiring into the range of ways people communicate and express themselves as literate beings. The contributors investigate and reflect on the complexities of embodied literacies, honoring literacy learners and teachers as they holistically engage with texts in complex sociopolitical, historical, and cultural contexts. Considering these issues within a multiplicity of education spaces and literacy events inside and outside of institutional contexts, the book offers a fresh lens and rhetoric with which to address literacy education policies, giving readers a discursive repertoire necessary to develop and defend responsive curricula within an increasingly high-stakes, standardized schooling climate.

An Intersectional Feminist Analysis

Performative Architecture

Learning Strategies for Sustainable Organisations

Writing the Mother in Indian Women's Fiction

Phenomenologies of Grace

Embodied Violence

Ancient Faiths Embodied in Ancient Names

Caste hierarchy has frequently been singled out as the overriding principle of Indian society. This book examines its significance among the highly-educated middle class in the Tamil town of Madurai. As part of their distinctive status as 'educated persons', young graduates form egalitarian constellations by ostensibly subverting the boundaries inscribed by caste hierarchy. Stephanie Stoker explores how these friendships are maintained in wider social contexts, finding that the actors engage in supportive networks throughout career and marriage events. Instead of assuming these relationships to be of an entirely different, 'alternative category', however, Stocker's study proposes a dynamic character of friendship which in fact remains in conjunction with Indian values of hierarchy.

This book uses qualitative research methods to examine why students in an Indian context are being identified as having learning disabilities on criteria that are largely drawn from the context of the Global North. It explores the push towards English language instruction as a possible factor that affects poor academic outcomes for students from low-income backgrounds who may be first-generation learners or English language learners. The book contrasts the different outcomes and supports for academically struggling students across low-income and middle-income backgrounds, with evidence to suggest that, despite the inclusionary principles of Education For All, this label is creating a marginalized group of students.

In this radically revised intellectual portrait of Hegel and Marx that challenges standard interpretations of their political theory, David MacGregor considers the nature of the state in capitalist society. This is the first book to place Marx' s and Hegel' s political thought directly into social and historical context. Revealing the revolutionary c

The world of education is experiencing a time of unprecedented change. In our modern, Covid-racked world, educational institutions and their respective delivery methodologies have been forcibly and forever transformed. Most educators realize that these transformations are likely permanent and that procedures and systems of the past will no longer be relevant for the emerging post-Covid educational environment. The future provides countless challenges and great opportunities. Those embracing the transformation will be poised to usher in a new age of educational achievement. They will certainly unleash new educational methodologies, techniques, and strategies. These institutions and educators will chart tomorrow' s pathway.

Games, Rituals, and Virtual Worlds

Embodying the Vedas

The Routledge Handbook of Embodied Cognition

The Teaching of Kathakali in Australia

Higher Education

Maternal Fictions

Indian National Bibliography

Despite the expenditure of over \$607.2 billion yearly and the best professional efforts of over 3.1 million teachers (statistics from the Center for Educational Reform, 2011), and several recent major Department of Education Programs purported to solve all our educational shortfalls in short order, the American Educational System (AES) continues to fail virtually all American students with unsatisfactory educational outcomes that will last lifetimes and deeply impact our global presence. This inability to implement much needed change occurs because at its root the AES is a series of “givens” that have created a caste-like situation where students are unable to perform to their potential because of inflexible system constraints. This book proposes a new paradigm for the AES, based on existing capabilities aimed directly at the American ideal of life, liberty, and happiness (read that as preparation for opportunity and life) for every student. Interestingly, the resulting solutions can be achieved within the existing resources and capabilities. The author structured this book into three highly documented step-by-step discussions: 1) A review of the elements of today’s caste environment that require attention; 2) A discussion of the paradigm elements that are needed to change the AES culture and environment; and 3) A vision of how these changes would impact the entire AES as a system, not just as single focuses that always seem to miss the mark. Chapter by chapter, the text builds a case for establishing an AES that is so successful that it would be virtually invisible within the American Democracy we all seek to prosper in and enjoy.

This book tells the story of teaching Kathakali, a seventeenth century Indian dance-drama, to contemporary performers in Australia. A rigorous analysis and detailed documentation of the teaching of multiple learners in Melbourne, both in the group workshop mode and one-on-one, combined with the author's ethnographic research in India, leads to a unique insight into what the author argues persuasively is at the heart of the art's aesthetic- a practical realisation of the theory of rasa as first articulated in the ancient Sanskrit treatise on drama The Nāṭyaśāstra. The research references the latest discoveries in neuroscience on 'mirror neurons' and argues for a reconceptualization of Kathakali's imitative methodology, advancing it from the reductive category of 'mimicry' to a more contemporary and complex mirroring which is where its value lies in Australian actor performer training. The Teaching of Kathakali in Australia will be of great interest to students and scholars of theatre and dance, intercultural actor training, practice-led research, and interdisciplinary studies of neuroscience and performance.

Learning and Embodiyng Caste, Class, and GenderPatterns of Childhood in Rural Tamil Nadu

This book explores the place of the body and embodied practices in the production and experience of grace in order to generate transformative futures. The authors offer a range of phenomenologies in order to move the philosophical anchoring of phenomenology from an abstracted European tradition into more open and complex experiential sets of understandings. Grace is a sticky word with many layers to it, and the authors explore this complexity through a range of traditions, practices, and autobiographical accounts. The goal is to open a grace-space for reflection and action that is both futures-oriented and enlivening.

The Indian National Bibliography

Towards a Critical Anthropology of a Global Knowledge Society

Field Instruction in Social Work Education

Learning and Embodiyng Caste, Class, and Gender

Putting Theory and Research into Pedagogical Practice

Yoga, the Body, and Embodied Social Change