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		New Delhi, India
Title of Research	Reconstruction of Public and Intimate Spheres: Questions of Mediation	
<p>【Home Organization & Title】 Department of Sociology, Lady Shri Ram College for Women (University of Delhi) Reader</p>		
<p>【Invitation Period】 June 5, 2009 ~ July 11, 2009</p>		
<p>【Counterpart at Kyoto University】 Prof. Fumiko Oshikawa (Center for Integrated Area Studies)</p>		
<p>【Title of Lecture】 Childhood, Courtship, Conjugalinity and Family in Globalizing India</p> <p>【Seminar / Conference Presentation】</p> <p>Title: Feeding Brilliance: Thinking about a Middle Class Motherhood in Contemporary India Date: June 16, 2009 Number of Participants: approximately 20 Organizer: Graduate School of Letters, Kyoto University</p> <p>Title: Feeding Brilliance: Thinking about a Middle Class Motherhood in Contemporary India Date: July 6, 2009 Number of Participants: approximately 25 Organizer: Tokyo University of Foreign Studies</p>		
<p>【Results/Achievements】</p> <p>I participated in the Asian ERASMUS Pilot Programme as a Teaching Staff; hence my evaluation is in the direction of ‘teaching’ rather than ‘education’ and ‘research’.</p> <p>To my mind, teaching is a communicative process comprising the communicator (teacher), recipients (students) and the communication (course content). Thus, I took on the assignment to teach in Kyoto University as an occasion to communicate effectively, albeit requiring a culture-sensitive orientation.</p> <p>To begin with, I was anxious in regard to this basic objective of teaching in a double sense. One I would be in an unfamiliar cultural context, wherein I am required to commence my teaching without a warm up session with the students; two, the course I devised, <i>Childhood, Courtship, Conjugalinity</i></p>		

and Family in Globalizing India was to be transacted in the English language which is not the primary medium of instruction.

My experience of teaching from the first lecture itself allayed my cultural anxieties. I realized that the class-room in modern educational institutions, has a distinctive structure and culture no matter the cultural differences between persons therein. Consequently, a teacher is bound to be in a familiar setting whether in India or Japan.

As regards the course, the pedagogic technique I adopted was a combination of power-point presentations, lecture and film screenings. In retrospect, this mode of communication proved effective because it clarified and sharpened the key issues. Also, in this way, I was able to incorporate short film clips into my lectures. I gathered that, though the medium of instruction was not an impediment in drawing students' interest, it did hamper free-flowing discussions. I sensed that the course evoked questions and comments; however, given the time-bound schedules without any inbuilt occasion for informal interaction, I suspect one lost out on a potentially fruitful opportunity of exchange with students. It became evident to me that for students in my class, the true worth of a course on family in India would be its comparative insights. My interaction with students, their feedback on my lectures and written assignments, testify to their reflecting on their specific cultures and everyday lives from a comparative standpoint. This realization is immensely gratifying for me as a teacher as well as a sociologist.

A formal research component is not a part of this Programme for guest faculty. Nonetheless, the access to the libraries, electronic resources and a conducive work environment enabled me to pursue my research interests.

My evaluation of teaching and research would be incomplete without acknowledging the efficiency and assistance of the office staff at the Centre.

Finally, I truly appreciate the support and hospitality of Prof. Fumiko Oshikawa, my counterpart Professor and Prof. Emiko Ochiai, Global COE Program Leader.

In sum, an opportunity to be a part of the Programme has been immensely enriching and a unique learning experience.

