

**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
SCHOOL OF INTERDISCIPLINARY STUDIES
DEPARTMENT OF CULTURAL STUDIES
HYDERABAD**

Course title	<i>Modes of Reading Culture (Core)</i>
Category	b. Existing course with 40 % revision.
Course code	MALCSC 500
Semester	II (Jan-May 2026)
Number of credits	4
Maximum intake	30
Day/Time	Wednesday 11-1pm; Friday 2-4pm [Consultation: Tues 12-1 pm]
Name of the teacher/s	Dr. Uma Bhrugubanda
Course description	<p>i) Course Description: This course will serve as an advanced introduction to key concepts and theories in the field of Cultural Studies: culture/civilization, authorship and acts of reading, textuality and discursive formations, visual and aural culture, and affective politics. We will examine the forms in which culture—“popular,” “national,” “ethnic,” “capitalist,” or simply “everyday”—circulates in our world. The course readings will be organized around the following themes:</p> <ul style="list-style-type: none"> • Art, Culture and Commodities • Authorship, Textuality and the Media • Visuality, Aurality and Contemporary Society • Masses, Publics and People <p>Each of these themes will be explored through a discussion of important theoretical statements as well as analytical essays that point to the interpretive possibilities of specific modes of reading cultural texts, their contexts and their publics.</p> <p>ii) Objectives of the course in terms of Programme Specific Outcomes: PO1-- acquire a sound grasp of the themes, concepts, theories and critical methodologies that constitute the field of Literary and Cultural Studies PO3-- gain an advanced knowledge and understanding of the research principles and techniques relevant to the discipline of Cultural Studies PO5-- develop skills of close reading and critical analysis of a wide range of cultural and theoretical texts PO6-- examine the roles played by the mass media and new media in the production and circulation of cultural texts PO8-- analyze the ways in which art and culture are deeply imbricated in the social, political and economic aspects of society PO10-- demonstrate knowledge of the history of contemporary cultural industries and their role in the production and circulation of contemporary public discourses</p> <p>iii) Learning outcomes— PO 14--develop oral presentation skills using multimedia technologies and participating in classroom discussions related to contemporary culture and</p>

	<p>society</p> <p>PO 18-- gain employability skills as teachers, researchers, translators, consultants, and content-developers in various fields (the mass media, publishing, administration, museums, information technology, the NGO sector, etc.)</p>
Course delivery	<p>Lecture cum Seminar Course which also includes some sessions of Experiential learning. Each set of readings will be introduced through a lecture. The remaining classes will be in seminar mode. Interpretive exercises undertaken in class and a field trip will be part of experiential learning.</p>
Evaluation scheme	<p>Internal modes of evaluation:Regular attendance, careful reading of prescribed texts, and participation in class discussions will play a significant role in evaluating your performance in this course. The evaluation for the course will be based on the following criteria: a) Participation in classroom discussions (10%) b) 2 Short Mid-term assignments (30%)</p> <p>End-semester mode of evaluation: Open-book Examination (60%)</p>
Reading list	<p>Essential reading:We shall discuss a diverse range of essays, including those by Raymond Williams, Stuart Hall, Walter Benjamin, Adorno & Horkheimer, Roland Barthes, Michel Foucault, Edward Said, Jacques Ranciere, Madhava Prasad, Gayatri Spivak, Susie Tharu, Tapati Guha-Thakurta, Michael Warner, William Mazzarella, Amanda Weidman, among others.</p> <p>Additional reading:There will be interpretive exercises in class based on fictional and non-fictional narratives, visual images, found objects, and social practices. A list of this will be shared in the class as the course proceeds.</p>

Course title	<i>State And Society In India (Core)</i>
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course with revision.
Course code	MALCSC420
Semester	II (Jan-May 2026)
Number of credits	4
Maximum intake	30
Day/Time	Tuesday 11am -1pm & Thursday 2pm - 4 pm
Name of the teacher/s	Dr. Venkatesh Vaditya
Course description	<p>This course provides a systematic and critical examination of the postcolonial Indian state, with a specific focus on its evolving ideological architecture. It interrogates the state's inherent contradictions, particularly its simultaneous trajectory toward centralization marked by an expanding institutional presence, often manifest as various facets of state apparatus and its strategic withdrawal from core welfarist commitments via neoliberal restructuring and the ceding of space to market forces. Responding to a resurgence of scholarly debate on the nature of state power in India, the course is designed to engage students with key contemporary theoretical and empirical analyses. It facilitates an advanced exploration of the ideological interface between state and society, critically assessing this dynamic from multiple theoretical standpoints and through concrete historical practice. A central objective is to situate the Indian state and its ideological expansions within the universal framework of the modern nation-state, while simultaneously insisting on an understanding of its particular cultural and historical specificities. The course further analyzes how various social segments and actors seek to access institutional power and resources, both within and outside state structures. In response to these societal demands, the Indian state has deployed a spectrum of strategies including accommodation, assimilation, and annihilation which the course will critically review and theorize.</p>
Course Learning Outcomes	<p>After completing this course successfully, the students will be able to:</p> <p>CO1-Demonstrate knowledge about important theories of human rights in its theoretical and practical aspects.</p> <p>CO2- Evaluate about interface of rights, state, society and market at theoretical as well as at practical level both at global as well as in Indian context.</p> <p>CO3-Understand and analyze about the formation of human rights institutions for democratic transformation as a tool to democratizing the institutions.</p> <p>CO4- From the practical component they will deepen their understanding of human rights and their limitations in traditional societies like India. Thus, they will be in a position to make ethical based behavior towards other fellow human beings.</p> <p>CO5-Gain deep background knowledge of state, society, culture and rights interface and their limitations. Thus, they will be in a position to make value based behaviour towards other fellow human beings.</p>

	PO 1-4	PO 5-7	PO 8-11	PO 12-18
CO-1	3	3	2	3
CO-2	3	2	3	3
CO-3	1	2	3	3
CO-4	2	3	2	2
CO-5	3	3	3	3

Matching: 3 indicate high level, 2 indicate medium level, and 1 indicates low level of Matching.

Course delivery	Lecture cum Seminar Mode. Class Presentations by the course participants
Evaluation scheme	<p>Internal (modes of evaluation):</p> <p>1. Written exam, class presentations on selected topics (Internal 40%: 3 internal tests x 20 marks each (2 best out of 3 will be considered. 40 marks)</p> <p>End-semester (mode of evaluation):</p> <p>Semester End Written Exam---60% (60 marks)</p>

Essential Reading List

I. Theorising the Modern State and Hegemony

- Pierson, Christopher. 1996. *The Modern State*. Chapter 1: "Modern States" and Chapter 2: "Placing the State in Modernity." London: Routledge.
- Mitchell, Timothy. 1991. "The Limits of the State: Beyond Statist Approaches and Their Critics." *American Political Science Review* 85 (1): 77–96. <https://doi.org/10.2307/1962879>.
- Althusser, Louis. 1971. "Ideology and Ideological State Apparatuses." In *Lenin and Philosophy and Other Essays*. New York: Monthly Review Press.

II. Colonialism and the Making of the Indian State

- Dirks, Nicholas B. 2001. *Castes of Mind: Colonialism and the Making of Modern India*. Chapter 3: "The Ethnographic State." Princeton: Princeton University Press.
- Chatterjee, Partha. 1993. *The Nation and Its Fragments*. Chapter 10: "The National State." Princeton: Princeton University Press.
- Kaviraj, Sudipto. 2010. "The Modern State in India." In *Politics and the State in India*, edited by Zoya Hasan. New Delhi: Sage Publications.
- Aloysius, G. 1997. *Nationalism without a Nation in India*. Chapter 7: "Nationalism without Nation: Colonial Rule and Old Order," 21–51. New Delhi: Oxford University Press.

III. State and Political Economy

- Kohli, Atul. 2004. *State-Directed Development: Political Power and Industrialization in the Global Periphery*. Chapter 7: "India's Fragmented-Multiclass State and Protected Industrialization," 257–288. Cambridge: Cambridge University Press.
- Harriss-White, Barbara. 2003. *India Working: Essays on Society and Economy*. Chapter 4: "The Local State and the Informal Economy." Cambridge: Cambridge University Press.
- Sinha, Aseem. 2019. "India's Porous State: Blurred Boundaries and the Evolving Business-State Relationship." In *Business and Politics in India*, edited by Christophe Jaffrelot, Atul Kohli, and Kanta Murali, 50–92. New Delhi: Oxford University Press.
- Bardhan, Pranab. 2020. *A World of Insecurity: Democratic Discontents and the Morals of the Market*. Chapter 4: "The Indian Experience," 109–139. Cambridge: Harvard University Press.
- Mooij, Jos. 2020. "The Politics of the Public Distribution System in India." In *Routledge Handbook of Indian Politics*, edited by Atul Kohli and Prerna Singh, 301–312. London:

Routledge.

IV. State, Citizenship, and Social Groups

13. Teltumbde, Anand. 2010. *The Persistence of Caste: The Khairlanji Murders and India's Hidden Apartheid*. Chapter 4: "The State and Caste Violence," 85–114. London: Zed Books.
14. Xaxa, Virginius. 2016. "Tribes and Indian National Identity: Location of Exclusion and Marginality." *Brown Journal of World Affairs* 23, no. 1: 223–37.
15. Chaudhuri, Maitrayee. 1999. "Gender in the Making of the Indian Nation-State." *Sociological Bulletin* 48 (1/2): 113–133.
16. Hasan, Zoya. 2009. *Politics of Inclusion: Castes, Minorities and Affirmative Action*. Chapter 2: "Reservations, Minority Rights and Making of Indian Constitution," 18–40. New Delhi: Oxford University Press.
17. Tripura, Biswaranjan. 2022. "Negotiating the Everyday State in Contemporary Tripura, Northeast India." *Journal of Asian and African Studies* 59 (2): 456–69.
<https://doi.org/10.1177/00219096221113580>

V. Crisis and Transformation of the Indian State

18. Chandhoke, Neera. 2021. "The Contradictions of the Indian State." *Journal of Contemporary Asia* 51 (5): 752–772.
19. Kaviraj, Sudipto. 2010. *The Trajectories of the Indian State: Politics and Ideas*. Chapter 7: "Crisis of the Nation State in India." New Delhi: Permanent Black.
20. Jaffrelot, Christophe. 2019. "A De Facto Democracy? Obliterating and Targeting the Other, Hindu Vigilantes and the Ethno-State." In *Majoritarian State: How Hindu Nationalism is Changing India*, edited by Angana P. Chatterji, Thomas Blom Hansen, and Christophe Jaffrelot, 41–67. New Delhi: HarperCollins.

Additional Reading List

1. Chandra, Bipan. 2008. State and Democracy in India. In *Writing History, Culture and Post-Coloniality* (Chapter 2, pp. 34-67). New Delhi: Oxford University Press.
2. Bates, Thomas R. 1975. "Gramsci and the Theory of Hegemony." *Journal of the History of Ideas* 36 (2): 351–366.
3. Fuller, C. J., and Véronique Bénéï, eds. 2001. *The Everyday State and Society in Modern India*. Chapter 1: "For an Anthropology of the Modern Indian State." London: Hurst & Company.
4. Chatterjee, Partha. 2004. "The Nation in Heterogeneous Time." In *The Politics of the Governed: Reflections on Popular Politics in Most of the World*, 3–25. New York: Columbia University Press.
5. Jauregui, Beatrice. 2016. *Provisional Authority: Police, Order, and Security in India*. Introduction: "Anthropology of Police and the Question of Authority" (1–26) and Chapter 5: "Deadly Force" (119–148). Chicago: University of Chicago Press.
6. Guru, Gopal. 2011. "Liberal Democracy in India and the Dalit Critique." *Social Research* 78 (1): 99–122.
7. Jaffrelot, Christophe. 2003. *India's Silent Revolution: The Rise of the Lower Castes in North India*. Chapter 11: "The Reservations Policy: A Strategy of Accommodation," 273–302. New York: Columbia University Press.
8. Simpson, Edward, and Alf Gunvald Nilsen, eds. 2015. "Struggles for the State in India." In *Struggles for State Power: A View from Above and Below*, 1–40. London: Bloomsbury Academic.
9. Corbridge, Stuart, John Harriss, and Craig Jeffrey. 2005. *Seeing the State: Governance and Governmentality in India*. Chapter: "Seeing the State." New York: Cambridge University Press.
21. Ziipao, Raile Rocky. 2020. "Frontier Tribes and Nation States: Infrastructural Intersection at the Indo (Naga)-Myanmar Borderland." *Asian Ethnicity*.
<https://doi.org/10.1080/14631369.2020.1856643>.
10. Chandra, Sudhir. 2013. "The Language of the Constitution." In *The Continuing Constitution: An Essay*, 1–30. New Delhi: Oxford University Press.

Course Title	<i>Culture, Ecology and Justice (Elective)</i>
Category	a. Existing course without changes
Course Code	MALCSE 562
Semester	II (Jan-May 2026)
No. of Credits	4
Days & Timings	Monday 11am -1 pm & Thursday. 9-11 am
Name of Faculty Member	Dr. Prashant kumar kain
Course Description: 150/200 words	<p>There has been a great concern and awareness generated over the past few decades about the environment and its conservation. These concerns are result of our realization that life on planet earth depends on how carefully we utilize the natural resources and maintain a balance. The trees, plants, animals, rivers, climate, oceans, air, soil are not mere resources to be exploited but lifeline for survival which has to be respected and rejuvenated. Environmental justice is becoming an important concept today. International organization, nation states, civil society groups, academia and NGOs are working in this direction to bring awareness about the importance of environment, its pervasive value in our lives and securing better future for upcoming generations. This course is an attempt to understand and contextualize the environmental discourses, debates, issues and challenges along with global and national politics that shape up those discourses.</p> <p>This course will be useful to those who have interests in environmental debates, discourses and have passion to pursue this area for their higher studies research, activism, career, joining advocacy groups etc.</p> <p>Four documentaries/films on environment will be screened as part of this course.</p>
Evaluation Scheme	<p>Internal (40%) (two best will be considered for internal evaluation)</p> <p>Assignment 1 (20 %). (Theoretical). 1500 word term paper on any one environment related issue</p> <p>Assignment 2 (20 %) (Practical). Identify one important ecological issue faced by the people around your place of residence or identify one plant/ insect/animal species around your residence and write about it thoroughly (1500 words)</p> <p>Assignment 3: a group based activity (area will be assigned later)</p>
Course Outcome	<ul style="list-style-type: none"> • awareness of environmental issue and challenges faced by humanity globally • Introduction to the approaches, perspectives and concepts relating to environmental studies and research • development of reflexivity and sensitivity towards resource conservation for better and sustainable future • Understanding the global and national politics, policies and laws relating to environment protection • instigating interest of students to pursue these areas for their higher studies research, activism and career

Suggestive Reading list

- Atkinson, A. (1991). *Principles of Political Ecology*. London: Belhaven Press.
- Bose, S. (2008). *Peasant, Labour and Colonial Capital: Rural Bengal since 1770*. Singapore: Cambridge University Press.
- Brennan, A. (1988) *Thinking about Nature*, London: Routledge.
- Chattopadhyay, T.K. (1999). *India and the Ecology Question: Confrontation and Reconstruction*.

Calcutta: Ekushe.

Crosby, A. (1986). *Ecological Imperialism: The Biological Expansion of Europe 900-1900*. New York.

Dubos, R. (1980) *The Wooing of Earth*, London: The Athlone Press.

Fang, W.T., Hassan, A. & Lepage, B.A. (2023). *The Living Environmental Education: Sound Science Towards A Cleaner, Safer And Healthier Future*, Singapore: Springer

Gadgil, M. (1985). *Towards An Ecological History of India*. Vol. 20, Special Issue No. Pp. 1909-1913.

Guha, R. (1988). *Ideological Trends in Indian Environmentalism*. *EPW*, Vol 23, (43), Pp. 2578

Hussain, M. (2006). Internally Displaced Persons in India's North East. *Economic and Political Weekly*, Vol. 41 (5). 391-93

Kuhn, T. (1970) *The Structure Of Scientific Revolutions* (2nd Edn), Chicago: University Of Chicago Press.

Leiss, W. (1972) *The Domination Of Nature*, New York: Braziller.

Marcuse, H. (1968) *One Dimensional Man*, New York: Abacus.

Maslin, M. (2004). *Global Warming: A Very Short Introduction*. New York: Oxford University Press

Merchant, C. (1983). *The death of nature: women, ecology and the scientific revolution*. San Francisco: Harper & Row publishers.

O'Neill, J. (1991) *Worlds without Content*, London: Routledge.

O'Neill, J. (1993). *Ecology, Policy and Politics: Human Well Being and the Natural World*. London: Routledge Press.

Pokharel, J. (1996). *Environmental Resources: Negotiation between Unequal Powers*. New Delhi: Vikas Publishing House.

Qadeer, I. (1989). Work, Wealth and Health: Sociology of Workers Health in India. *Social Scientist*, Pp. 459-2

Raghunandan, D. (1987). Ecology and Consciousness. *EPW*, Vol. 22, (33), Pp. 545-48

Sage Smith, K.R. (2000). Environment Health: For the Rich or For All. *WHO Bulletin* 78 (9). Pp. 1156--61

Satya, L.D. (2004). *Ecology, Colonialism and Cattle*. New Delhi: Oxford University Press.

Shiva, V. (1991). *Ecology and the Politics of Survival: Conflicts over Natural Resources in India*.

Spretnak, C. & Capra, F. (1990). *Green Politics*. (chapter 2). Paladin

Young, G.L. (1986). *Environment: Terms and Concepts in Social Science*. *Social Science Information*, 25(1)

Course title	<i>Contemporary Dalit Writing (Elective)</i>
Category (Mention the appropriate category (a/b/c) in the course description.)	Elective Course. Existing course with revision. 40 % percentage revision.
Course code	MALCSE532
Semester	II (Jan-May 2026)
Number of credits	4
Maximum intake	20
Day/Time	Monday 2pm-4 pm & Thursday 11am-1pm
Name of the teacher/s	Prof. K. Satyanarayana
Course description	<p>Dalit literature is not simply a literary trend or a formal development. It is a product of a social movement invested in the battle against injustice and driven by the hope of freedom and equality. The term 'Dalit Literature' captures the complex relationship between the literary and the social concerns in the Dalit literary movements.</p> <p>Locating Dalit writing in the context of Indian literary history and a growing pan-Indian Dalit movement, this course attempts to explain the rise of Dalit literature in the 1960s and the 1970s as a distinct category which brings to the fore concerns of caste identity, authenticity, self-representation in the construction of a literary canon. Dalit literary, cultural and critical texts in English translation sharply pose specific questions relating to caste experience, discrimination, untouchability, dehumanization and human dignity and they adopt new aesthetic modes and literary strategies to portray caste inequality and Dalit social life.</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students will demonstrate knowledge of the basic concepts and ideas in Dalit writing and thinking. 2. Students will demonstrate analytical skills that will enable them to appreciate aesthetic and political aspects of Dalit literature. 3. Students will gain a critical understanding of social differences in India. 4. Students will develop a perspective to understand the role of literary cultures in society.

Matching Course Outcomes with Programme Objectives																															
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Course delivery	Lecture cum Seminar Mode. Class Presentations by course participants																														
Evaluation scheme	<p>1. Internal Assignments (40%) 2. Final Examination (60%)</p> <p>Attendance is compulsory. Students are expected to initiate discussion on one of the assigned readings by highlighting key questions and issues.</p>																														
Reading list	<p><i>Selections/excerpts from the following books will be studied:</i></p> <p>Arjun Dangle (ed). <i>Poisoned Bread: Modern Marathi Dalit Literature</i>. Hyderabad: Orient Longman, 1992.</p> <p>Sharan Kumar Limbale. <i>Towards an Aesthetic of Dalit Literature: History, Controversies, and Considerations</i>. Hyderabad: Orient Longman, 2004.</p> <p>D. R. Nagaraj. <i>The Flaming Feet: A Study of the Dalit Movement</i>. Bangalore: South Forum Press, 1993</p> <p>TapanBasu (ed). <i>Translating Caste</i>. New Delhi; Katha. 2002.</p> <p>B. R. Ambedkar. ‘Annihilation of caste’ in <i>Dr. Babasaheb Ambedkar Writings and Speeches</i> Vol.1. Bombay: Education Department, Government of Maharashtra, 1989.pp. 23-96</p> <p>Barbara R. Joshi (ed). <i>Untouchable! Voices of the Dalit Liberation Movement</i>. London: Zed Books, 1986.</p> <p>Sandeep Pendse (ed). <i>At Cross Roads: Dalit Movement Today</i>. Bombay: Vikas Adhyayan Kendra, 1994.</p> <p>Mulk Raj Anand and Eleanor Zelliot (eds). <i>An Anthology of Dalit Literature (poems)</i>. New Delhi, Gyan Publishing House, 1992.</p> <p>Mulk Raj Anand. <i>Untouchable</i>. New Delhi: Arnold Associates, 1981.</p> <p>Anupama Rao (ed) <i>Gender and Caste (Issues in Contemporary Indian Feminism)</i>. London: Zed Books, 2008.</p>																														

Course Title	<i>The Poetics of Money: Narrative Forms and Economic Transitions in Modernity (Elective)</i>
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course without changes c. Existing course with 20% revision d. New course
Duration:	II (Jan-May 2026)
Course Code	MALCSE566
Semester	II
Maximum intake	30 students. Priority to students opting for Cultural Studies
No. of Credits	4
Days/Timings	Tuesday 2pm – 4pm & Friday 11am -1 pm
Name of Faculty Member(s)	Prof. Satish Poduval
Course Description:	<p>This course aims to examine the structures of feeling which animate familiar notions about what money is, and what it does. The idea is to reflect on the reasons for the gap that exists between the assumptions that anchor the humanities (aesthetic form and cultural subjectivity) and those that drive social sciences (policy imperatives and objective facts). The implications of such a divergence, and engaging with recent trans-disciplinary efforts to address the stakes in this gap, will be a major focus of the course.</p> <p>We shall explore the historical emergence and significance of commodity production, and its intersections with the well-known but barely-understood entity called ‘money’ in the modern world. Our approach will be to look closely at the making and re-making of different notions of <i>value</i> (monetary, democratic, aesthetic) that are at work in realms as distinct as realist fiction, economic policy, and the cultural industries over the past two centuries. After the initial historical and conceptual framing, the second half of the course will try to figure out how these developments might play out in contemporary India as we approach 2047.</p>
Course Outcomes:	<p>At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> understand and historicize modern economic concepts and policies; grasp key ideas within cultural economy: possessive individualism, authorship and aesthetic self-expression, credit/credibility, trust/trusteeship, vested and invested interests, commodity aesthetics, etc. examine literary and filmic texts that mediate shifts in economic individualism and/or social aspiration; assess the role of media industries in shaping social and cultural discourse; write essays for academic journals and make accessible presentations in new media; teach courses in cultural studies, media studies, and critical theory.

Course Delivery:	<p>The instructor will introduce and initiate discussions on the main themes and readings during the <i>Lecture</i> sessions. A substantial part of the course will in <i>Seminar</i> mode: students will make short classroom presentations on allotted readings (or readings chosen in consultation with the instructor) and actively respond to discussions on the images/videos shown in class. Students will also work on a Project based on a topic that interests them and is relevant for the course. The texts and methodology for the project will be finalized in consultation with the instructor within the first month. Each student will make a 20-minute Presentation on the project in class during the second half of the course. The final Report based on feedback received during the project-presentation will need to be submitted as a part of the end-term examination.</p>
Readings:	<p>Readings for the course will include texts by theorists such as Michael McKeon, Mary Poovey, Nancy Armstrong, A.O. Hirschman, Jacques Donzelot, Mariana Mazzucato, Kalyan Sanyal, Fredric Jameson, W.F. Haug, Gary Becker, Michel Feher, Wendy Brown, among others. We shall also discuss literary and filmic texts by Thomas Mann, Herman Melville, Mahasweta Devi, Arvind Adiga, Zhu Wen, Tanuj Solanki, Ajay Navaria, Paul Thomas Anderson, Aki Kaurismaki, Jia Zhangke, Aashiq Abu, among others.</p>
Evaluation Scheme:	<p>Sessional Task I (Feb): 10% Sessional Task II (Mar): 15 % Project Presentation (Mar-Apr): 15 % Internal Assessment: 40% <i>(all the three tasks listed above are compulsory)</i></p> <p>Final Assignment: 60 %</p>