

# Social Science Research in India: Navigating the Borders of 'Global' and 'Local' Terrain



**1 February 2024**

CGHE Webinars: Well, welcome everyone to C. G's webinar number some somewhere in the 300 nineties. I think we are, we should we should.

152

00:33:04.890 --> 00:33:11.020

CGHE Webinars: we should find out what number we are before we hit the 400 mark, because we're very close to it.

153

00:33:11.080 --> 00:33:16.550

CGHE Webinars: and our topic to day with Vedica Kedia, whom you will meet in a moment, is

154

00:33:16.730 --> 00:33:19.289

CGHE Webinars: social science research in India.

155

00:33:19.380 --> 00:33:27.490

CGHE Webinars: navigating the borders of global and a local terrain. But before I bring our presenter to your attention.

156

00:33:28.100 --> 00:33:37.069

CGHE Webinars: now, I'm struggling with a new computer here. So Chris, on my phone, I'm not going to be able to do this quickly.

157

00:33:37.310 --> 00:33:40.389

CGHE Webinars: Oh, hang on! Wait a minute. I'm maybe with it.

158

00:33:40.530 --> 00:33:42.959

CGHE Webinars: I can take one meeting.

159

00:33:43.640 --> 00:33:45.260

CGHE Webinars: Can you see my screen?

160

00:33:47.580 --> 00:33:53.399

CGHE Webinars: That's nothing shown on your screen. It's it's always a worry. When that happens. Yeah, look, let me try once more.

161

00:33:54.020 --> 00:33:55.940

CGHE Webinars: It's not coming through.

162

00:33:57.990 --> 00:34:09.489

CGHE Webinars: Okay, no, I'm gonna have to adjust the settings. Well, let me tell you what the what the webinar protocols are. Sorry that sorry, Vitica to interrupt the thing.

163

00:34:10.010 --> 00:34:15.219

CGHE Webinars: That's that's Vedica's opening slide.

164

00:34:15.940 --> 00:34:20.709

CGHE Webinars: But the next slide, I think you'll find, is the first housekeeping slide. Yes.

165

00:34:20.960 --> 00:34:33.670

CGHE Webinars: Now please note that the webinar is being recorded so you can find it again. And you're including your own contribution in the QA. On Youtube, through our website and directly into a Youtube channel.

166

00:34:33.870 --> 00:34:44.350

CGHE Webinars: And you just type, go to Youtube and type in Cg Webinar, and you'll get 300 webinars. And hopefully, this one will be at the top.

167

00:34:44.420 --> 00:35:01.460

CGHE Webinars: and during the webinar, please keep your computer sound off and turn it on. Of course, when you come into the Q. And a discussion after Eric has done her presentation about half way through but until then do turn it off, because extraneous noise can intervene

168

00:35:01.500 --> 00:35:13.150

CGHE Webinars: and can affect the speaker. now, we advise you to use. Speak of you in the top right hand corner there, cause you can see who's speaking at any given time during the webinar.

169

00:35:13.770 --> 00:35:20.569

CGHE Webinars: Now to join the discussion, and the discussion's an important part of the webinar. as I said, starts about half way through

170

00:35:20.740 --> 00:35:28.510

CGHE Webinars: you post your question for the speaker or your statement about the speak speakers. Presentation in the chat.

171

00:35:28.730 --> 00:35:39.730

CGHE Webinars: and from what's coming through in the chat, I'll be able to compose the Q. And a speaking list. I'll give you a warning when I'm about to bring you in

172

00:35:39.860 --> 00:35:44.499

CGHE Webinars: to the Q. And A. I'll send you a little note in the chat.

173

00:35:44.730 --> 00:35:57.400

CGHE Webinars: But you really do need to signal that desire to speak in the chap first. Come in early, because if you come in towards the end of the webinar speaking, this list can often be full by then, and you miss out

174

00:35:57.890 --> 00:35:59.250

CGHE Webinars: when you're

175

00:35:59.260 --> 00:36:03.150

CGHE Webinars: When you're about to come in, as I said, I'll send you a note.

176

00:36:03.220 --> 00:36:10.910

CGHE Webinars: You then turn on your mic. Very important to do that. Turn on your camera if you can, and then tell us who you are.

177

00:36:10.950 --> 00:36:14.060

CGHE Webinars: where you are from, and then come out with your

178

00:36:14.070 --> 00:36:19.630

CGHE Webinars: wishing you a statement. Thanks, Chris. I think we can take it off screen now.

179

00:36:20.130 --> 00:36:34.289

CGHE Webinars: Now, what Vitica Venika? Katya is graduate from the Lady Sri RAM College women, New Delhi, recipient of the Premier Indian Institutes, coveted best student prize, and she's been

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00:36:34.600 --> 00:36:40.199

CGHE Webinars: in her educational journey at the National University of Singapore.

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00:36:40.990 --> 00:36:43.519

CGHE Webinars: and since his poet in Paris.

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00:36:43.900 --> 00:36:53.300

CGHE Webinars: She also pursued a master's at in China, in China studies as a Yenching Academy scholar at Peking

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00:36:53.800 --> 00:36:55.930

CGHE Webinars: University in Beijing.

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00:36:55.960 --> 00:37:11.009

CGHE Webinars: So that's pretty impressive, Vedica. You've been in Singapore. in Paris, in France, and in China for substantial periods of time. You also have just completed an M. Sc.

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00:37:11.110 --> 00:37:15.000

CGHE Webinars: At in education at Oxford. So you that's a fourth.

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00:37:15.390 --> 00:37:22.950

CGHE Webinars: a fourth milestone. Your Masa's dissertation was on social science research in India

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00:37:23.440 --> 00:37:26.059

CGHE Webinars: between the global and the local.

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00:37:26.110 --> 00:37:35.830

CGHE Webinars: And I think we're all really interested to see what's going to come from you in this presentation. I'm really happy to hand over the screen to you now. Thanks.

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00:37:42.070 --> 00:37:46.310

Vedika Kedia: thank you, Simon, for the lovely introduction and

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00:37:48.160 --> 00:37:50.289

Vedika Kedia: just stop with the presentation.

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00:37:54.150 --> 00:37:58.149

Vedika Kedia: So Hello, everyone! Welcome to my webinar.

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00:37:58.350 --> 00:38:04.090

Vedika Kedia: In this presentation I attempt to outline my research findings that

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00:38:04.360 --> 00:38:13.179

Vedika Kedia: I from the research that I've undertaken for my Embassy designation under the supervision of Professor Simon Martinson and Dr. Shinshu.

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00:38:13.390 --> 00:38:23.809

Vedika Kedia: and also my associated publication that I'm currently working on with Professor Alice or Andrea and Dr. Shin on the Social Science research in India.

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00:38:24.180 --> 00:38:33.050

Vedika Kedia: In this presentation I, will explore the social science research in India, in the context of the global research environment.

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00:38:34.200 --> 00:38:46.730

Vedika Kedia: And this study is also a self reflective study of my own journey as a scholar navigating through very entire education, landscapes, and the image from this presentation is also drawn from my own journey.

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00:38:47.300 --> 00:38:49.689

Vedika Kedia: So, opening this presentation.

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00:38:49.910 --> 00:38:52.870

Vedika Kedia: At the outset I

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00:38:52.960 --> 00:39:00.240

Vedika Kedia: recognize 2 different aspects of the global research environment. First is the dynamics of knowledge production

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00:39:01.040 --> 00:39:22.860

Vedika Kedia: in social sciences, for instance, the canal literature was organized at the time of colonial expansion around the theme of the colonial difference. While panel, for instance, explores the temporal dimension of colonial difference in a form of linear progression from the primitive societies of the colonies to the modernized

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00:39:22.870 --> 00:39:45.879

Vedika Kedia: colonial powers, for instance, but the Nolo explores the fatal dimension of what is considered to be as the colonial difference where the Occident were the ones that created the disciplinary knowledge which was considered to be universal and was product, and was projected on the Orient as universal theories, and this Occident audien device was further backed into

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00:39:45.880 --> 00:40:02.930

Vedika Kedia: the geographies which constitute the disciplinary knowledge, while the knowledge emerging from the so-called Orient, was considered to be particular knowledge on area studies which was just allocated to understanding of these particular geographies. In addition to the dynamics of knowledge production.

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00:40:03.240 --> 00:40:13.979

Vedika Kedia: There is also asymmetries that exist within the global science, which is a structure that can, that is, circulates, recognizes, and legitimates knowledge in statuscue.

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00:40:14.020 --> 00:40:25.670

Vedika Kedia: So, for instance, the global citation indexes where 70% of those journals in social science actually emerge from 4 publishing houses based in the global North.



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00:40:26.040 --> 00:40:43.739

Vedika Kedia: in the study of the global law is drawn from the Susa Santos's definition, in which it is meant to represent the communities that have historically been involved in the construction of the so-called global design within the within violent disciplines. For instance, the majority, Anglo-european groups.

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00:40:44.130 --> 00:40:57.640

Vedika Kedia: So in addition to this, or the global citation indexes also exclude a number of journals which are based within the with which are limited to the local geographies of the global South, and are also be and also kind of

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00:40:58.380 --> 00:41:02.230

Vedika Kedia: publish in non uniform frequency of intervals.

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00:41:02.480 --> 00:41:15.329

Vedika Kedia: In addition, the open access publications, for example, where universities in the global law, often poetry is publishing guides for these publications, which are widely accessible by scholars across the globe.

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00:41:15.510 --> 00:41:31.590

Vedika Kedia: while corners in the global South often have to allocate funding from the research process itself to pay the high article processing charges that are required for these journals, so as to be globally visible within the within for their research.

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00:41:33.070 --> 00:41:43.520

Vedika Kedia: Thus scholars, then, due to this inequality tend to rely on the global recognition systems of the global law that thus align with the eurocentric theories and methodologies rule

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00:41:43.960 --> 00:41:47.450

Vedika Kedia: that were construed due to the dynamics of knowledge production.

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00:41:51.730 --> 00:41:59.050

Vedika Kedia: In this slide I just aim to outline a brief context of the social science research in India a form of colony.

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00:41:59.520 --> 00:42:07.260

Vedika Kedia: India gained independence from the British in 1947, and before Independence

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00:42:07.270 --> 00:42:29.320

Vedika Kedia: the universities that perform related were modeled after the colleges system of the University of London. The main aim of these universities was to create a generation of Indian booth that could be eligible to fill the middle ranks of the Indian administrative services and fast research was not a prerogative of these particular institutes

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00:42:29.370 --> 00:42:45.400

Vedika Kedia: after independence. The focus of social times. Research was on addressing the chronic economic issues like poverty and unemployment within the nation State, and therefore disciplines that directly addressed this. These issues, like economics, were given greater saviours

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00:42:45.410 --> 00:42:58.379

Vedika Kedia: thereafter with the establishment of Indian Council for Social Science research. In 1969, science was initially reported to different disciplines within the social sciences and political science and sociology

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00:42:59.220 --> 00:43:11.719

Vedika Kedia: jumping through many like these with small expansion of the higher education system, and there are the most and increased enrollment within undergraduate programs in universities across India.

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00:43:12.230 --> 00:43:13.630

Vedika Kedia: Well, this

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00:43:13.770 --> 00:43:26.890

Vedika Kedia: there there was still a reduced proportional enrollment to higher degree programs, such as the Ph. D. Programs within universities, and therefore the few central universities continue to remain the centers for social science research in India.

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00:43:27.030 --> 00:43:47.670

Vedika Kedia: In the right, the image basically shows the distribution of research output in top 12 countries. And here we can see that the proportion of social science research in India is quite minimal compared to the research that takes place within the fields of technology and other physical sciences.

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00:43:47.670 --> 00:44:16.049

Vedika Kedia: And the point to be noted is that adequately cover the social science research that takes place in these countries as opposed to in India, where 80% of social science research is still conducted within the English language.

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00:44:19.490 --> 00:44:32.840

Vedika Kedia: Within this backdrop my research aims to understand. And how do social science researchers in India in this specific discipline of international relations navigate the research environment, including the global research system?

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00:44:32.980 --> 00:44:48.859

Vedika Kedia: Secondly, how do they perceive the value of the social science. Research in the system given that high higher value in the system is often accorded to so to disciplines that often bring about or are directly linked with innovation in the economy.

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00:44:52.350 --> 00:44:54.660

Vedika Kedia: The research design for the study

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00:44:54.930 --> 00:45:09.010

Vedika Kedia: was drawn from the social, from social constructivism which basically argues that individuals experience reality through their interactions, and therefore the knowledge of this reality can be constructed by understanding these interactions

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00:45:09.960 --> 00:45:12.710

Vedika Kedia: also drawing from the reflexive standpoint

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00:45:13.570 --> 00:45:24.589

Vedika Kedia: the study assumed that all knowledge is inherently subjective, and therefore the researcher subjectivity thus becomes an asset in the process of knowledge generation.

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00:45:25.790 --> 00:45:33.709

Vedika Kedia: The study chose international relations as a discipline, because there's an intrinsic international element towards the discipline which meant that scholars

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00:45:33.770 --> 00:45:42.780

Vedika Kedia: meaning that it provided a potential avenue to understand scholars, interactions with the global, with the global domain.

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00:45:44.150 --> 00:45:58.090

Vedika Kedia: But also my own familiarity with the discipline like. For since I've already done my master's in international relations and area studies. I felt that my experience would help me capture the in-depth dynamics that exist within this discipline.

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00:45:59.050 --> 00:46:13.140

Vedika Kedia: The participants were chosen from different universities based in Delhi, and the reason for the choice of the national capital region as the location was due to the historical prominence of IR. In in the capital.

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00:46:13.620 --> 00:46:36.239

Vedika Kedia: and this is because the former institutes of international relations education were founded in in Derry, but also thereafter scholars believe that greater proximity to the political malice in the country offered them greater opportunities for conducting research and networking, and therefore there was a greater emergence of think tanks and other research centers within the cap

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00:46:36.970 --> 00:46:48.229

Vedika Kedia: for the methods. I conducted 16 in-depth qualitative interviews which lasted for about 60 to 19 min each. Since there is relatively lesser literature on social science research.

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00:46:48.390 --> 00:47:00.759

Vedika Kedia: The interviews were semi structured and open, ended questions to allow participants this space to kind of answer questions that have not been asked, but also to explore different complexities that exist within the research landscape.

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00:47:06.030 --> 00:47:17.279

Vedika Kedia: This is just to highlight how I attempted to establish equity amongst the participants with regard to gender institutional affiliation and research experience

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00:47:20.640 --> 00:47:24.550

Vedika Kedia: going to the findings of the study. the scholars

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00:47:24.560 --> 00:47:34.060

Vedika Kedia: in the study my participants have from now on referred to as scholars, but in alphabetical or in with different alphabetical pseudonyms.

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00:47:34.500 --> 00:47:45.440

Vedika Kedia: the scholars basically argue that there is a Western orientation that is privileged within the field which has implications for the theories and the methodological toolkit that

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00:47:45.470 --> 00:47:51.919

Vedika Kedia: is present within the discipline that helps him to capture the realities. That they, in their research.

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00:47:52.280 --> 00:48:12.900

Vedika Kedia: For instance, the scholar, P. Scholar, P. Highlights. How like normally the study of Ir begins with the Peloponnesian war, and then goes on to discuss the 30 Years War, with the ideas, ideas of urbanization and industrialization, and therefore the theories that have been formed have been inspired by these western, historical, political, and sociological realities.

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00:48:13.390 --> 00:48:16.799

Vedika Kedia: but also that while these theories are

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00:48:16.860 --> 00:48:23.659

Vedika Kedia: inherently drawn from restaurant experiences, the methods within the field also tend to rely on these existing theories.

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00:48:24.090 --> 00:48:32.409

Vedika Kedia: and therefore most of the the research in the field is also engaged with testing the testing the existing theories in

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00:48:32.430 --> 00:48:37.420

Vedika Kedia: and in connection to a particular case study. and therefore

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00:48:37.430 --> 00:48:55.729

Vedika Kedia: the scholars within the study also set experience a kind of disconnect between the realities that they aim to capture and the theoretical and methodological tools that they have in place. For instanceology pointed out that there's something to Indian which is beyond what the West has theorized and conceptual agency is is the practice.

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00:48:59.050 --> 00:49:01.450

Vedika Kedia: And so, while the scholars work

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00:49:01.630 --> 00:49:21.360

Vedika Kedia: engaging with the with the field in which the conceptual and methodological tools get had to be molded, to be able to capture the realities. They were also facing a challenging home terrain, in which not only was financial fraudity a regular issue, but also with the onset of think tanks which were much more oriented

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00:49:21.770 --> 00:49:24.479

Vedika Kedia: towards policy-centric research.

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00:49:25.210 --> 00:49:39.909

Vedika Kedia: A lot of the limited funding opportunities were often diverted to the, to the, to these think times, and therefore further constraint the space by academia, but also within that there was also infrastructure deficits, like, for instance.

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00:49:39.910 --> 00:50:05.099

Vedika Kedia: like deficits within library infrastructures that made that make made the job much more difficult for them. But this line of bureaucracy also suggests that while they were limited opportunities, even access to these limited opportunities, like, for instance, once Caller pointed out as to how, even after receiving a particular grant for her research, she only received half the amount of the grant.

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00:50:05.100 --> 00:50:11.410

Vedika Kedia: whereas the other half never came. And so this made the environment even more challenging for these researchers.

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00:50:14.770 --> 00:50:25.650

Vedika Kedia: But navigating in the in this particular section I try to outline. How do they navigate the challenging environment? So first, I think, while scholars experience

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00:50:26.200 --> 00:50:39.179

Vedika Kedia: the disconnect between the lift realities and the methodological and theoretical inclinations of the field, they tried to incorporate more more primary evidence, to be able to counter the existing Western conceptualizations that exist

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00:50:39.460 --> 00:50:41.480

Vedika Kedia: as Connor oh, pointed out.



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00:50:42.000 --> 00:50:47.250

Vedika Kedia: the need for empirical work is greater, as there is more to prove.

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00:50:48.280 --> 00:51:12.259

Vedika Kedia: But also they felt that by incorporating greater field work within the research there was a greater than there was a greater knowledge that was being incorre being disseminated because they could now incorporate a number of local perspectives, and thus bridge the gap between the subject and object. As scholar. He points out when you're visiting the field, you're being one of them, and you tend to know a lot.

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00:51:13.140 --> 00:51:20.299

Vedika Kedia: And while they were trying to incorporate data elements of field work within the research, they have also faced challenges of bureaucracy and access

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00:51:20.340 --> 00:51:37.190

Vedika Kedia: for funding for the field work, for instance, but also conducting field work outside India, which they felt was challenging, as one participant pointed out that he would never receive replies for requests to undertake research within international organizations, for instance.

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00:51:38.730 --> 00:51:46.140

Vedika Kedia: and then, after trying to incorporate the research, I think a lot of scholars also try to navigate the system by drawing from

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00:51:46.420 --> 00:51:51.980

Vedika Kedia: the 2 existing existing communities

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00:51:52.590 --> 00:51:57.369

Vedika Kedia: sites on coffee different ways, to mold these theories, to be able to suit

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00:51:57.420 --> 00:52:00.540

Vedika Kedia: to be able to capture the realities, like, for instance.

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00:52:00.870 --> 00:52:05.859

Vedika Kedia: scholars pointed out that theories, like realism, Liberalism, were much more

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00:52:06.370 --> 00:52:21.519

Vedika Kedia: incorporated in understanding the perspectives from the perspectives of the superpowers, are trying to characterize the experiences of the rogue States. But there was little literature, that kind of engaged with the middle powers which constituted the majority of the world.

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00:52:22.030 --> 00:52:23.250

Vedika Kedia: and therefore

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00:52:24.050 --> 00:52:33.550

Vedika Kedia: the scholars, working with these existing theories, felt that they would be contributing a middle power, perspectives towards existing knowledge.

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00:52:34.310 --> 00:52:47.229

Vedika Kedia: But, secondly. a number of scholars found greater resonance within the critical school of Ir. because a lot of them felt that the school made, or outside the mainstream canon basically drew from

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00:52:47.680 --> 00:52:59.409

Vedika Kedia: other disciplines which have played a history of recording experience post-colonial experiences as scholarly points out, while the IR. We knew of today was foreign. Women's studies of feminism was strongly rooted

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00:52:59.470 --> 00:53:05.920

Vedika Kedia: in Indian theories. and therefore they found greater flexibility in being able to capture the illegalities

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00:53:05.940 --> 00:53:11.320

Vedika Kedia: or the lived experiences in India where they use of these critical theories.

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00:53:11.330 --> 00:53:29.519

Vedika Kedia: But there was a third group of scholars that actually also engaged in building alternative conceptualizations drawn from non Western knowledge sources to create different conceptual tools that could be much more flexible and be, and that would help them capture the realities.

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00:53:29.920 --> 00:53:41.549

Vedika Kedia: like, for instance, follow key points are it's like fusion music where you are drawing from non Western knowledge sources to kind of explain differentities in different parts of the world

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00:53:42.190 --> 00:53:46.259

Vedika Kedia: without further creating binaries of Western and non-western.

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00:53:50.610 --> 00:53:59.319

Vedika Kedia: while they attempt to navigate the space. The researchers often face challenges in participating in this global conversation.

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00:53:59.860 --> 00:54:03.069

Vedika Kedia: I'm contributing to the disciplinary knowledge of the field.

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00:54:03.370 --> 00:54:10.250

Vedika Kedia: A scholars felt that there was a global bias in the way the work was received within the global space

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00:54:10.560 --> 00:54:16.759

Vedika Kedia: and that the work was mainly and allocated to Indian Ir or understanding of India.

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00:54:17.150 --> 00:54:37.099

Vedika Kedia: but not truly incorporated into the disciplinary terrain of knowledge as caller end points out, people in the South know that they are doing area studies, but those in the Western world don't highlighting the fact that all knowledges are inherently situated, but there were certain knowledge that were considered to have more universal implications.

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00:54:39.110 --> 00:54:53.810

Vedika Kedia: Secondly, also, while their their own research was relegated to understanding of the particular scholars, also felt that they had limited authority, or perceived to have limited authority in understanding American or European issues.

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00:54:53.830 --> 00:55:01.730

Vedika Kedia: and therefore I call it lp, while they would device, call us globally, would be keen. On looking at work coming on India, however.

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00:55:01.900 --> 00:55:08.420

Vedika Kedia: Indians thinking about American issues would not draw so much of traction, and therefore they was limited

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00:55:09.140 --> 00:55:14.810

Vedika Kedia: epistemic privilege which was accorded to these scholars to be able to understand these realities.

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00:55:15.450 --> 00:55:38.609

Vedika Kedia: But, secondly, in the conversation in participating in this global conversation, they felt that there was an influence of the global connection means that they were a certain templates which were expected of the researchers as policy states. Being in India and working on Indian international relations, one often gets cast into this role of sort of being the India explainer to outside.

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00:55:39.930 --> 00:55:48.440

Vedika Kedia: This basically states that while Indian Ir exports are export expected to provide an analysis of Indian foreign policy.

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00:55:48.730 --> 00:55:56.919

Vedika Kedia: for example, what is India's position with regard to China they were little interest. There was little interest in drawing from theoretical or in

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00:55:57.120 --> 00:56:01.420

Vedika Kedia: drawing from theoretical endeavors by Indian scholars.

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00:56:02.840 --> 00:56:09.060

Vedika Kedia: and so, while these were the challenges they faced in contributing towards the disciplinary knowledge in the field.

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00:56:09.970 --> 00:56:18.130

Vedika Kedia: there were also challenges that they face in May, but in being in having greater participation within the global conversation.

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00:56:19.830 --> 00:56:37.450

Vedika Kedia: As Paulus pointed that the access to global per publications was limited, due to the resource, resource, branch and limited infrastruc library infrastructure, but also the archives syllabus in universities in India meant that students and professors were less likely to be exposed to say, cutting as research

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00:56:37.500 --> 00:56:40.459

Vedika Kedia: that is, emerging from different parts of the world.

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00:56:40.880 --> 00:56:55.649

Vedika Kedia: Their participation in academic conferences was also limited as due to a number of issues, including the visa processes, which meant that they could often not participate in these in academic conference conferences which were taking place in the global law.

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00:56:56.530 --> 00:57:12.650

Vedika Kedia: While scholars, some scholars did benefit from having international call collaborations. They felt that Internet people with certain privileges and having access to prior international study experience could be much more fluid within these international networks, and would benefit

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00:57:12.670 --> 00:57:14.840

Vedika Kedia: more from these collaborations.

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00:57:19.070 --> 00:57:23.639

Vedika Kedia: In navigating through the challenges of participating in the global conversation.

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00:57:23.990 --> 00:57:33.029

Vedika Kedia: A number of scholars felt that there was a merit in d-linking from this global conversation to focus on topics that they thought were of personal or contextual relevance.

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00:57:33.080 --> 00:57:44.910

Vedika Kedia: And in this process, they would focus on mainstream recognition and dealing from these global imaginations that constitute with knowledge emerging from certain geographies as universal

297

00:57:45.420 --> 00:57:52.740

Vedika Kedia: and therefore scholarly, highlighted that part of the endeavor should be not to not be a part of this club, meaning that

298

00:57:53.240 --> 00:57:57.040

Vedika Kedia: the concerns of this particular club club becomes your concern.

299

00:57:57.850 --> 00:58:20.560

Vedika Kedia: And therefore, in this process of delinking from this global conversation, the scholars felt a greater agency in trying to pursue pursue topics. But of course this came with greater challenges in which a lot of them had to forego a great professional course, meaning at the cost of global meaning. Some scholars felt that they would not be globally visible and therefore be.

300

00:58:20.560 --> 00:58:31.109

Vedika Kedia: focusing certain certain career goals to be able to be recognized with, to be able to pursue research of the choices.

301

00:58:32.850 --> 00:58:38.299

Vedika Kedia: This slide basically highlights as to how sometimes the participants also draw on their personal experiences.

302

00:58:38.500 --> 00:58:50.119

Vedika Kedia: to which provides them with the impetus to go beyond the conventional theories, as certain scholars felt that their experiences that they close experiences with context, for instance.

303

00:58:50.210 --> 00:58:54.860

Vedika Kedia: meant that they were grown, that they grew, grew up listening to stories of

304

00:58:55.040 --> 00:59:05.810

Vedika Kedia: the particular of these particular experiences, and therefore they felt that a number of times these Western theoretical tools were not able to actively capture the individualities.

305

00:59:06.090 --> 00:59:09.970

Vedika Kedia: but they that they themselves, or they close once had experience

306

00:59:14.020 --> 00:59:21.709

Vedika Kedia: drawing on this on the idea of border thinking which was highlighted by Mcgolo, the border thinking, basically

307

00:59:22.000 --> 00:59:23.649

Vedika Kedia: because it's a form of



308

00:59:24.050 --> 00:59:27.939

Vedika Kedia: of of almost

309

00:59:28.020 --> 00:59:36.839

Vedika Kedia: the colonial reality which emerges from the intersections of the borders of local histories that project global designs and local histories that enact them.

310

00:59:36.870 --> 00:59:57.190

Vedika Kedia: And in this situated awareness of the borders which the researchers experienced emerged from the positionality of the researchers drawn from 2 aspects. First, is their idea of being of their position in the Board of Disciplinarian, where they often attempt to influence the global design. But their research is mainly regarded as particular knowledgeable.

311

00:59:57.830 --> 01:00:13.430

Vedika Kedia: but also from their position in the borders of the global science structure, where many researchers felt that they have the desire to belong to the global domain, but face challenges of their relative distances from the global north.

312

01:00:15.840 --> 01:00:18.979

Vedika Kedia: And in the process of navigating these borders.

313

01:00:19.450 --> 01:00:29.559

Vedika Kedia: The researchers also felt resonated with this discrepancy between having to live in a colonial match matrix and never really belonging to its memories.

314

01:00:29.870 --> 01:00:35.059

Vedika Kedia: And in this study. Basically, this is the journey of these researchers

315

01:00:35.750 --> 01:00:43.410

Vedika Kedia: and their attempts to dealing from the global dialogue, and which the distance between the universal and the particular, the known and the

316

01:00:43.520 --> 01:00:48.660

Vedika Kedia: know, the personnel and the academic in terms of values. When

317

01:00:49.290 --> 01:01:10.070

Vedika Kedia: the values of these scholars, which was basically related to the to personally relevant, contextually relevant, or in their attempts to depict the the experiences and realities of their lived experiences were not reflected in the values of the global science. Some researchers exercised their agency and chose to dealing themselves from the global dialogue.

318

01:01:15.490 --> 01:01:27.179

Vedika Kedia: Thank you all for listening, and I understand that my entire research is quite reversed, and so I therefore welcome questions in case you have any, on any specific aspects of my research.

319

01:01:27.420 --> 01:01:36.430

Vedika Kedia: Also, please feel free to to go through my dissertation, which is available on online via the QR. Code.

320

01:01:38.560 --> 01:01:40.800

Vedika Kedia: Thank you. Everyone over to Simon

321

01:01:41.320 --> 01:01:45.510

CGHE Webinars: and thank you. Vitica. It's pretty good study, isn't it? And

322

01:01:45.640 --> 01:01:51.689

CGHE Webinars: I think the slides really helped us. We were struggling a bit with the connection. Actually, your sound dropped out

323

01:01:51.850 --> 01:01:53.600

CGHE Webinars: several times, but

324

01:01:53.640 --> 01:01:59.399

CGHE Webinars: there was so much in the slides that I think it was. It was okay. I think people got a good sense of what

325

01:01:59.470 --> 01:02:02.890

CGHE Webinars: your studies has has in it, and what you're saying.

326

01:02:02.980 --> 01:02:12.850

CGHE Webinars: But do a a member of the Webinar do ask questions of clarification. If you miss something important in that in the presentation.

327

01:02:14.570 --> 01:02:27.569

CGHE Webinars: Well, there's there's a lot of questions that arise, I think, and we've already got a couple of people. Well, Melissa Brun has already come forward. I'll bring her in a moment. But let me ask you, Erica.

328

01:02:27.870 --> 01:02:29.189

CGHE Webinars: the strategic

329

01:02:29.720 --> 01:02:41.190

CGHE Webinars: challenge, you know, facing social science researchers who want to build agency and build their capacity in their own work in India, and also contribute to the global conversation

330

01:02:41.670 --> 01:02:43.609

CGHE Webinars: as well.

331

01:02:44.160 --> 01:02:45.100

CGHE Webinars: I.

332

01:02:45.210 --> 01:02:50.080

CGHE Webinars: But I suppose they, from from the outs from outside India, I mean, my.

333

01:02:50.540 --> 01:02:52.540

CGHE Webinars: I suppose summation would be that

334

01:02:52.880 --> 01:02:57.250

CGHE Webinars: if the researchers in social science and you can build a really strong

335

01:02:57.450 --> 01:02:59.950

CGHE Webinars: conversation regionally and locally.

336

01:03:00.110 --> 01:03:08.750

CGHE Webinars: then their agency is going to be enhanced. The quality of the work will improve.

337

01:03:08.880 --> 01:03:12.370

CGHE Webinars: and then they'll be able to take more into the global environment.

338

01:03:12.540 --> 01:03:16.590

CGHE Webinars: But just connecting to the global environment, it's in itself

339

01:03:16.750 --> 01:03:20.100

CGHE Webinars: positions them in all the kind of ways that you point to.

340

01:03:20.150 --> 01:03:24.100

CGHE Webinars: I mean, what do you think I mean as

341

01:03:24.190 --> 01:03:31.760

CGHE Webinars: someone who's who's globally engaged, but also as a social science researcher in India. What do you think the best strategy is

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01:03:36.690 --> 01:03:59.479

Vedika Kedia: thanks, Simon, for the wonderful question. And I think it's really important that you brought up and I think it's important to point out at the States that also that within international relations there was no specific associations for India, for Indian scholars primarily, yet so, therefore, there was an absence of the national in environment as well, or national connectors that would help them better engage with the global, as you said.

343

01:03:59.770 --> 01:04:01.720

Vedika Kedia: but also talking about

344

01:04:01.860 --> 01:04:07.579

Vedika Kedia: as to how the

345

01:04:07.840 --> 01:04:09.580

Vedika Kedia: topics of interest

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01:04:09.780 --> 01:04:28.710

Vedika Kedia: amongst Pakistani scholars are quite similar to the ones amongst Indian scholars, but due to the political challenges that exist, there was, there is little same infrastructure or support that could be meted out towards fostering greater collaborations between the 2 nations.

347

01:04:29.540 --> 01:04:37.749

Vedika Kedia: but more so, I think a number of my participants felt that felt quite or expressed quite positive

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01:04:37.950 --> 01:04:57.619

Vedika Kedia: ideas about, say, potential collaborations with China, for instance, they felt that understanding Chinese experiences could also provide them with an anchor to better say mold. The conceptual tools together, for instance, like, have a global Southern alliance, for instance, was one of the ideas that was resonated by the participants.

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01:04:58.180 --> 01:05:14.089

Vedika Kedia: But again, as I said, that they are political challenges to regional, to greater regional integration that exists with India, and therefore the idea of regionalism is kind of a bit more minimal, while there are certain ex experiments which have been

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01:05:14.160 --> 01:05:20.619

Vedika Kedia: going which are actually being going on in trying to foster a greater Southern alliance.

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01:05:24.410 --> 01:05:32.580

CGHE Webinars: Okay, thanks, Vinica. Let's bring in melissa, who came in very early with the question about methodology and and ethics. Melissa. Yeah.

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01:05:33.460 --> 01:05:36.529

CGHE Webinars: Hi, thank you for this. Can you hear me? Okay.

353

01:05:36.660 --> 01:06:00.219

Melissa Brun: okay. Excellent. Hi, Vedica. Great presentation. And certainly as a American from Pennsylvania State university that's doing research in India, bringing forward their experiences and their voices is very important in the work that I do. And I have one question for you, because it's something that has been

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01:06:00.480 --> 01:06:13.290

Melissa Brun: kind of a a confusing thing from my end. And that is when you're doing human subjects research across nations and India is part of it. How are you handling the human subjects? Research, approval, process?

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01:06:13.350 --> 01:06:26.820

Melissa Brun: What type of system are you using? Is? Did new Delhi or India require any specific type of Irb or human subjects research approval before you started your project.

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01:06:30.470 --> 01:06:31.340

Vedika Kedia: Well.

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01:06:31.500 --> 01:06:56.799

Vedika Kedia: I think my project is basically incorporating qualitative interviews with researchers. And these researchers were others in the field and range from, say, Phd scholars to pro to professors. And I think this my research primarily involved, like a 60 to 90 min interviews. So it wasn't a human subject research in the traditional sense or in the sense of psychology, for instance. But I think,

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01:06:56.920 --> 01:07:10.090

Vedika Kedia: given my own familiarity with the field, I think, I was primarily be able to draw on from those interviews and kind of try and outline the the research landscape that they face from their own perspective.

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01:07:10.210 --> 01:07:11.710

Vedika Kedia: So. And

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01:07:12.000 --> 01:07:26.320

Vedika Kedia: apart from that, there was like University Ethics Committee approval which was needed via University of Oxford, for instance. And that was a major ethical approval. Ethical compliance. Scheme. Yes.

361

01:07:28.660 --> 01:07:35.860

CGHE Webinars: thanks, Vedica. Thank you for your question question to Melissa. Can we bring in Eliza brewers now, Eliza?

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01:07:38.750 --> 01:08:06.940

Elisa Brewis: Thank you for the great presentation. Verdika. Really resonates with similar work. I've been looking at in Indonesia. My question was about the teaching and learning environment. You just had a brief comment about the curriculum, so did they mention your participants things like student attitudes, student choice of research topics on the curriculum. Were they hopeful at all about the upcoming or future generation of Ir. Scholars like both in like locally in India and in general in the field of Ir.

363

01:08:13.730 --> 01:08:31.750

Vedika Kedia: Yes, I think that's a very important point that you brought them, because I think teaching and learning also considered a major part of these researchers, couriers and many of them actually found that they many of them actually use a means of kind of changing research teaching techniques to be able to kind of

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01:08:31.750 --> 01:08:51.240

Vedika Kedia: deal with this coloniality of the syllabus itself, or the discipline that existed. I think one of my participants said that she would often try a flipped methodology which she would introduce students to the critical school of Ir first, and then the mainstream school to kind of try and see whether the critical school can be seen as an because, you know, the mainstream school often

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01:08:51.340 --> 01:09:08.519

Vedika Kedia: is perceived as the only perspective in some ways, and so, therefore, trying to see if there is a difference that happens. If you kind of will introduce people to the critical school first. So I think there were a lot of like creative approaches that the researchers were taking within the space of teaching and learning to kind of navigate this

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01:09:09.300 --> 01:09:21.119

Vedika Kedia: but on the second aspect that you mentioned about the future generations. I think a number of researchers said that because of this

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01:09:21.170 --> 01:09:31.810

Vedika Kedia: idea of global competition, what happens is that a number of professors and students alike are perhaps much more inclined towards

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01:09:31.850 --> 01:09:56.289

Vedika Kedia: not like not asking certain questions which they believe that the answers would be more difficult to find out, for. So I think one of the scholars mentioned about how, with the access to with the greater global connections, there is a much more inclination to resort to a comfort space of between the professors and the students, just so that there is no challenges within.

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01:09:56.590 --> 01:10:21.450

Vedika Kedia: In finishing the Phd program in time, for instance, and a number of issues around that as well. And and this is not entirely a global phenomena. I think it is also reflective of certain challenge. Local challenges, like, for instance, finances which a number of students also face, and so say, feel that it's better to do a sub do us subject in the comfort space so that it gets completed within a period of time.

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01:10:21.770 --> 01:10:34.230

Vedika Kedia: etcetera. That being said with a generation of researchers also trying to more this more of this coloniality, etc. I think the teaching learning process is definitely changing, and therefore they feel that

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01:10:34.360 --> 01:10:44.419

Vedika Kedia: with the change in this teaching learning process, the younger generation, perhaps much more equipped to take up like different methodologies, and perhaps use different conceptual tools, or that

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01:10:44.440 --> 01:10:52.160

Vedika Kedia: perhaps just have the freedom to draw from non-western knowledge sources. And I think that possibly is, is a

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01:10:52.190 --> 01:10:55.929

Vedika Kedia: is a positive hope that that many scholars who work. Yes.

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01:10:58.170 --> 01:11:02.599

CGHE Webinars: thank you both. Can we bring in Sabna Kedia. Now, Sabna.

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01:11:02.920 --> 01:11:03.999

CGHE Webinars: are you there?

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01:11:04.470 --> 01:11:19.549

Sapna Kedia: Yes. Hi, Hi! Thank you. Hi, Vedica, great presentation. I really really appreciate the emphasis on colonization of research. And I also really, really like the point that you made about

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01:11:19.600 --> 01:11:24.860

Sapna Kedia: how researchers from global South are not really considered when it

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01:11:25.070 --> 01:11:38.220

Sapna Kedia: comes to setting global agendas. I think that's really, really important to talk about. I was wondering if any of your research participants and scholars

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01:11:38.400 --> 01:11:50.549

Sapna Kedia: had any thoughts or any suggestions around. How can we really start in a way, de colonizing some of these processes? And how

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01:11:51.030 --> 01:11:59.710

Sapna Kedia: scholars from the global South can be at the centre of setting some of these research agendas. I was wondering if there were any suggestions.

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01:12:05.010 --> 01:12:30.129

Vedika Kedia: Now I think the idea was probably resonated in this idea of agency and peripherality. I think a lot of the participants felt that this sort of adherence to a globally set agenda was also partly due to the structures that kind of supported it that includes global university reacting which primarily draws on research published in global citation in Texas as one of the ways to kind of

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01:12:30.130 --> 01:12:35.459

Vedika Kedia: enhance the the rankings of universities. And also was one of the

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01:12:35.700 --> 01:12:36.899

Vedika Kedia: one of the

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01:12:37.040 --> 01:12:47.290

Vedika Kedia: various mechanisms for scholars to get promoted and to have like better career opportunities, for instance. So I think what scholars primarily do was to kind of.

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01:12:47.290 --> 01:12:59.599

Vedika Kedia: say, dealing from these ideas or from this idea of global visibility. Again, which is one of the things that most scholars Wifi also because the metrics in which I think

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01:12:59.600 --> 01:13:24.189

Vedika Kedia: the idea is that the change in the metrics in which you judge a research because scholars felt that currently, the researchers were actually being judged on a. Their publications in these top elite journals based in global north, but secondly, also their access to funding, which is

which also sometimes emerges from global law, but also, thirdly, in terms of collaborations, which is also easier to happen when you're working on these topics of all these global agendas.

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01:13:24.210 --> 01:13:31.380

Vedika Kedia: So I think, the scholars mainly wise out about how there has to be a shift in the way we kind of like evaluate research.

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01:13:31.400 --> 01:13:59.210

Vedika Kedia: and try and see if that is true. Firstly, but secondly, also, I think the idea that there needs to be greater infrastructure for scholars to be able to draw from non Western knowledge sources resort to these sources just because they're readily available, as opposed to say, drawing from say, Confucianism or any other sources that exist from the non Western world, just because it's very it's for them it's difficult to access a. But, secondly, just because of, say, the translations

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01:13:59.270 --> 01:14:15.249

Vedika Kedia: services that exist, that they're probably not even draw able to draw from all the services that exist in transcript oriented. So I think if the change has to come both from the global, but also from the local infrastructures and and agendas. Yeah.

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01:14:16.580 --> 01:14:23.560

CGHE Webinars: thank you. Thank you. Thank you, Sabna, and thank you. Verica. Katherine Montgomery is an exploit. Catherine.

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01:14:23.630 --> 01:14:32.979

Catherine Montgomery: Hi, thanks, Simon and and Vedica. Thank you so much, for the talk really enjoyed it, and my question is a little bit leading on from what? Sackner asked.

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01:14:32.990 --> 01:14:45.740

Catherine Montgomery: And that is around the role of wondered if anything emerged from your data and the role of the Phd. In social science research. Or you know how the Phd might construct.

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01:14:45.740 --> 01:15:03.190

Catherine Montgomery: You know, construct the global, construct global connections, between India and the UK cause. Obviously, there's a very long history. Colonial history there around around the Phd. So I just wondered if if anything had come up around that

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01:15:06.210 --> 01:15:17.209

Vedika Kedia: I think. Yes, I think there is. For instance, my interviews were specific to scholars who are doing their Ph. D. Within universities in and

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01:15:17.270 --> 01:15:21.710

Vedika Kedia: and therefore I think there was, perhaps

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01:15:21.750 --> 01:15:42.470

Vedika Kedia: a need for greater institutional support for these Phd programs to be able to undertake research. As I said, that there was this tendency to sometimes resort to the comfort zone within within Phd programs, and so on, giving little space for greater exploration. For the for these researchers, I think there was

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01:15:42.470 --> 01:16:00.040

Vedika Kedia: the need that was pointed out was greater institutional support for these. But of course, because my research was focused on the Indian scenario, and I wanted to primarily interview researchers who are conducting research in the context of India. I did not kind of explore.

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01:16:00.250 --> 01:16:05.100

Vedika Kedia: The scholars, who perhaps continue to do the Ph. D. Abroad.

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01:16:05.580 --> 01:16:15.820

Vedika Kedia: or who are primarily undertaking their Ph. D. Abroad, but of but they were, say, participants who had returned from institutions abroad and kind of

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01:16:16.180 --> 01:16:26.590

Vedika Kedia: thought that there was create the institutional support which is provided, which kind of distinguish the programs within India from, from, say, programs that exist elsewhere.

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01:16:26.610 --> 01:16:53.870

Vedika Kedia: but also scholars also felt that sometimes due to group due to the bureaucratic nature of certain institutions like, for instance, access to primary information. As once pointed out, that access to archives, all India was also much more easily accessible in the University overseas rather than E in institutions within India as well. And so I think there was this idea of providing greater institutional support.

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01:16:53.960 --> 01:16:55.750

Vedika Kedia: Don't do these problems.

403

01:16:57.780 --> 01:17:05.199

CGHE Webinars: That's great. Thank you very much. Thanks, Katherine. Olga, Oga man is next. Hi!

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01:17:07.310 --> 01:17:08.549

CGHE Webinars: Where are you, Olga?

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01:17:09.500 --> 01:17:13.739

Olga Mun: Oh, hello! Hi! Can you hear me? Hi, yes.

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01:17:13.830 --> 01:17:34.339

Olga Mun: yeah, thank you so much I absolutely enjoyed Vedica's presentation. So my question is about the conceptual sort of tools that you use. Do you find Miniola's Bordea thinking helpful? I found it very confusing, because he also uses it often when he talks about the colonial multiculturalism.

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01:17:34.340 --> 01:18:01.490

Olga Mun: And generally I'm just confused. So. And and and the second question is, do you use Indian theory, or some local Pakistani theory, maybe, or philosophers in conceptualizing the theoretical framework for your research? So this is the questions that I had is the reason why I'm asking is that sometimes I feel like we, we talk about our research participants and their struggles. But we ourselves as researchers who

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01:18:01.490 --> 01:18:08.780

Olga Mun: who research global south, in the global north institutions, we ourselves also have these issues. How do we not perpetuate the

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01:18:08.790 --> 01:18:13.060

Olga Mun: epistemic injustices that we are of cells researching? So this was my question.

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01:18:18.290 --> 01:18:33.030

Vedika Kedia: Yeah, thank you so much, Oga, for the question. And you rightly pointed out about the ethics of doing research within the global South. I think in in my last seminar at Cg, that was one of the one of the key themes that had pointed out.

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01:18:33.070 --> 01:18:46.059



Vedika Kedia: So I think the way I navigate it is by trying to award greater voice to my participants in my research. That was one of the mechanisms but in terms of Mcdonald's

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01:18:46.060 --> 01:19:09.639

Vedika Kedia: conceptual tools, I did. I agree it is a bit confusing, but I think like the colonizing is never easy. And so I think that that was one of the useful framework that I found I initially wanted. I initially start, began the research with trying to understand the phenomena from a center periphery perspective. But upon my interviews. I understand that though

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01:19:09.800 --> 01:19:28.449

Vedika Kedia: center periphery network was the structural framework was a bit too simplistic to be able to accord complex to be able to actively capture the complexity of this phenomena. And that is when I kind of came across Mcdonaldo, and I felt that

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01:19:28.620 --> 01:19:31.880

Vedika Kedia: big note why it is confusing. I felt that it

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01:19:31.970 --> 01:19:48.100

Vedika Kedia: also a a cause. Researchers flexibility in in being able to kind of, as I said, mold the theories to be able to actually can use it for greater conceptualization. So I think that's why I use my dollars. But apart from that I think.

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01:19:48.280 --> 01:20:00.879

Vedika Kedia: I use the framework of agency as well to understand, drawn from a Matlasain's own work on agency. But also there is a specific section on which

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01:20:00.910 --> 01:20:16.450

Vedika Kedia: kind of is not drawn from any particular framework which which basically highlights as to the section on personal as academic, for instance, is a is is a pro is a kind of a structure that I kind of make on my own, and trying to understand as to how

418

01:20:16.470 --> 01:20:38.860

Vedika Kedia: the participants often also draw on their own personal experiences of the lived realities, to understand the realities better, and therefore thus provides them with an impetus to work around the western conceptual tools, and thus Bristol, between the Nova and the noble. So these are the various ways in which I try to address the conceptual framing of my study. I hope that answers the question.

419

01:20:42.900 --> 01:20:44.770

CGHE Webinars: Any follow up poker?

420

01:20:46.020 --> 01:20:48.529

CGHE Webinars: If not no, thank you.

421

01:20:48.940 --> 01:20:55.510

CGHE Webinars: thanks, Albert. If not, I'll move to go. T. Aurora Connors question and

422

01:20:55.590 --> 01:20:57.910

CGHE Webinars: geote, I think, can't come on to camera.

423

01:20:58.190 --> 01:20:59.489

So I'm not.

424

01:20:59.770 --> 01:21:04.659

CGHE Webinars: Repeat her question to you, Betty Carr, if I can. She's saying.

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01:21:05.840 --> 01:21:08.690

CGHE Webinars: did any of the respondents mention

426

01:21:09.090 --> 01:21:15.950

CGHE Webinars: about how their research agendas were influenced or constrained by institutional and or state agendas

427

01:21:16.290 --> 01:21:17.630

CGHE Webinars: in India.

428

01:21:17.650 --> 01:21:30.849

CGHE Webinars: not just global agendas and go. T is a researcher in in India herself. And she's aware of the political space that she's working in and if they did mention constraints set by

429

01:21:30.910 --> 01:21:38.710

CGHE Webinars: the policy of government, agenda or institution, how are they navigating those problems?

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01:21:45.440 --> 01:21:56.420

Vedika Kedia: Thank you so much for the wonderful question. And I think, I did have an entire section of on the idea of the influence of

431

01:21:56.520 --> 01:22:01.940

Vedika Kedia: the the influence of politicization within research which had to

432

01:22:02.180 --> 01:22:13.059

Vedika Kedia: actually means be scrapped out of my hesitation just because it was exceeding the word count. But yes, so to answer your question, I think.

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01:22:13.230 --> 01:22:14.030

Vedika Kedia: the

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01:22:14.170 --> 01:22:29.330

Vedika Kedia: it not really institutional agendas. But of course there was a State agendas with regard to research within international relations, for instance, but I think most callers felt that think tanks were the ones that were more working towards fulfilling these

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01:22:29.360 --> 01:22:48.490

Vedika Kedia: these particular agendas. And so I think, in in the sense I felt that scholars also were kind of peripheral within these national agendas teams instruct, and these nexus as well. And so that accorded them with greater flexibility and sometimes also accorded them with greater flexibility, but also meant that they had

436

01:22:48.570 --> 01:22:53.489

Vedika Kedia: much more limited opportunities. But I think

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01:22:54.100 --> 01:22:58.300

Vedika Kedia: the the idea of

438

01:22:58.600 --> 01:23:02.070

Vedika Kedia: The the idea of research autonomy was also

439

01:23:02.250 --> 01:23:09.109

Vedika Kedia: some was also kind of I felt was a multi layered concept. And so I

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01:23:09.330 --> 01:23:11.469

Vedika Kedia: think that while

441

01:23:11.700 --> 01:23:13.950

Vedika Kedia: for instance.

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01:23:14.440 --> 01:23:31.769

Vedika Kedia: in this, in this space of academia, the idea of research autonomy wasn't. That wasn't that much of a problem. I think most researchers felt that they were able to take topics of their interests, but of course felt more constrained with the limited funding opportunities that occurred. And so

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01:23:31.970 --> 01:23:46.790

Vedika Kedia: one of the researchers pointed out that working on technology, if you work within, say these think tanks, it's more likely that you would be asked to work on issues of national security, for instance, rather than issues that they were working on. And so, therefore

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01:23:46.790 --> 01:24:03.970

Vedika Kedia: they attended. They kind of continued to be do not engage with with that think tank space. And so, therefore, I think there was a disconnect between this, the the national agenda space,

the space of national agenda and research, and the space with Academia, and which the researchers operated in

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01:24:06.240 --> 01:24:12.819

CGHE Webinars: thanks for that great answer, Vertica And next question's from David Mills. David, are you there, please?

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01:24:13.200 --> 01:24:40.980

david mills: Hi, Becca, really interesting presentation. My question really is to push you a little bit on what's happening? Why, what the geopolitical angle. And all this is why I know there's a new new education plan in in India that was introduced. And it's gonna change some aspects of higher education in terms of creating institutes of eminence and a national research foundation. It's it's II guess my question really is compared to China.

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01:24:41.200 --> 01:24:47.190

david mills: It does it surprise you? The India hasn't been more worried about the strength of its regional research ecosystem.

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01:24:47.430 --> 01:24:57.670

david mills: and and hasn't put in place more, more sort of funding or resources to build that because, because, you know, the comparison is interesting, isn't it?

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01:25:06.740 --> 01:25:13.900

Vedika Kedia: Yes, thank you for the question. I do think that. It's kind of surprising. As to why there is not been greater institutional support.

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01:25:14.020 --> 01:25:28.419

Vedika Kedia: Co, according to social science research. In India compared to China. But also, I think this is taking place in the context of neoliberalization, of research, spaces and universities, spaces in general, and I think any P.

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01:25:28.590 --> 01:25:49.330

Vedika Kedia: Kind of plays it into that as my research also says, participants also had right that there is that within the NEP. There's a greater push for universities to become much more self sufficient in terms of funding and therefore pushes you towards creating more endowment funds, for instance, and I think this kind of would.

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01:25:49.330 --> 01:26:06.639

Vedika Kedia: scholars felt, would probably exacerbate the gap between the between the privilege, with elite universities and the not so elite universities that exist within India and smaller social science research institutes as well. And so I think that would lead to much more constraint space

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01:26:06.670 --> 01:26:22.640

Vedika Kedia: in terms of funding, and I think it is in in this context of neoliberalization that they use probably not much initiative taken to promote social science research, which is perhaps not perceived to be of great economic value.

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01:26:22.750 --> 01:26:26.720

Vedika Kedia: Value for the policy makers.

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01:26:27.160 --> 01:26:36.180

Vedika Kedia: I'm so. So that is definitely one aspect of it in which universities are pushed to kind of create their own funds.

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01:26:36.200 --> 01:26:49.869

Vedika Kedia: and sort of reduce government spending. But also, I think, researchers pointed out about this emerging iv leak central within India, where there is, say, for instance, greater

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01:26:49.960 --> 01:27:00.790

Vedika Kedia: disparity amongst to be in groups that are, say, enrolling to work, enrolling within elite institutions, and therefore this kind of exacerbates the the capacities of incident of

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01:27:00.880 --> 01:27:08.609

Vedika Kedia: central universities, perhaps that centers of of research and how there was this

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01:27:09.380 --> 01:27:33.729

Vedika Kedia: kind of line being created by students in any you know, good involuntary universities, and would likely be much more pulled towards global universities within global, not as well and kind of creating this one online and therefore they felt that students who did not fall into these certain categories, would they be? There would be great, greater let out, which would also be much more problematic.

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01:27:33.730 --> 01:27:55.029

Vedika Kedia: For social science research in India, which actually benefits from having the diversity of student population but more, but given that with the rising enrollment, scholars felt that if you know, if students were a what if students from disadvantaged backgrounds were also joining universities, and if felt that, and scholars felt that if these students were given

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01:27:55.080 --> 01:27:58.689

Vedika Kedia: much more support is much more likely to have multiplicity

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01:27:58.930 --> 01:28:06.120



Vedika Kedia: within social science, research, and and Dan. Therefore that would also benefit the fee. So these are just a few insights. Yeah.

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01:28:06.250 --> 01:28:07.569

david mills: great. Thank you.

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01:28:08.470 --> 01:28:14.680

CGHE Webinars: Thank you both. Thanks, David. Thanks, Erica. Erica. I've got a question for you now.

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01:28:14.740 --> 01:28:27.259

CGHE Webinars: This term thinking about India. You sort of think well as India as a single nation. An idea, if you like, of the nation. But there's such regional and linguistic diversity.

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01:28:27.520 --> 01:28:32.779

CGHE Webinars: and there are so many important centres. So many major cities which are

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01:28:33.050 --> 01:28:37.259

CGHE Webinars: offer home to a a distinctive cultural group

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01:28:37.380 --> 01:28:46.790

CGHE Webinars: language group, and so on. And mostly what we've been talking about today has been this coupling of the of India and the global.

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01:28:47.340 --> 01:28:56.320

CGHE Webinars: But there's also the regional differences. And people are working regionally and locally.

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01:28:56.940 --> 01:29:06.199

CGHE Webinars: how much do they work nationally in social science as a kind of national conversation? And how much is it a regional or local conversation? Do you think.

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01:29:08.790 --> 01:29:24.469

Vedika Kedia: I think again, in the field of international relations. The idea of other regional conversations or local conversations are a bit more limited, because just because the field is quite small in and of itself. And so I think there is.

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01:29:24.850 --> 01:29:52.970

Vedika Kedia: say, just less a number of scholars who are pursuing international relations, research for them to be involved in different agendas. I think the the kind of inclination towards global conversation is, perhaps that's why much more dominant. But given that, I think. The discipline is slowly moving towards other centers. In India. So I think there is perhaps greater. There is perhaps more conversations taking place in in

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01:29:53.030 --> 01:30:07.269

Vedika Kedia: places like July, for instance, like distance from at a distance from the national capital. So I think these centers are slowly emerging with the wider dissemination of the discipline itself.

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01:30:07.320 --> 01:30:19.799

Vedika Kedia: And probably with greater with the rising Enrollment University enrollments, and like greater enrollments in higher education spaces. Perhaps these centers will also likely to be emergable

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01:30:19.900 --> 01:30:24.150

Vedika Kedia: likely to be would probably be more likely to watch. Yeah.

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01:30:26.270 --> 01:30:38.119

CGHE Webinars: But thanks, Erica, I mean, I think you know me. Many people who come to our webinars on a regular basis are becoming aware of how important who, how important India is, and how interesting and complex.

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01:30:38.360 --> 01:30:43.489

CGHE Webinars: The discussion about India is and you know we've had, and

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01:30:43.690 --> 01:30:59.990

CGHE Webinars: a succession of good presentations from scholars in India, although primarily from Delhi at this stage. We've tended to be rather regional about our take on India so far, but we hope that we'll continue to cover India

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01:31:00.020 --> 01:31:14.869

CGHE Webinars: And bring voices from India into the global conversation. Then your comment, you know, or someone's comments in the interviews about the Middle power status of India was interesting. I mean, I think that you know geopolitically.

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01:31:15.090 --> 01:31:19.910

CGHE Webinars: yeah, India is now a strong middle player, not a China, not a Us. But.

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01:31:20.170 --> 01:31:33.129

CGHE Webinars: you know, really tremendously important because of political economy as much as anything else, but also the longer distance from the colonial period, the you know, the more modernization proceeds, the more the country country country

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01:31:33.130 --> 01:32:01.660

CGHE Webinars: strengthens and and so on. That's leaving aside some of the political problems that are currently being experienced. There is a sort of upward curve, if you like, and I suspect that in terms of geopolitical influence, India and the UK are gonna meet at some point fairly soon with the UK. Going down while India goes up. So we might be joint. We might be having a seminar on middle powers, you know, with the UK and India together. In future, in, in, in our Webinar series.

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01:32:01.660 --> 01:32:17.740

CGHE Webinars: Let me ask you, because I think your works really important, and you know you're Yup, a person who can work on all these different scales, you know, nationally, locally, globally. And that's really great. You know, that kind of multiple communication multiple engagement.

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01:32:17.770 --> 01:32:31.780

CGHE Webinars: Really, is this sort of thing which can make a lot of difference, because it can bridge a lot of the different communities and open up, you know, spaces for new voices that come into, you know, to the global, all the all the all the national level.

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01:32:32.130 --> 01:32:36.939

CGHE Webinars: what are you going to do next, I mean is this you've done this study of social science

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01:32:36.980 --> 01:32:42.729

CGHE Webinars: in in India? Are you going to continue to to research social science in India?

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01:32:42.990 --> 01:32:45.129

CGHE Webinars: Do you have another research agenda.

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01:32:49.700 --> 01:33:15.630

Vedika Kedia: Lovely question, Simon. But yes, I think my plan is to perhaps further further study the social science, research landscape, but some but also study it in relation to say, China, for instance, and I personally believe that study that using China as an anchor to

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01:33:15.630 --> 01:33:40.120

Vedika Kedia: say, understand experiences of India can be really useful. And so, and can help unlock knowledge, because in the absence of this comparison, I'm aware that perhaps the default comparison is with the Western world, with UK, for instance. And so I think, having a comparative study with China, would definitely bring more diverse insights to it, but also give more avenues for greater collaborations.

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01:33:40.170 --> 01:33:45.360

Vedika Kedia: So so that is my plan in terms of trying to see if they is

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01:33:45.440 --> 01:33:50.320

Vedika Kedia: data scope for collaborations, but also say widely.

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01:33:50.400 --> 01:33:56.239

Vedika Kedia: my topic interest to also other topics in the Indian higher education system.

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01:33:56.820 --> 01:34:11.870

CGHE Webinars: Thanks. Thanks. Thanks. And I think that China, India relationship and comparison is so important, isn't it? Because there, I mean, historically, they were such strong countries, such shaping influences in Southeast Asia and Central Asia and West Asia

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01:34:12.570 --> 01:34:25.379

CGHE Webinars: as well, and that crossover between them. In Southeast Asia you can see the sort of you know, where the where the cultures meet almost historically, really interesting. How it plays out in places like Laos or

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01:34:25.620 --> 01:34:41.229

CGHE Webinars: or Thailand, which sort of sit between the 2 cultural influences. And and in the future. You know, they're going to be as important again. And and the and and so different, you know, in lots of ways. And so this relationship.

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01:34:41.270 --> 01:35:02.629

CGHE Webinars: you know, becomes really important. I mean, at Indian Chinese cultures, arguably as different as the Western India or the Western China, you know, there, and maybe India and the West. You're a bit closer than China is to the West. So India's got this sort of intermediate role as well at a geopolitical sense. But yeah, no, I'm all power to you and all power to your work.

497

01:35:02.730 --> 01:35:24.700

CGHE Webinars: Unfortunately, we're gonna have to close and and and thank you very sincerely for your contribution to the Webinars, and hopefully we'll have you back when your next project is reaching fruition. So good luck, with good luck, with your your work and folks you can get in touch with, I'm sure, if on email, if you want to cooperate with her or learn more about her work.

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01:35:24.700 --> 01:35:34.939

CGHE Webinars: Thanks very much. Verdika. Our next webinar is a book launch in effect. Book edited by yousef Oldeck

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01:35:35.150 --> 01:35:39.299

CGHE Webinars: S. Sayeong Lee, and

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01:35:39.360 --> 01:35:51.830

CGHE Webinars: Louie Yang, and I think the presentation will include Kelsey. Know you from the Department of Education at Oxford. It's the books called Student Agency and self formation in higher education.

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01:35:51.900 --> 01:35:54.650

CGHE Webinars: And we'll hear all about it.

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01:35:54.680 --> 01:35:58.410

CGHE Webinars: on Tuesday next Tuesday, the next webinar spot.

503

01:35:58.520 --> 01:36:04.140

CGHE Webinars: 2 pm. To 3 Pm. Uk, Tom, hopefully. We'll see you all then, bye, for now.