

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

<b>Course Title</b>	<i>Culture, Ecology and Justice (Elective)</i>
<b>Category</b>	a. Existing course without changes
<b>Course Code</b>	MALCSE 662
<b>Semester</b>	IV (Jan.-May 2026)
<b>No. of Credits</b>	5
<b>Days &amp; Timings</b>	Monday 11-1 AM & Thursday. 9-11 AM
<b>Name of Faculty Member</b>	Dr. Prashant kumar kain
<b>Course Description: 150/200 words</b>	<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>
<b>Evaluation Scheme</b>	<p><b>Internal (40%)</b> (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>
<b>Course Outcome</b>	<ul style="list-style-type: none"> <li>• awareness of environmental issue and challenges faced by humanity globally</li> <li>• Introduction to the approaches, perspectives and concepts relating to environmental studies and research</li> <li>• development of reflexivity and sensitivity towards resource conservation for better and sustainable future</li> <li>• Understanding the global and national politics, policies and laws relating to environment protection</li> <li>• instigating interest of students to pursue these areas for their higher studies research, activism and career</li> </ul>

## 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.
- Crpsby, 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) *OneDimensional 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	MALCSE632
Semester	IV (Jan-May 2026)
Number of credits	5
Maximum intake	10
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><b>Course Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge of the basic concepts and ideas in Dalit writing and thinking.</li> <li>2. Students will demonstrate analytical skills that will enable them to appreciate aesthetic and political aspects of Dalit literature.</li> <li>3. Students will gain a critical understanding of social differences in India.</li> <li>4. Students will develop a perspective to understand the role of literary cultures in society.</li> </ol>

<b>Matching Course Outcomes with Programme Objectives</b>																															
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Course delivery	Lecture cum Seminar Mode. Class Presentations by course participants																														
Evaluation scheme	1. Internal Assignments (40%) 2. Final Examination (60%)  Attendance is compulsory. Students are expected to initiate discussion on one of the assigned readings by highlighting key questions and issues.																														
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	<b><i>Studying Popular Culture(Elective)</i></b>
Category	b.Existing course with changes
Course code	MALCS E676
Semester	IV (January-May 2026)
Number of credits	5
Maximum intake	30
Day/Time	<b>Tuesday and Friday 9 am -11 am</b>
Name of the teacher/s	Dr. Parthasarathi Muthukkaruppan
Course description	<p>For over a hundred years now, ‘popular culture’ under different guises has been the object of social anxiety, public enthusiasm, and scholarly inquiry. Negative definitions dominated in the beginning with popular culture being defined residually as everything that is not high culture, or as an inferior, easy-to-digest culture whose consumption led to intellectual impoverishment. In the last four to five decades, however, a more affirmative definition has emerged and along with it a discipline devoted to its study.</p> <p>In this course we will inquire into the history of the category itself, the meanings of the terms ‘popular’ and ‘culture’, the concepts and modes of inquiry that define the field of popular culture studies. We will pay particular attention to the challenges posed to its use in the somewhat different modern Indian context. Readings will include theoretical texts and case studies.</p> <p><b><i>This course is meant for students with some prior acquaintance with Cultural Studies/Theory (minimum 10 credits in LCS courses).</i></b></p>
Course delivery	Lecture/Seminar/Experiential learning
Evaluation scheme	Internal Requirements: Regular attendance, active participation in classroom discussion, presentations, and two Class room tests. End-semester (mode of evaluation): Final Exam.
Reading list	Essential reading will be drawn from Pierre Bourdieu, Theodore Adorno, Tony Bennett, Ien Ang, Robert Witkin , Lana F Rakow , Christine Gledhill, John Fiske, John Storey, Stuart Hall, Michel de Certeau, Amir Saeed, Roland Barthes, Michael Ryan, Madhava Prasad, SV Srinivas, Partha Chatterjee, Terry Lovell, Ravi Vasudevan and other cultural theorists.