

## **Background and Motivation**

Progress and production have come to define the contemporary age as one of great techno-scientific advancements, which in-turn have compelled humanity to live in a posthuman age of machinic possibilities. The same logic has landed us in an ecological epoch called the Anthropocene, which is to say the price for Progress has been the irreversible loss of autonomy of the environment, and the ensuing ecological crises. However, the burden of catastrophe and preventive measures are doubled in postcolonial, growing economies like India. Caught between the desire for development and environmental sustainability, India has languished to shed her colonial past and rejuvenate her pre-colonial ecosystems. NASA, using its global imaging, revealed that India, along with China, had increased the world green cover to match that of the Amazon rainforests. Nonetheless, unpredictable monsoon rains and flashfloods in Kerala and Nagaland, hurricanes and sea erosion in Odisha, and draught in Tamil Nadu have taught us that only a collective, unified effort of all world nations can combat climate change, which is also why the recent Amazon fires drew the ire of world leaders. The coming together of global powers and a shift in perspective from individual nation states to citizens of Spaceship Earth requires rigorous interrogations and altercations of contemporaneous ethical and cognitive standards. This unique situation necessitates the Humanities, which theorizes human activities, to move forward by addressing and communicating with these changes and possibilities, particularly their impact on and consequences for human perception and pedagogy.