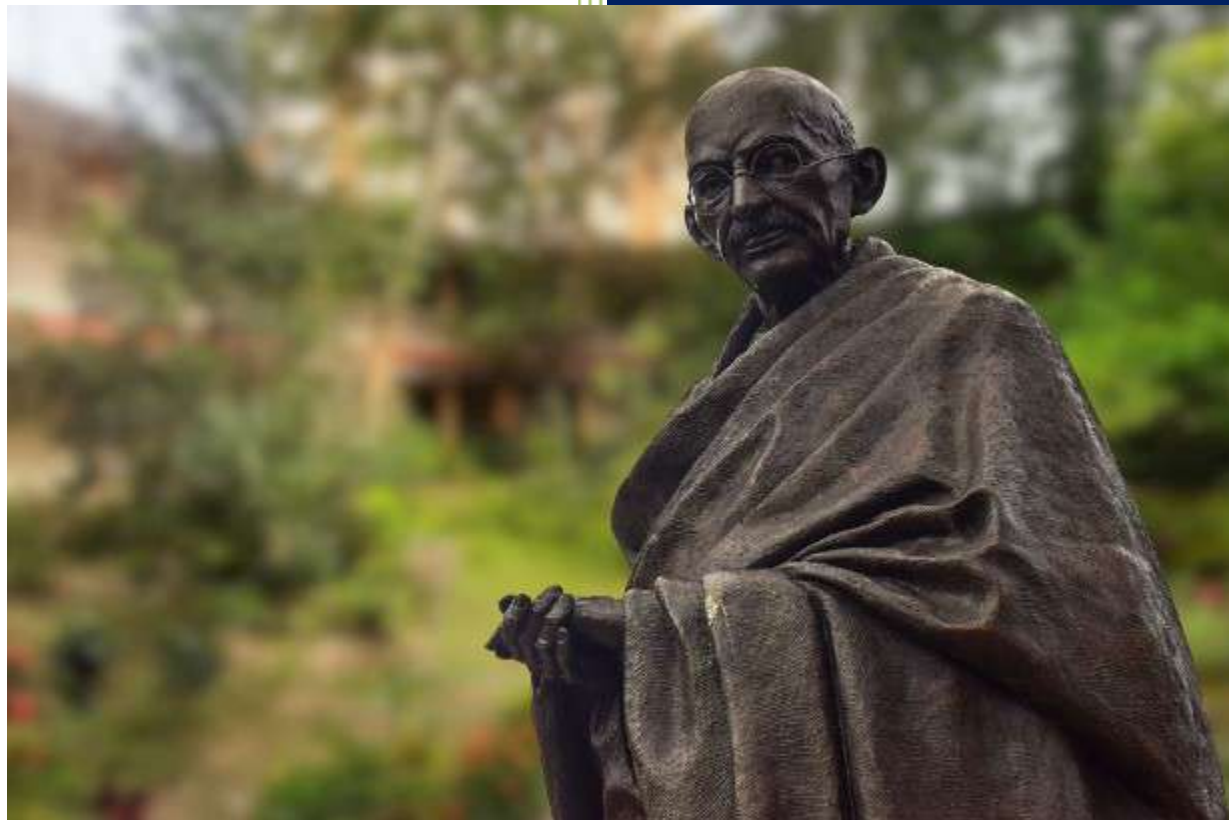


2021

DEVELOPMENT STUDIES



SYLLABUS & COURSE CONTENT

**SCHOOL OF GANDHIAN THOUGHT AND
DEVELOPMENT STUDIES**

2021 ADMISSION ONWARDS

**SCHOOL OF GANDHIAN THOUGHT AND
DEVELOPMENT STUDIES
MAHATMA GANDHI UNIVERSITY**



**SYLLABUS & COURSE CONTENT
(2021 ADMISSION ONWARDS)**

MA DEVELOPMENT STUDIES

Programme Specific Outcomes (PSO)

MA Development Studies

After the programme, the learner will be able to

1. **Evaluate** relevant theoretical perspectives in Social Sciences
2. **Apply** sound economic and developmental theories in different social context
3. **Analyse** development experiences in various parts of world with special reference to Kerala
4. **Apply** various methods and techniques of research in social science research
5. **Understand** issues related with caste, gender, social movements, decentralization etc.
6. **Analyse** Gandhian political, social and economic ideas in the context of development studies
7. **Create** new themes and ideas in development studies applying the various quantitative and qualitative techniques in social sciences
8. **Synthesize** knowledge derived from principles of economics, population dynamics, Inclusive development and decentralization to solve issues in development

Programme Outline

MA Development Studies


Semester I				
Course Code	Course Title	Credits	Internal	External
<i>Core Courses</i>				
GDM21C01	Major Concepts and Theories in Social Sciences	4	40	60
GDM21C02	Foundations of Gandhian Thought	4	40	60
GDM21C17	Theories and concepts in Development Studies	4	40	60
GDM21C18	Principles of Microeconomics	4	40	60
<i>Elective Courses</i>				
GDM21E01	Alternative Thoughts on Education	4	40	60
GDM21E02	Globalizations	4	40	60
GDM21E23	Theories of Innovation and Development	4	40	60
GDM21E05	Historical Approaches to Environment And Development	4	40	60

Semester II				
Course Code	Course Title	Credits	Internal	External
<i>Core Courses</i>				
GDM21C25	Research Methodology	4	40	60
GDM21C19	Principles of Macroeconomics	4	40	60
GDM21C20	Contemporary Perspectives on Indian Economy	4	40	60
GDM21C21	Gender and Development	4	40	60
<i>Elective Courses</i>				
GDM21C25	Health Care: The Gandhian way	4	40	60
GDM21C19	Making of Modern Kerala	4	40	60
GDM21C20	Education and Development	4	40	60
GDM21C21	Gandhi and Postcolonialism	4	40	60

Semester III				
Course Code	Course Title	Credits	Internal	External
<i>Core Courses</i>				
GDM21C09	Academic writing	4	40	60
GDM21C21	Economic Growth and Development	4	40	60
GDM21C23	Decentrilisation and Participatory Governance in India	4	40	60
	Open Course	4	40	60
<i>Elective Courses</i>				
GDM21E11	Social Movements	4	40	60
GDM21E13	Social Entrepreneurship	4	40	60
GDM21E14	Understanding Caste	4	40	60
GDM21E15	Sociology of Violence	4	40	60
GDM21E16	Subject, Text, and Textuality: Theories and Interpretations	4	40	60
GDM21E17	Sarvodaya	4	40	60

Semester IV				
Course Code	Course Title	Credits	Internal	External
<i>Core Courses</i>				
GDM21C11	Quantitative Techniques in Social Sciences	4	40	60
GDM21C24	Inclusive Development	4	40	60
GDM21C14	Dissertation	4	Average of Internal and External after Viva Voce (Maximum 100)	
GDM21C15	Block Placement	2	Average of Internal and External after Viva Voce (Maximum 50)	
GDM21C16	Guided Field Work	2	Average of Internal and External after Viva Voce (Maximum 50)	
<i>Elective Courses</i>				
GDM21E21	Satyagraha	4	40	60
GDM21E25	Feminist Methodology	4	40	60
GDM21E26	Digital Economy	4	40	60
GDM21E27	Population and Development	4	40	60
GDM21E28	Gandhian Approach to Rural Re-Construction	4	40	60

SEMESTER I

	MAHATMA GANDHI UNIVERSITY		
	Name of course-Theories of Social Sciences		
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies and M A Development Studies		
Course Name	Theories of Social Sciences		
Type of Course	Core		
Course Code	GDM21C01		
Course Summary & Justification	This course is conceptualized with the aim of making the students familiar with recurring concepts and theories in various social science disciplines. The basic objective of the course is to introduce the students to some ideas with which will enable them to do sustained and focused research in a set of social science disciplines.		
Semester	1	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basic understanding of theories in social sciences		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	list various theories and concepts of social sciences.	Remember	1
2	explain the significance of many of the central theories, concepts and ideas in social sciences.	Understand	3
3	make use of concepts and theories in examining various social phenomena.	Apply	3

4	categorise various types of various theories and concepts with which one can understand social issues, actions and social behaviour.	Analyse	7
5	assess the effectiveness of certain theoretical approaches in social sciences in making sense of social issues and actions.	Evaluate	7
6	judge the capacity of certain theoretical frameworks to present, analyse and defend various types of social actions.	Evaluate	7
7	solve some common theoretical issues which the students of social sciences encounter at different stages of learning.	Evaluate	3

COURSE CONTENT

Module 1 – Major Concepts	10 hours
<ul style="list-style-type: none"> • Nationalism • Ethnicity • Culture and Identity • Multiculturalism 	
Module 2 – Major Ideas-1	25 ours
<ul style="list-style-type: none"> • Power • Gender and Difference • Class and Caste • Agency and Structure • Ideology 	
Module 3 – Major Ideas-2	20
<ul style="list-style-type: none"> • State • Democracy • Citizenship • Minorities • Civil Society • Human Rights • Secularism and Post-secularism 	
Module 4 – Major Theoretical Approaches	17 Hrs
<ul style="list-style-type: none"> • Liberalism • Socialism • Marxism • Neoliberalism and Globalization • Structuralism • Postcolonialism • Postmodernism • Subaltern Studies 	

<p>Mode of Transaction</p>	<p>Through Lectures, in-class discussions: Teacher offers lectures and enrolled students are required to attend classes and study extensively on their own and prepare non-assessed work regularly. In-class discussions are to be conducted towards the end of each session.</p> <p>Seminars: Additional seminars are to be offered in order to explain certain topics covered in the course content further.</p> <p>Assignments: Students would be given regular assignments to prepare detailed notes on certain topics covered in the course content.</p> <p>Students' Presentations: Students have to choose a topic of their choice from a broader list provided by the course instructor, prepare a research paper on that theme and present it in the class. The presentation will be followed by an open discussion. The entire exercise is designed to augment research, writing and presentation skills of the students.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – One MCQ based and on extended answer type (10 Marks each) 2. Book review – every student has to prepare a review of a major work related to the course and submit it (10 Marks) 3. Seminar Presentation – a theme is to be identified, discuss it with the course instructor and present in the in-class seminar (10 Marks) 4. Sample research paper – each student has to prepare a sample research proposal making use of the skills acquired from the class room (10 Marks) <p>Semester End examination (60 Marks)</p>

Reading


Anderson, Benedict (2006) *Imagined Communities: Reflections on the Origin and Spread of Nationalisms* (London: Verso).

Appadurai, Arjun (1996), *Modernity at Large: Cultural Dimensions of Globalization* (Minneapolis: University of Minnesota Press).

Asad, Talal (2003) *Formations of the Secular: Christianity, Islam and Modernity* (Stanford: Stanford University Press).

Bhabha, Homi K. (2012), *The Location of Culture* (Second edition), (London: Taylor & Francis).

- Baxi, Upendra (2007) *The Future of Human Rights* (Delhi: Oxford University Press)
- Chatterjee, Partha (1993), *The Nation and Its Fragments: Colonial and Postcolonial Histories* (Princeton: Princeton University press).
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- Jameson, Frederic (2003) *Postmodernism or the Cultural Logic of Late Capitalism* (Durham: Duke University Press).
- Lenin, V.I. (2010) *Imperialism the Highest Stage of Capitalism* (London: Penguin).
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- Loomba, Ania (2005) *Colonialism/Postcolonialism* (Oxon: Routledge)
- Lytard, Jean Francois (1984), *The Postmodern Condition: A Report on Knowledge* (Minnesota: University of Minnesota Press)
- Marx, Karl and Engels, Freidrch (2018) (With a foreword by Andrew Austin) *The Communist Manifesto* (New York: Clydedale Press)
- Michael Foucault (1980) *Power/Knowledge:Selected Interviews and Other Writings, 1972-197* (Pantheon Books).
- Oommen, T.K. (1997), *Citizenship, Nationality and Ethnicity* (Cambridge: Polity Press).
- Ranajit Guha, (1997) *A Subaltern Studies Reader, 1986-1995* (Minnesota: University of Minnesota Press).
- Said, Edward (1978) *Orientalism* (London: Verso).
- Spivak, Gayatri Chakravorty (1999), *A Critic of Postcolonial Reason: Towards the History of Vanishing Present*, (Cambridge: Harvard University Press).

	MAHATMA GANDHI UNIVERSITY
	Name of course - Foundations of Gandhian Thought

School Name	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies		
Course Name	Foundations of Gandhian Thought		
Type of Course	Core		
Course Code	GDM21C02		
Course Summary & Justification	<p>This course is designed as a Core course for PG Programme both in Gandhian Studies and Development Studies. This course seeks to develop a broader understanding of the life and achievements of Mahatma Gandhi. The main objective of this core course is to create a critical awareness about Mahatma Gandhi to those who prefer SGTDS for their higher studies. The course will be helpful for the learner to have insights towards various issues in the present society and to make use of Gandhian alternative suggestions solve to those imminent problems.</p>		
Semester	1	Credit	4
Total Student Learning Time/ Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		

Pre-requisite	A basic understanding of present educational system at various levels
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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List the important historical events in the life of Mahatma Gandhi	Remember	1
2	Explain the concepts of Truth and Non-violence in a scientific way	Understand	3
3	Make use of different social thoughts of Mahatma Gandhi in the current social system	Apply	3
4	Categories Gandhian cardinal principles with special reference to his life and achievements	Analyse	7
5	Assess the contributions of Gandhi to the social, political, educational, economic and moral planes of society	Evaluate	7
6	Judge the Foundations of Gandhian Thought in various contexts	Evaluate	7
7	Synthesise the knowledge and experiences derived from the inclusive approach of Mahatma Gandhi	Apply	3

COURSE CONTENT

Module 1 – Life and Experiments of Mahatma Gandhi	10 hours
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<ul style="list-style-type: none"> • Early Life & Influences • Experiments in South Africa • Gandhi & Freedom Struggle • Dimensions of Gandhian Personality 	
Module 2 – Central Philosophy & Satyagraha	15 hours
<ul style="list-style-type: none"> • Indian Philosophical Perspective (PurusharthaSiddhantha) • Basic Concepts: Truth & Non-violence • Gandhi’s Views on Morality & Religion • Doctrine of Satyagraha 	
Module 3 – Social & Political Ideas of Mahatma Gandhi	15 hours
<ul style="list-style-type: none"> • Social Evils: Untouchability, Alcoholism etc. • Communal Harmony • Political ideas of Mahatma Gandhi • Rural Administration/ Panchayat Raj 	
Module 4 – Gandhi’s Views on Education, Peace & Harmony	15Hrs
<ul style="list-style-type: none"> • Basic Education • Violence and its forms • Gandhian Understanding of peace • Gandhian Approach to Conflict resolution 	
Module 5 – Economic and Developmental Ideas of Mahatma Gandhi	17Hrs
<ul style="list-style-type: none"> •Economic Ideas of Mahatma Gandhi • The Crisis of Development • Gandhian Vision of Development • Gandhi’ views on Man and Nature 	

<p>Mode of Transaction</p>	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences, develop insights into Foundations of Gandhian Thought</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life educational experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Students will undertake thematic/topical study from various topics on alternative thoughts, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment</p> <ol style="list-style-type: none"> 5. Internal Test – One MCQ based and on extended answer type (10 Marks each) 6. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks) 7. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) 8. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report (10 Marks) <p>Semester End examination (60 Marks)</p>

References

1. The collected works of Mahatma Gandhi (All volumes)
2. My Experiments with Truth (Autobiography) – M.K Gandhi

3. Relevant edited/compiled works of Gandhi.
4. Bhikhu Parekh – Gandhi, A very short Introduction.
5. ManmohanChandhuri – Exploring Gandhi
6. C.F Andrews – Mahatma Gandhi's ideas.
7. N.K. Bose – studies in Gandhism
8. J.B. Kripalani – Gandhi His Life and Thought.
9. RR. Diwakar – The Saga of Safyagraha
10. MargaratChallevjee – Gandhians Religions Thought.
11. Mahatma Gandhi – Early Phase - Pyarelal.
12. Gandhian Economic thought – J.C Kumarappa.
13. The Political Thought of Mahatma Gandhi – GopinathDharan
14. Constructive Programme – M.K. Gandhi.
15. M.P. Mathai – Mahatma Gandhi's world view.
16. SurendraVarma – Physical Foundations of Mahatma Gandhis Thought.
17. Datta D.M – The philosophy of Mahatma Gandhi.

	MAHATMA GANDHI UNIVERSITY
	Name of course - Theories and Concepts of Development Studies

School Name	School of Gandhian Thought and Developmental Studies		
Programme	Development Studies		
Course Name	Theories and Concepts of Development Studies		
Type of Course	Core		
Course Code	GDM21C17		
Course Summary & Justification	<p>This course is designed as a core course for PG Programme in Development Studies. Main intention of the course is to have a deep and critical understanding of the various concepts and theories of development studies. The course examines the patterns, practices, policies and theories associated with inequalities in world development and will help the learner to have better understanding on various social and political and development issues. The course also provides a clear understanding of basic issues and themes concerning development. After studying this course, Students become skilled in analysis and problem solving through engagement with key theories and real world problems and examples. Using different conceptual frameworks they think in the abstract, and analyse and interpret the form and content of live and written information</p>		
Semester	1	Credit	4
Total Student Learning Time/ Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	A basic understanding of socio-political concepts and issues at various levels		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List the concepts associated with development studies	Remember	1
2	Explain different dimensions of development	Understand	3
3	demonstrate knowledge of the principles, methodologies, value systems, and thought processes employed in human inquiries.	Apply	3
4	Categorise the advantages and limitations of SDGs	Analyse	7
5	Develop an insight on how psychological theories impact sustainable human development	Evaluate	7
6	understanding of basic issues and themes concerning development.	Evaluate	7
7	show the understanding of impact of engineering solutions on the society and also will be aware of contemporary issues.	Evaluate	3

COURSE CONTENT

Module 1 – What is Development?	10 hours
<ul style="list-style-type: none"> • Meaning and Importance • Dimensions of Development- Political, social and cultural • Human Development • Growth Vs Development • Development Matrix • Sustainable Development- UNSDGs • Scope – Importance of Development Studies 	
Module 2 –Theories of Development Studies	25 hours
<ul style="list-style-type: none"> • Classical Theories • Modernization Theory • Dependency Theory and World System Theory • Globalization Theory • Feminist Theory • Human development theory 	

Module 3 – Approaches to Development	20
<ul style="list-style-type: none"> • Conventional approaches • Socialist and Structuralist Approach • Participatory approaches • Gandhian approach • Grassroot Development Approach • Capability Approach 	
Module 4 – Debates in Development Studies	17Hrs
<ul style="list-style-type: none"> • Environment and Development • Globalization and Development • Democracy and Development • Gender and Development • Gross Happiness Index • The Future of Development • Alternative Development and Post Development 	

Mode of Transaction	<p>Lecture and Discussion Session: Teacher provides a platform for review of experiences, develop insights into the disciplinary knowledge education and its various perspectives</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life educational experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyze with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Students will undertake thematic/topical study from various topics on alternative thoughts, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Case Study: An in-depth and comprehensive study of a single or few cases on alternative educational practices would be taken up and submit a study report.</p>
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	Field visits: an institution with demonstrated experience of practicing alternative thoughts could be identified and visit to make a detailed report
Mode of Assessment	<p>Internal Assessment</p> <p>9. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>10. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks)</p> <p>11. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>12. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report (10 Marks)</p> <p>Semester End examination (60 Marks)</p>

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	MAHATMA GANDHI UNIVERSITY		
	Name of course - Principles of Microeconomics		
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	M A Development Studies		
Course Name	Principles of Microeconomics		
Type of Course	Core		
Course Code	GDM21C18		
Course Summary & Justification	<p>This course gives students a strong foundation in microeconomic theory and its application to market economy. The entire course is structured into five modules that start from the basics of microeconomic concepts and end with an advanced knowledge of market structure and competitive strategy. After the course, students get not only a glimpse of the theoretical understanding, but also the underlying implications of this theory in the real world economy. The first module designed from the perspective of enabling students to understand the application of basic theories in economics. The second module analyses the market mechanism using the theories of demand and supply, and its price relations. Furthermore, the module also covers government intervention on the market in terms of price control. The third and fourth modules specialise in theories of consumer and producer behaviour in the market with particular emphasis on its real-world market mechanism. The fifth module is relatively long and covers all aspects of theories and their applications related to market structure, competitiveness of firms, market power and its implications for the economy.</p>		
Semester	1	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	None		

Expected Course Outcomes (COs)

After the course student will be able to:

No.	Expected Course Outcome	Learning Domains	PSO No.
01	Demonstrate understanding, use and application of basic economic principles.	Understand	2
02	Describe the methods for analysing the functioning of the market economy using the theories of demand and supply, elasticity and market equilibrium.	Analyse	2
03	Demonstrate the impact of the governmental invention on the market with respect to price control.		
04	Demonstrate theories of consumer behaviour under various personal constraints and market conditions.	Analyse	8
05	Demonstrate the production decision of firms and its economic implications	Analyse	2
06	Identify and assess various market structure models and market power in terms of pricing and output decisions of the firms to maximize profits	Evaluate	8

Module 1. Introduction to microeconomic concepts.

- Basic economic questions to address in microeconomic theories
- Normative and positive economic analysis
- Economic trade-offs and opportunity cost analysis
- Underpinning principles of equilibrium analysis
- Test economic hypotheses
- Economic models
- Markets and prices
- Difference between micro and macro economics

Module 2. The invisible hand behind market mechanism.

- Demand and supply analysis
- Market equilibrium analysis
- Elasticity of demand and supply
- Short and long run elasticities
- Effects of market movements

- Government controls on prices and their economic implications in the market

Module 3. Theory of consumer behaviour.

- Consumer preference theories
- Indifference curve analysis
- Effects of substitute goods on consumer behaviour
- Effects of complementary goods on consumer behaviour
- Consumer behaviour under budgetary constraints
- Revealed preference theory
- Marginal utility analysis
- Consumer surplus and demand
- Network externalities – bandwagon effect and snob effect

Module 4. Theory of firm.

- Why do firms make products and services?
- Production function – short and long run
- Cobb-Douglass production function
- Production using one variable input and two variable inputs.
- Law of variable proportions
- Law of return to scale
- Law of diminishing marginal product
- The various cost concepts in production and the way they are measured
- A long-term and short-term pattern of production costs
- Economies of scale in cost of production

Module 5. Strategies of firms to maximize their profits.

- The structure of competitive markets
- Markets under perfect competition
- Perfect competition over the short and long run
- Monopoly and Monopsony market power
- Dynamism of the Monopoly and Monopsony markets
- Sources of Monopoly and Monopsony market power
- Social costs of Monopoly and Monopsony power
- How can market power be governed?
- Difference between monopoly and monopolistic competition
- Monopolistic competition in short and long run
- Monopolistic competition and economic efficiency

- Oligopoly
- The Cournot model
- Price competition under Oligopoly
- The prisoners' dilemma
- Cartels under Oligopolistic competition
- Economic implications of Monopolistic and Ologopolistic completion.

Teaching and Learning Methods

The course consists of a combination of lectures, direct reading, case studies, class discussions, seminars, journal articles and book reviews, and research projects. Power-point, LCD projections and videos will be used as an instructional aid. The LMS will be used for online course delivery system.

Assessment Strategies and Grading

Assessment Strategy	Weight
Internal Test	10%
Article/Book Review	10%
Seminar Presentation	10%
Brief Research Paper	10%
Semester End Examination	60%


Recommended Readings

In addition to the recommended readings, an updated list will be posted on LMS and will be updated as the semester progresses.

- Fine, B. (2016). *Microeconomics*. University of Chicago Press Economics Books.
- Hicks, J. R. (1939). The foundations of welfare economics. *The Economic Journal*, 49(196), 696-712.
- Jehle, G. A. (2001). *Advanced microeconomic theory*. Pearson Education India.
- Johansson, P. O. (1991). *An introduction to modern welfare economics*. Cambridge University Press.
- Koutsoyiannis, A. (1975). *Modern microeconomics*. Springer.
- Kreps, D. M. (1990). *A course in microeconomic theory*. Princeton university press.
- Mas-Colell, A., Whinston, M. D., & Green, J. R. (1995). *Microeconomic theory* (Vol. 1). New York: Oxford university press.
- Muñoz-Garcia, F. (2017). *Advanced microeconomic theory: an intuitive approach with examples*. MIT Press.

- Perloff, J. (2018). *Microeconomics (Global ed.)*. Harlow: Pearson Education Limited.
- Pindyck, R. S., Rubinfeld, D. L., & Mehta, P. L. (1995). *Microeconomics (Vol. 4)*. Englewood Cliffs, NJ: Prentice Hall
- Reynolds, R. L. (2011). *Basic microeconomics*. Boise State University.
Available at:
https://textbookequity.org/Textbooks/tbq_reynolds_microeconomics_07.pdf (accessed on 10 January 2021).
- Samuelson, P. A., & Nordhaus, W. D. (2001). *Microeconomics*. NY: McGraw Hill.
- Sen, A. (2001). *Development as freedom*. Oxford Paperbacks.
- Sowell, T. (2014). *Basic economics*. Hachette UK.

ELECTIVE COURSES

	MAHATMA GANDHI UNIVERSITY
Name of course - Alternative Thoughts on Education	

School Name	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies		
Course Name	Alternative Thoughts on Education		
Type of Course	Elective		
Course Code	GDM21E01		
Course Summary & Justification	<p>This course is designed as an elective course for PG Programme in Gandhian Studies and Development Studies. Main intention of the course is to have a deep understanding of the various Alternative Thoughts and Practices in various parts of the world. The course will be helpful for the learner to have insights towards various current issues in educational systems at various levels and to make use of alternative thoughts to suggest solution to those imminent problems. The course also provides a close examination of Gandhian ideals of education as an alternative thought.</p>		
Semester	1	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		

Pre-requisite	A basic understanding of present educational system at various levels
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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List various traditional and modern theoretical perspectives on education	Remember	1
2	explain the concept of education and its importance from societal point of view	Understand	3
3	Make use of different educational thoughts in the current educational system	Apply	3
4	Categories historical development of educational thoughts in east and west	Analyse	7
5	assess the contributions of Gandhi on education	Evaluate	7
6	judge the alternative thoughts and practices in different parts of the world	Evaluate	7
7	solve imminent problems of current educational system using various alternative thoughts on education	Evaluate	3

COURSE CONTENT

Module 1 - The process of Education	10 hours
<ul style="list-style-type: none"> • Education – Meaning, functions and aim • Importance of education from societal point of view • Formal, informal and Non-formal education • Evolution of Educational thoughts in east and west 	
Module 2 - Gandhi on Education	25 hours

<ul style="list-style-type: none"> • Education for all • Education for livelihood • Education in mother tongue • Education and craft • Importance of indigenous knowledge and technology • Wardha scheme of basic education 	
Module 3 - Critiques of Formal education	20
<ul style="list-style-type: none"> • Concept of Negative Education • Alienated learning/ estranged learning • Banking system of Education • Cramming and rote learning to play and activity • Integral Education • Non authoritarian learning system 	
Module 4 – Alternative thoughts	17 Hrs
<ul style="list-style-type: none"> • Paulo Friere on education • Concept of Ecopedagogy • Ivan Illich – Deschooling society • Everet Reimer - learning web • Grundtvig- Danish Folk school movement • Jidhu Krishnamurti • Alternative practices – Kanavu, Sarang, Mithraniketan, Rishivalley etc. • Bourdieu - education as the process of cultural reproduction 	

Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences, develop insights into the disciplinary knowledge education and its various perspectives</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p>
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	<p>Observation-Documentation-Analysis: Simulated and real life educational experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyze with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Students will undertake thematic/topical study from various topics on alternative thoughts, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Case Study: An in-depth and comprehensive study of a single or few cases on alternative educational practices would be taken up and submit a study report.</p> <p>Field visits: an institution with demonstrated experience of practicing alternative thoughts could be identified and visit to make a detailed report</p>
<p>Mode of Assessment</p>	<p>Internal Assessment</p> <ol style="list-style-type: none"> 13. Internal Test – One MCQ based and on extended answer type (10 Marks each) 14. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks) 15. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) 16. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report (10 Marks) <p>Semester End examination (60 Marks)</p>


References

- Bourdieu. P. (1990). *Reproduction in Education society and culture*. Sage: London
- Bruubacher, John S.; (1969) *Modern Philosophies of education*, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi. 10.

- Butchvarov, P. (1970) *The Concept of knowledge*. Evanston, Illinois, North Western University Press.
- Chatterji, S.C. & Dutta, D.M. (1954) *An Introduction to Indian Philosophy*, University Press, Calcutta,.
- Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
- Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) *Teachers and schooling: Making a Difference*, Allen and Unwin, Australia.
- Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
- Freire, P. and Shor, I. (1987). *A Pedagogy of liberation*. London, Macmillan Education.
- Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Continuum.
- Gaddotti, M. (2003). *Pedagogy of the earth and the culture of sustainability*. Paper Presented at Lifelong Learning, Participatory Democracy and Social Change: Local and Global Respective Conference, Toronto, Canada.
- Illich,I. (1970) *Deschooling Society*. Newyork: Harper
- Kneller, G.F. (1966).*The Logic and Language of Education*, Newyork: John Willey,
- Matheson, D. (2004). *An Introduction to the study of education* (2nd edition). London: David Fulton Publish.
- O'Connor, D. (1961).*Introduction to the Philosophy of Education*, London: Methuen & Co.,
- Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer. London. USA. Canada.
- Peters, R.S. (1967), *The Concept of education*, Routledge, United Kingdom.
- Peters, R.S. (ed), (1975). *The Philosophy of education*. Oxford University Press, London.
- Raymee.E.(1971). *The school is Dead*. Penguin Educational Series
- Ross, J, S. 1937) . *Groundwork of Educational Theory*, George G. Harrap and Co., Ltd.,
- Slattery, Patrick & Rapp,D (2002). *Ethics and the foundations of educationTeaching Convictions in a postmodern world*. Newyork: Allyn & Bacon.
- Wall, E. (2001). *Educational theory: philosophical and political Perspectives*. London: Prometheus Books.
- Whithead, A.N. & Gifa. (1951).*The Aims of Education*, London: William & Horgate,

Winch, C. (1986). *Philosophy of human learning*, London: Routledge,.

Winch, C. (1996). *Key Concepts in the philosophy of education*. London: Routledge.

	MAHATMA GANDHI UNIVERSITY	
	Name of course - Globalisations	

School Name	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies/Development Studies		
Course Name	Globalisations		
Type of Course	Elective		
Course Code	GDM21E02		
Course Summary & Justification	<p>This course explores the causes and consequences of the modern period of globalization including its political, economic, social, and cultural dimensions. The course is divided into four sections. The course presents an overview of globalization, focusing on its causes, various dimensions, and its consequences, with special attention given to the issue of impositions on state sovereignty. The course provides an in-depth examination of topics such as free trade, economic inequality, migration and cultural integration, environmental regulation, climate change, ethics, security, and global governance.</p>		
Semester	1	Credit	4
Total Student Learning Time/ Instructional hours for theory, practical and assessment	72Instructional hours and 18 hours for assessment and tutorials		

Pre-requisite	A basic understanding of socio-political concepts and issues at various levels
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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List the stages of evolutions and development of globalization and global capitalism	Remember	1
2	Explain different dimensions of globalization	Understand	3
3	Make use of the positive benefits of globalization	Apply	3
4	Categorise the advantages and limitations of globalisations	Analyse	7
5	Assess the impact of globalization at different levels	Evaluate	7
6	Judge the universal claims of the supporters and critiques of globalization	Evaluate	7
7	Solve the paradoxes imminent in various socio-political issues and ethical values develop and express arguments clearly and effectively	Evaluate	3

COURSE CONTENT

Module 1 –Understanding Globalization	10 hours
<ul style="list-style-type: none"> • Conceptualising Global • Historical Roots of Globalisations • Development of Global Capitalism • Globalisation and Liberalism • Development of World Systems • Oriental Globalisation • Contemporary Globalisation/ Neoliberal Globalism • 	
Module 2 –Discourses of Global System	25 hours

<ul style="list-style-type: none"> • Post Colonial Perspectives of Globalisation • The economy in the Global Age • Political Globalization- • Global Governance and the State 	
Module 3 – State, Civil Society and Market	20
<ul style="list-style-type: none"> • Global Inequality and Weakening of the State • Cultural Globalization,- synchronisation and hybridisation • Global Communications • Global Social Movements, Transnational Civil Society • New Public Sphere and Global Governance 	
Module 4 – Issues and Concerns of Globalisation	17Hrs
<ul style="list-style-type: none"> • Globalisation and Free trade • Globalisation and Transnational Migration • Globalisation and Gender • Globalisation, Militarisation and War • Globalisation and Human Rights • Globalisation and Environment • Global Capitalism and Ecosocialism: Alternative Futures 	

Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences, develop insights into the disciplinary knowledge education and its various perspectives</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life educational experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyze with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Students will undertake thematic/topical study</p>
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	from various topics on alternative thoughts, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.
Mode of Assessment	<p>Internal Assessment</p> <ol style="list-style-type: none"> 17. Internal Test – One MCQ based and on extended answer type (10 Marks each) 18. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks) 19. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) 20. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report (10 Marks) <p>Semester End examination (60 Marks)</p>

Essential Readings

Module 1

Globalization: A Very Short Introduction, 2nd edition, Oxford University Press, 2009.

Held et al. (1999). "Globalization" *Global Governance*. Vol. 5, No. 4, (pp. 483-496).

Keohane, R. O. and Nye, J. S. Jr. (2000), "Globalization: What's New? What's Not? (And So What?)," *Foreign Policy*, No. 118 (Spring), pp. 104-119. (l).

Frieden, Jeffrey (2006). *Global Capitalism*. Selections from Chapters 17 & 18 (pp. 394-405, 416-423, and 433-434).

Sen, Amartya. "[The Idea of Identity](#)." Boston University Pardee Distinguished Lecture. November 27, 2001. YouTube.

Module 2

Friedman, Thomas (1999). *The Lexus and the Olive Tree: Understanding Globalization*. (Preface: pp. xvi-xix & Chapter 1: pp. 3-16)

Friedman, Thomas (2005) *The World is Flat*. Introduction (pp. 1-17 & 20-29)

- "Measuring Globalization". *Foreign Policy*. No. 148. 2005. (pp. 52-60)

Module 3

- Corlett, A. (2016), "Examining an Elephant: Globalisation and the Lower Middle Class of the Rich World," Resolution Foundation Report, September, Executive Summary (pp. 4-9) (w). Wallerstein, I. (1974), *The Modern World-System Volume I*, Academic Press: 347-57. (l)
- Blinder, A. S. (2019), "The Free-Trade Paradox: The Bad Politics of a Good Idea," *Foreign Affairs*, 98/1, 119-28 (l)
- Drezner, D. (2007), *All Politics is Global: Explaining International Regulatory Regimes*, Princeton University Press, pp. 91-118. (c)
- Martel, Luke (2007). "The Third Wave in Globalization Theory" *International Studies Review*, Vol. 9, No. 2. (pp. 173-177, 180-181, 184-187)
- Busch, Andreas (2000). "Unpacking the Globalization Debate: Approaches, Evidence, and Data" *Demystifying Globalization*. Eds. Hay and Marsh. (pp. 21-22, 28-44)
- Watson, James (2004) "McDonald's in Hong Kong" *The Globalization Reader*. Lechner and Boli Eds. (pp. 125-132)
- Bhagwati, Jagdish (2004). "Culture Imperiled or Enriched?" *In Defense of Globalization*. Chapter 9. (pp. 106-121)

Module 4

- Hay, C. (2017), "Globalization's Impact on States," in J. Ravenhill (ed.), *Global Political Economy*, 5th edn. Oxford University Press, 287-315. (c)
- Kalemli-Ozcan, S. (2017), "Global Financial Flows," video available at: <https://voxeu.org/content/global-financial-flows> (w)
- Frankel, J. A. (2017), "Globalization and the Environment," in J.A. Frieden, D.A. Lake and J.L. Broz (eds), *International Political Economy: Perspectives on Global Power and Wealth*, 6th edn, W.W. Norton, 461-88 (c)
- Elliot, L. (1998), *The Global Politics of the Environment*, Macmillan, pp.96-107 (c)
- Rudolph, Christopher (2005) "Sovereignty and Territorial Borders in a Global Age" *International Studies Review*. Vol. 7, No. 1 (pp. 1-16)

Secondary Readings

Suggested Readings:

Arjun Appadurai. *Modernity at Large: Cultural Dimensions of Globalisation*. University of Minnesota Press, 1996.

Deepak Nayyar (ed.) *Governing Globalisation: Issues and Institutions*. OUP, 2002.

Held, David and Anthony McGrew (ed.) *The Global Transformations Reader: An Introduction to the Globalisation Debate*. Cambridge: Polity Press, Blackwell Publishing.

Bhagwati, Jagdish. *In Defence of Globalisation*. OUP, 2004. Stiglitz, Joseph E. *Globalisation and its Discontents*. W.W. Norton, 2003.

Keohane Robert and Joseph S. Nye Jr., *Globalisation: what is new, What is not* Nye Joseph S and John D. Donanu(ed.) *Governance in a Globalising World*, Washington DC: Brookings

Kegley W Charles, *World Politics: Trend and Transformation*. Cengage Learning, 2008.

Gilpin Robert. *Global Political economy*, Princeton University Press, 2008.

Tyler Cowen. *Creative Destruction: How Globalisation is changing the World's Culture*. New Jersey: Princeton University Press, 2000.

Albrow, M. (1996) *The Global Age: State and Society Beyond Modernity*. Cambridge: Polity.

Beck, U. (2005) *Power in the Global Age*. Cambridge: Polity.

Bhagwati, J. (2004) *In Defense of Globalization*. Oxford: Oxford University Press.

Castells, M. (1997) *The Power of Identity, Vol. II of The Information Age: Economy, Society and Culture*, Cambridge MA and Oxford: Blackwell.

Cowen, T. (2002) *Creative Destruction. How Globalization Is Changing the World's Cultures*. Princeton NJ: Princeton University Press.

Dasgupta and Kiely, R. (eds.) (2006) *Globalization and After*. New Delhi: Sage.

Diamond. J. (1998) *Guns Germs and Steel: A Short History of Everybody for the Last 13, 000 Years*, London: Vintage.
Giddens, Anthony (1999) *Runaway World: How Globalization is Reshaping our Lives*, London: Profile Books.

Featherstone, M. Lash, S. and Robertson, R. (1995) *Global Modernities*, London: Thousand Oaks.

Harvey, D. (2006) *Spaces of Global Capitalism. Toward a Theory of Uneven Geographical Development*. London: Verso.

Held, D. and McGrew, A. (eds) (2003) *The Global Transformations Reader*, 2nd edn, Polity.

Hirst, P. and Thompson, G. (2009) *Globalization in Question*, 3rd edn, Polity.

James, P. (2006) *Globalism, Nationalism, Tribalism: bringing theory back in*. London: Sage.

Kreiger, J. (ed.) (2006) *Globalization and State Power: A Reader*. New York: Routledge.

Mann, M. (2011) *Power in the 21st Century: Conversations with John A. Hall*, Cambridge: Polity.

Mann, M. (2013) *The Sources of Social Power, Vol. 4: Globalizations, 1945-2011*. Cambridge: CUP.

Mittleman, J. H. (2000) *The Globalization Syndrome: Transformation and Resistance*, Princeton UP.

O'Byrne, D. J. and Hensby, A. (2011) *Theorizing Global Studies*. Basingstoke: Palgrave.

Osterhammel, J. and Niels P. P. (2003) *Globalization: A Short History*, Princeton UP.

Pieterse, J. N. (2009) *Globalization and Culture. The Global M lange*. Lanham MD: Rowman and Littlefield.

Ray, L. (2007) *Globalization and Everyday Life*, London: Routledge.

Ritzer, G. (2007) *The Globalization of Nothing*, 2nd edn, Sage.

Ritzer, G., (ed.) (2008) *The Blackwell Companion to Globalization*, Blackwell. (e-book)

Ritzer, G. (2011) *Globalization: The Essentials*. Wiley-Blackwell.

Robertson, R. (1992) *Globalization: social theory and global culture*. London: Sage.

Rosenberg, Justin (2000) *The Follies of Globalisation Theory*. London: Verso.

Santos, B. de S. (2002) *Toward a New Legal Common Sense: law, globalization and emancipation*. Cambridge UP.

Sassen, S. (2007) *A Sociology of Globalization*, W. W. Norton.

Sassen, S. (2008) *Territory, Authority, Rights. From Medieval to Global Assemblages*. Princeton NJ: Princeton University Press.

Scholte, J. A. (2005) *Globalization: a critical introduction*, 2nd edn, Palgrave Macmillan. (e-book)


Steger, M. B. (2009) *Globalization: A Very Short Introduction*, Oxford: Oxford University Press.

Stiglitz, J. (2002) *Globalization and its discontents*. London: Penguin Books.

Stearns, Peter N. (2009) *Globalization in World History*. London: Routledge.

Therborn, G. (2011) *The World: A Beginner's Guide*, Cambridge: Polity.

Waters, M. (1995) *Globalization*, 2nd edn, London: Routledge.

	MAHATMA GANDHI UNIVERSITY		
	Name of course - Theories of Innovation and Development		
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	M A Development Studies		
Course Name	Theories of Innovation and Development		
Type of Course	Elective		
Course Code	GDM21E23		
Course Summary & Justification	<p>Studies on innovation is an emerging subject area in science and social sciences. The premium global universities and industrial organizations allocate a great extent of their academic resources towards innovation related studies and training. The foreign universities in industrially developed countries also provide a large number of scholarships and academic opportunities to students from the developing countries for conducting their higher education in innovation studies. The proposed course is designed to bridge the gap between knowledge production in science and social sciences. The course would enhance students' multi-dimensional (social, economic, cultural and political) knowledge related to technological advancement, innovation and global development issues.</p>		
Semester	1	Credit	4
Total Student Learning Time/ Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	None		

Expected Course Outcomes (COs)

After the course student will be able to:

No.	Expected Course Outcome	Learning Domains	PSO No.
01	Understand the evolutionary theories of technological advancement and innovation at the levels of firm, industry, region, nation and the world.	Understand	2
02	Learn the process of invention and innovation	Analyse	7
03	Learn the measurement of innovation at different levels	Apply	8
04	Understand distinction between scientific and social innovations and their linkages to sustainable development and economic growth in developing countries.	Evaluate	8
05	Understand the technological, human, economic, organizational, social and other dimensions of innovation	Analyse	8
06	Understand the effects of new technology on people and their work systems	Analyse	7

Module 1. Introduction to innovation

The process of creative destruction under capitalism; The process of innovation; Technology-push innovation and demand-pull innovation; Disruptive and incremental innovations; Measuring innovations; Input measures of innovation; Output measures of innovation; Diffusion Theories; Innovative culture

Module 2. Innovation system theories

System Theory; Innovation Systems; National Innovation Systems; Regional Innovation Systems; Local Innovation Systems; Technological Innovation Systems; Sectoral Innovation Systems; Triple Helix Model of Innovation; University Innovation Systems; NIS as a tool for policy analysis

Module 3. Globalization and innovation

World system; WTO; Global pattern of trade in technology; Global North-South divide in innovation; Innovation and technological catch-up; FDI, Technology transfer and innovation; Pattern of innovation in developing countries; China vs. India

Module 4. Technological Change and Social innovation

Introduction to social innovation; Collective intelligence and crowd sourcing; Measuring social innovation; Social innovation and transformative societal change; Financing social innovation; Best practices

Teaching and Learning Methods

The course consists of a combination of lectures, direct reading, case studies, class discussions, seminars, journal articles and book reviews, and research projects. Power-point, LCD projections and videos will be used as an instructional aid. The LMS will be used for online course delivery system.

Assessment Strategies and Grading

Assessment Strategy	Weight
Internal Test	10%
Article/Book Review	10%
Seminar Presentation	10%
Brief Research Paper	10%
Semester End Examination	60%

Suggested Readings


In addition to the suggested readings, an updated list will be posted on LMS and will be updated as the semester progresses.

- Alkemade, F., Hekkert, M. P., & Negro, S. O. (2011). Transition policy and innovation policy: friends or foes?. *Environmental Innovation and Societal Transitions*, 1(1), 125-129.
- Alvord, S. H., Brown, L. D., & Letts, C. W. (2004). Social entrepreneurship and societal transformation: An exploratory study. *The journal of applied behavioral science*, 40(3), 260-282.

- Arrow, K. (1962). Economic welfare and the allocation of resources for invention. In *The rate and direction of inventive activity: Economic and social factors* (pp. 609-626). Princeton University Press.
- Avelino, F., Wittmayer, J. M., Pel, B., Weaver, P., Dumitru, A., Haxeltine, A., ... & O'Riordan, T. (2019). Transformative social innovation and (dis) empowerment. *Technological Forecasting and Social Change*, 145 (2019), 195–206.
- Barnett, H.G. (1953): *Innovation: The Basis of Cultural Change*. New York etc.: McGraw-Hill.
- Breschi, S., & Malerba, F. (1997). Sectoral innovation systems: technological regimes, Schumpeterian dynamics, and spatial boundaries. *Systems of innovation: Technologies, institutions and organizations*, 130-156.
- Brown, L. A. (1981). *Innovation diffusion; a new perspective* (No. INVES-ET E14d B878). Methuen.
- Brown, S.S., & Levey, D.H. (2015), The Global Innovation System: A New Phase of Capitalism. *International Journal of Business, Humanities and Technology*, 5,1.
- Brown, T., & Wyatt, J. (2010). Design thinking for social innovation. *Development Outreach*, 12(1), 29-43.
- Burton-Jones, A. (2003). Knowledge Capitalism: the new learning economy. *Policy Futures in Education*, 1(1), 143-159.
- Carlsson, B. (2003). Innovation Systems: a Survey of the Literature from a Schumpeterian Perspective. *Paper for the Elgar Companion to Neo-Schumpeterian Economics*, June.
- Lundvall, B-A. 1992. *National Systems of Innovation: Towards a Theory of Innovation and Interactive Learning*, Pinter, London.
- Martin, Ben. 2012. "The Evolution of Science Policy and Innovation Studies," *Research Policy*, Vol. 41, No. 7, pp. 1219-1239.
- Nelson, R. 2008. "Economic Development from the Perspective of Evolutionary Economic Theory," *Oxford Development Studies*, Vol. 36, No. 1, pp. 9-21.
- Pavitt, K., & Patel, P. (1999). Global corporations and national systems of innovation: who dominates whom. *Innovation policy in a global economy*, 94-119.
- Pietrobelli, C. and Rabelotti, R. 2011. "Global Value Chains Meet Innovation Systems: Are There Learning Opportunities for Developing Countries?" *World Development*, Vol. 39, No. 7, pp. 1261-1269.
- Rajesh, M. 2016. "New Issues in Innovation and Trade: A study with reference to Information Economy in India", *International Journal of South Asian Studies*, Pondicherry, July-December.
- Rivera-Batiz, Luis A. & Romer, P.M (1991), International Trade With Endogenous Technological Change, *European Economic Review*, 35, 4:971-1004.

Schmookler, J, (1966). *Invention and Economic Growth*, Cambridge, MA:
Harvard University Press

Schumpeter, J. A. (1942). *Capitalism, Socialism and Democracy*. New York:
Harperand Row

	MAHATMA GANDHI UNIVERSITY
	Name of course - Historical Approaches to Environment And Development

School Name	School of Gandhian Thought and Development Studies		
Programme	MA Gandhian Studies/M.A.Development Studies		
Course Name	Historical Approaches to Environment And Development		
Type of Course	Elective		
Course Code	GDM21E05		
Course Summary & Justification	<p>This course is designed as an elective course in Gandhian Studies for the first Semester PG Programme. The study of human interactions with the natural world across time is known as environmental history. It examines the role of nonhuman factors in history while also recognising that humans both produce and are a part of the natural world. Environmental historians analyse the sociocultural creation of concepts like "nature" and "environment" while drawing on the frameworks and methodologies of many disciplines that try to research the natural world. For these reasons, environmental history is intertwined with disciplines such as social and cultural history, political and economic history, geography, philosophy, and the history of science and medicine, as well as the study of ecology and climate in the sciences.</p>		
Semester	1	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		

Pre-requisite	A basic understanding of Environment and contemporary Environmental debates
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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to:</i>		
1	Historicize problems connected to environment and environmental concerns.	Remember	1
2	Realise the inextricable linkages in the notion of development of the past and present society.	Understand	3
3	Utilize the experiential understanding of environmental and human rights issues	Apply	3
4	Examine recent trends in the policy making related to the environmental issues	Analyse	7
5	Create a trans disciplinary thought process that ultimately make them organically connected to the society	Evaluate	7
6	Theorize contemporary movements of environmental relevance.	Evaluate	7
7	solve imminent problems of current society using various ideologies that led the Environmental concerns	Evaluate	3

COURSE CONTENT

Module 1 –Environmental History	12 hours
<ul style="list-style-type: none"> • Global and Indian perspectives • Mode of Resource Use framework • Hunter gatherer-pastoralism-settled agriculture-industrial • Types of Conservation- from above and below. 	

Module 2 – Colonialism and Indian Environment	30 hours
<ul style="list-style-type: none"> • Colonial Gaze and Science- Botany and Empire Making- Botanical Gardens • Plant Transfer and Plant Imperialism • Ecological Imperialism • Origins of forest policy • Reservation of forests and colonial legislations • Scientific forestry versus the Tribal lifeworld • Resistance from the margins • Ecological nationalism. 	
Module 3 –Post colonial scenario	15
<ul style="list-style-type: none"> • The Developmental Drive • Industrialisation • Hydro electric projects, dams-mines • Deforestation and pollution • Emergence of environmental movements • Critique of development • Chipko-Silent Valley-Narmada Bachao Andolan • Gandhian ideals • Role of Women 	
Module 4 – Sustainable Development	15 Hrs
<ul style="list-style-type: none"> • Critique • Environmental laws in India • Environmentalism and Human Rights • Environmentalism of the Poor • Idea of Progress in colonial India and Developmental agendas of post-colonial India 	

- Continuity and Departures.

<p>Mode of Transaction</p>	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Environmental History of India and its various phases.</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on Environmental Movements in India, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Field visits: An institution/Area with demonstrated experience of Environmental Movement could be identified and visit to make a detailed report.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment</p> <ol style="list-style-type: none"> 21. Internal Test – One MCQ based and on extended answer type (10 Marks each) 22. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks) 23. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) 24. Field visit report – each student shall individually or in group visit an institution or area which demonstrated experience of Environmental Movements(10 Marks)

	Semester End examination (60 Marks)
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Suggested Reading List

Amartya Sen, Development As Freedom, 2000, Anchor.

Andre Gunder Frank, The Development of Underdevelopment, 1966, New England Free Press.

Arnold, David and Ramachandra Guha, eds.1995, Nature, Culture and Imperialism: Essays on the Environmental History of South Asia. Delhi: Oxford University Press.

Baviskar, Amita, 1995, In the Belly of the River: Tribal Conflicts over Development in Narmada Valley. Delhi: Oxford University Press.

Baviskar, Amita, ed.2008, Contested Waterscapes: Delhi, Oxford University Press.

Cederlof, Gunnel and K.Sivaramakrishnan, ed.2005, Ecological Nationalisms: Nature, Livelihoods and Identities in South Asia, Delhi: Permanent Black.

Crosby, Alfred.W, 1986, Ecological Imperialism: The Biological Expansion of Europe,900- 1900,New York.

Dipesh Chakrabarthy, The Climate of History in a Planetary Age, University of Chicago Press, 2021

Etienne S Benson, Surroundings: A History of Environments and Environmentalisms, The University of Chicago Press, 2020

Gadgil, M. and R.Guha, 1992, This Fissured Land: An Ecological History of India. Delhi: Oxford University Press.

Gadgil, M.and V.D Vartak, 1975, "Sacred Groves of India: A Plea for Continued Conservation". Bombay Natural History Society Journal, vol.72, pp.312-20.

Gadgil, Madhav, 1995, Ecology and Equity: The Use and Abuse of Nature in Contemporary India, Delhi. -----, 'Towards an Ecological History of India', EPW, vol.XX, 1985.

Grove, Richard, 1995, *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860*. Cambridge: Cambridge University Press. -----, 1997 *Ecology, Climate and Empire: Colonialism and Global Environmental History, 1400-1940*, Cambridge.

Grove, Richard, Vinita Damodaran and Satpal Sangwan, eds. 1998, *Nature and the Orient: The Environmental History of South and South East Asia*. Delhi: Oxford University Press.

Guha Ramachandra and J. Martinez-Alier, *Varieties of Environmentalism: Essays - North and South*, OUP, New Delhi, 1998.

Guha, Ramachandra, 1989, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Delhi: Oxford University Press.

Guha, Ramachandra, *Environmentalism: A Global History*, OUP, New Delhi, 2000.

Habib, Irfan, 2010, *Man and Environment: The Ecological History of India*, Aligarh: Tulika Rangarajan, Mahesh and K. Sivaramakrishnan, eds, 2011, *India's Environmental History: Volumes 1 and 2*. Delhi: Permanent Black.

Joan Martinez Alier, *The Environmentalism of the Poor*, 2003, Edward Elgar.

Kavitha Philip, *Civilizing Natures*, 2004, Rutgers University Press.

Keith, Smith, *Environmental Hazards*, Routledge, New York, 1996.

Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, OUP, New Delhi, 1992.

Mahesh Rangarajan, *Environmental Issues in India*, 2006, Pearson.

Mahesh Rangarajan, *India's Wildlife History*, 2006, Permanent Black.

Manivasakam, N., *Environmental Pollution*, N.B.T., New Delhi, 1992. Odum, Eugene P., *Fundamentals of Ecology*, London, 1971.

Rangarajan, Mahesh, 2001, *India's Wildlife History: An Introduction*. Delhi: Permanent Black. Ribbentrop, Berthold, 1900, *Forestry in British India*, Calcutta.

Rashid, S.M., M. Ishtiaq, Haseena Hashia and Atiqur Rahman (eds), *Environment, Resources and Sustainable Development: Essays in Honour of Professor Majid Hussain*, Rawat Publications, New Delhi, 2008.

Rohan D' Souza, Drowned and Damned, 2006, OUP.

Samir Amin, Unequal Development, 1976, Brach Line.

Saxena, H.M., Environmental Studies, Rawat Publication, Jaipur & New Delhi, 2006.

Skaria, Ajay, 1999, Hybrid Histories: Forests, Frontiers and Wildness in Western India, New Delhi.


Smith, G.H. (ed.), Conservation of Natural Resources, New York, 1965.

Stebbing E.P, 1921, The Forests of India, vol.I, London.

Turk, J. Introduction to Environmental Studies, Chicago, 1985.

Worster, D, ed, 1988, The Ends of the Earth: Perspectives on Modern Environmental History. New York: Cambridge University Press

SEMESTER II

	MAHATMA GANDHI UNIVERSITY
	Name of course - Research Methodology

School Name	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies & MA Development Studies		
Course Name	Research Methodology		
Type of Course	Core		
Course Code	GDM21C05		
Course Summary & Justification	<p>This course is designed as a Core course for PG Programme in Gandhian Studies and Development Studies. This course is envisaged as a foundation course in research methodology to equip students to undertake research at masters and doctoral levels. Advanced courses on Academic writing and Data analysis will be introduced in the proceeding semesters as a continuation of this course.</p>		
Semester	1	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	<p>Knowledge of short term projects and problem solving tasks undertaken during Undergraduate and School Programmes.</p>		

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Define Meaning and Characteristics of Research	Understand	1
2	Examine various epistemological issues of research in Social Sciences	Analyse	2
3	Make use of different Theoretical Traditions and Approaches in Social Science inquiry	Apply	4
4	Categories various methods of Research	Analyse	2
5	Utilise different Tools and Techniques for conducting research in social sciences	Apply	4
6	Appraise processes in research	Evaluate	4
7	Design a research work in social sciences	Create	4

COURSE CONTENT

Module 1 – Basics of Research in Social Sciences	20 hours
<ul style="list-style-type: none"> • Research – Meaning, Definition and Characteristics • Issues in Social Science Research – Epistemological and Methodological • Approaches in Social Science Research – Positivism, Post Positivism, Marxism, Structuralism, Critical Theory, Post Modernism, Post Colonialism and Feminism 	
Module 2 – Types of Research	15 hours
<ul style="list-style-type: none"> • Classification of Research – Pure, Applied and Action Researches, Quantitative, Qualitative and Mixed Researches, Triangulation and Grounded Theory • Methods of Research - Ethnography, Ethnomethodology, Case Study, Survey, Historical, Experiments and Content analysis 	

Module 3 – Processes in Research – Problem, Hypotheses and Sampling	20
<ul style="list-style-type: none"> • Identification of the Research Problem • Preparation of Research Proposal • Preparation of Review of Literature • Formulation of Research questions and Hypotheses • Sampling – Methods and Techniques 	
Module 4 – Processes in Research – Data Collection, Analysis and Reporting	17 Hrs
<ul style="list-style-type: none"> • Primary and Secondary Data • Designing Data Collection Techniques – Questionnaires, Observation, Interviews, Tests and Scales etc. • Data Analysis – Quantitative and Qualitative • Research Reporting • Ethical issues in Social Research 	


Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences and Knowledge, develop insights into the disciplinary knowledge on Research Methodology and its various aspects.</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various Topics on Research Methodology with questions inviting reflections either individually or in small groups.</p> <p>Collaborative/Small Group Learning: Students will work together in small groups on various issues in social science research and demonstrate their understanding.</p> <p>Seminar: Students will undertake thematic/topical study</p>
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	<p>from various topics on Research Methodology in Social Sciences, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Research Reviews: Students will be assigned prepare sample literature reviews and research reviews using library and internet sources</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <p>25. Internal Test – One MCQ based and one extended answer type (10 Marks)</p> <p>26. Assignment – every students to submit an assignment (10 Marks)</p> <p>27. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>28. Preparation of Sample review of Literature/Research review (10 Marks)</p> <p>Semester End examination (60 Marks)</p>

References

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- Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.
- Cohen, Lewis and Manion Lawrence (1994) *Research Methods in Education*. New York : Holt Rinchart and Winston Inc.
- Creswell, J.W.(2013) . *Research design: qualitative, quantitative, and mixed methods approaches*. 4th ed. Thousand Oaks, CA: SAGE
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- Horkheimer, M. (1982). *Critical Theory: Selected Essays*. London: Continuum International Publishing Group
- Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Brace Jovanovich.
- Kuhn, T. (1996). *The Structure of Scientific Revolutions*. NY: University of Chicago Press
- Levi-Strauss, C. (1963). *Structural Anthropology*. London: Basic Books
- Lyotard, J.F. (1984). *The Post Modern Condition: A report on Knowledge*. New York: University of Minnesota Press
- Marx, K., Engels, F and Levistsky, S. L. (1996). *Das Capital: A Critique of Political Economy*. London: Regnery Gateway
- Patton. M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage.
- Popper, K.R. (2002). *The logic of Scientific Inquiry*. London: Routledge
- Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of action research*: Thousand Oaks, CA: Sage.
- Reinharz, Shulamit and Davidman. (1992). *Feminist Methods in Social Research*. London: Oxford University Press
- Said, E. W. (2002) *Orientalism*. New York: Penguin
- Shank, G.D. (2002). *Qualitative Research*. Columbus, ott: Merrill, Prentice Hall.
- Stake, R. E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A:Sage.
- Trochim, W.M.K.(2003).*Research methods*. New York: Atomic Dog Publishing

	MAHATMA GANDHI UNIVERSITY		
	Name of course - Principles of Macroeconomics		
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	M A Development Studies		
Course Name	Principles of Macroeconomics		
Type of Course	Core		
Course Code	GDM21C19		
Course Summary & Justification	<p>This course is designed to educate students about the fundamental theoretical perspectives on macroeconomics and their applications in analysing real world economic issues. The course focuses more on enabling students to think like an economist with a solid insight into how an economy operates at the aggregate level, especially from a comparative perspective. The course begins by exposing students to the fundamental concepts of macroeconomics and its prospects for growth and development. It then looks at how to measure the economic performance of nations using GDP and national accounting methods and its links to the market economy and the welfare of people. The remaining modules deal with economic cycles, patterns of unemployment, calculation of inflation rates using index numbers, macroeconomic perspectives on demand and supply, Keynesian and Neoclassical Models, The Phillips Curve, international trade and capital flows, and trade policies at global, regional and national levels. The whole course content is designed with the aim of providing an in-depth knowledge of the theoretical foundations of macroeconomics with empiricism.</p>		
Semester	2	Credit	4
Total Student Learning Time/ Instructional hours for theory, practical and	72 Instructional hours and 18 hours for assessment and tutorials		

assessment	
Pre-requisite	understanding of Microeconomic Concepts

Expected Course Outcomes (COs)

After the course student will be able to:

No.	Expected Course Outcome	Learning Domains	PSO No.
01	Develop an introductory understanding of macroeconomic concepts, and theories to address macroeconomic issues.	Understand	8
02	Develop and apply macroeconomic analytical tools to challenge, analyse and discuss economic problems.	Understand	8
03	Measure the size of a country's economy and demonstrate its links to the economic productivity and standard of living of people.	Evaluate	7
05	Apply macro-economic models of aggregate supply and demand to analyse the impact of fiscal and monetary policies on the economy.	Analyse	8
06	Introduce and contrast the Keynesian and Neoclassical macroeconomic theories to analyse short and long run macroeconomic phenomena.	Understand	8
07	Understand the fundamentals of money and banking functions in an economy and how they relate to the implementation of monetary policy in an economy.	Understand	8
08	Demonstrate international trade theories and metrics to analyse macroeconomic policies in an economy.	Evaluate	8
04	Understand, analyse and measure unemployment and inflation rates in an economy.	Analyse	7

Course Outline

Module 1. Foundations for the macroeconomic outlook

- Analytical difference between macroeconomics and microeconomics.
- Economic systems
- Goods and services markets, and Labour markets.
- Labour productivity and economic growth.
- Business cycle in market economies
- Consumption and investment functions
- Monetary policy and fiscal policy
- Theories of economic convergence.
- Economic rationale behind liberalisation and globalization.

Module 2. Why and how do we measure how big an economy is?

- The economic justification for the measurement of an economy.
- The concept of the circular income flow in the two, three and four sector economy.
- Conceptual and Measurement difference between GDP and National Income.
- Nominal and Real GDP; GDP Deflator; GDP per capita
- GDP as an instrument for analysing the wellbeing of nations.

Module 3. Understand how unemployment and inflation are calculated and their impact on the economy.

- Define and compute unemployment rate
- Patterns of unemployment in short-run and long-run.
- Annual rate of inflation
- Calculate inflation rates using index numbers such as the Consumer Price Index, Producer Price Index, International Price Index and Employment Cost Index.
- Inflation and purchasing power.
- Inflation impact on supply and demand.
- Economic benefits and challenges of inflation.

Module 4. Why do we learn macroeconomic theories about aggregate supply and demand in an economy?

- Macroeconomic perspectives on demand and supply.
- AS-AD Model.

- Shifts in AS–AD.
- AS–AD Model in Growth, Unemployment and Inflation.
- Keynes’ Law and Say’s Law in the AS–AD Model.
- Aggregate Demand in Keynesian Analysis.
- The Keynesian Perspective on Market Forces.
- The Phillips Curve.
- Neoclassical Models.

Module 5. Understand the money, banks, monetary and fiscal policies, and their economic impacts.

- Defining money and its functions.
- The role of banks and how they create money.
- The central banks' role in monetary policy implementation.
- Monetary policy and economic outcomes
- Government budgets and fiscal policy

Module 6. International trade, capital flows and national economic well-being.

- Globalisation and trade
- Trade balances and flows of financial capital
- Trade deficits and surpluses
- Absolute and comparative advantage
- Intra-industry trade between similar economies
- Protectionism
- The benefits of reducing barriers to international trade
- International trade and its effects on jobs, wages, and working conditions
- Global, regional and national level trade policies.

Teaching and Learning Methods

The course consists of a combination of lectures, direct reading, case studies, class discussions, seminars, journal articles and book reviews, and research projects. Power-point, LCD projections and videos will be used as an instructional aid. The LMS will be used for online course delivery system.

Assessment Strategies and Grading

Assessment Strategy	Weight
Internal Test	10%
Article/Book Review	10%
Seminar Presentation	10%

Brief Research Paper	10%
Semester End Examination	60%

Recommended Readings

In addition to the recommended readings, an updated list will be posted on LMS and will be updated as the semester progresses.

Easterlin, Richard A. "The worldwide standard of living since 1800." *Journal of Economic Perspectives* 14, no. 1 (2000): 7-26.

Friedman, Milton. *Capitalism and Freedom*. Chicago: University of Chicago Press, 1962.

Gandolfo, Giancarlo, and Giancarlo Gandolfo. *International trade theory and policy*. Berlin: Springer, 1998.

Gandolfo, Giancarlo. *Elements of international economics*. Springer Science & Business Media, 2004.

Heijdra, Ben J. *Foundations of modern macroeconomics*. Oxford university press, 2017.

Helpman, Elhanan, and Oleg Itskhoki. "Labour market rigidities, trade and unemployment." *The Review of Economic Studies* 77, no. 3 (2010): 1100-1137.

Hoover, Kevin. "Phillips Curve." *The Concise Encyclopedia of Economics*. <http://www.econlib.org/library/Enc/PhillipsCurve.html>.

Keynes, John Maynard. *The general theory of employment, interest, and money*. Springer, 2018.

Krugman, Paul R. "What Do Undergrads Need to Know about Trade?" *American Economic Review* 83, no. 2. 1993. 23-26.

Krugman, Paul R., and Maurice Obstfeld. *International economics: Theory and policy*. Pearson Education, 2009.

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Maddison, Angus. *Contours of the World Economy 1-2030 AD: Essays in Macro-Economic History*. Oxford: Oxford University Press, 2007.


Melitz, Marc J., and Daniel Trefler. "Gains from trade when firms matter." *Journal of Economic Perspectives* 26, no. 2 (2012): 91-118.

Ricardo, David. *On the Principles of Political Economy and Taxation*. London: John Murray, 1817.

Romer, David. *Advanced macroeconomics*. Mcgraw-hill, 2018.

Sen, Amartya. "Hunger in the Contemporary World (Discussion Paper DEDPS/8)." *The Suntory Centre: London School of Economics and Political Science*. Last modified November 1997. <http://sticerd.lse.ac.uk/dps/de/dedps8.pdf>.

Shiller, Robert. "Why Do People Dislike Inflation?" *NBER Working Paper Series, National Bureau of Economic Research*, p. 52. 1996.

	MAHATMA GANDHI UNIVERSITY
	Name of course - Contemporary Perspectives on Indian Economy
Name of the School	School of Gandhian Thought and Developmental Studies
Programme	M A Development Studies
Course Name	Contemporary Perspectives on Indian Economy
Type of Course	Core
Course Code	GDM21C20
Course Summary & Justification	<p>This course is structured in an innovative way with the objective of providing students with an overview of contemporary developments in the Indian economy. The course consists of 6 modules that intensively analyse the theoretical and empirical facts of the Indian economy in various dimensions. The first module looks at the history of the Indian economy, from the pre-colonial period to the reform period. It provides students with the knowledge base to understand the evolutionary cycles of the Indian economy since the pre-independence period. The second module demonstrates empirical evidence on various development indicators using time series data to understand the pattern of growth in India. It will be based on the cutoff point before and after economic liberalisation. After having an idea on the growth patterns of India, students have the opportunity to understand the major issues and reforms practiced in agriculture, industry, public finance and the external sector. Upon completion of this course, students would get a complete overview of the functioning of the Indian economy over the period, its impact on people's lives</p>

	theoretically as well as empirically.		
Semester	2	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Understanding Basic Economic Concepts		

Expected Course Outcomes (COs)

After the course student will be able to:

No.	Expected Course Outcome	Learning Domains	PSO No.
01	Understand the history and evolution of economic development in India, from pre-independence to the period of economic liberalization.	Understand	8
02	Analyse and empirically understand India's economic growth trends in various dimensions using real databases.	Analyse	7
03	Understand the contemporary issues within the agricultural sector of the Indian economy and the reforms adopted to overcome such issues.	Analyse	7
04	Analyse and understand industrial growth patterns and contemporary issues related to science, technology and innovative development strategies in India.	Analyse	7
05	Understand fiscal reform and demonetization practices and their impact on the economy.	Evaluate	8
06	Understand the performance of the external sector in India and its impact on economic growth.	Analyse	7

Course Outline

Module 1. The history of the Indian economy.

- India's pre-colonial economy in a global economy perspective.
- Major debates on the colonialist impact on Indian economy.
- Institutional arrangements, economic growth, distribution and structural shifts in the post-independence Indian economy.
- History of Indian planning and origin of 5-year plans and their development objectives.
- Evolution of economic reforms.

Module 2. Empirical insights into the development pattern of India, with particular reference to economic reforms.

- Sectoral growth dynamics and interrelationships.
- Pattern of national income growth in India.
- Poverty, inequality and unemployment levels.
- Interstate disparities in economic development.
- Human development and quality of life indicators in India compared to other developing countries.
- International and domestic migration patterns.

Module 3. Challenges facing the Indian economy within the agricultural sector.

- Importance of the agriculture sector in the Indian economy.
- Changes in agrarian structure in India.
- Agricultural undergrowth and its determinants.
- Agricultural diversification.
- Technological change in agriculture.
- Agricultural industry linkages.
- Agriculture subsidies, commodity prices and government intervention.
- Land reforms.
- Agricultural labour market.
- Agriculture and credit markets.
- Public spending on agriculture and rural infrastructure.
- Agriculture research and extension.
- Problems relating to agricultural competitiveness.
- Trade liberalization and its impact on the agricultural sector.

Module 4. Reforms and challenges in industrial sector of Indian economy.

- The growth of the industrial sector since independence.
- The impact of the new industrial policy on India's economy.
- Growth in private business entrepreneurship.
- The significance of SMEs in India's economy.

- Disinvestment in public sector undertakings.
- India's Science and Technology Growth Model.
- Indian policies related to science, technology and innovation.
- Growth in ICT goods and services and its impact on employment and economic development.
- India's emerging digital economic paradigm.

Module 5. India's fiscal policy reforms.

- Recent trends and developments in Indian fiscal policy
- Reforms in pricing of public utilities and non-tax revenues
- Reforms in state level pension
- Centrally sponsored schemes and the implications for federalism
- Demonetization and its impact on Indian economy
- The emergence of digital payment system in India.

Module 6. Reforms and challenges in the external sector.

- Composition and direction of India's foreign trade.
- A comparison of India's trade competitiveness, with an emphasis on China.
- Impact of India's engagement in the WTO and regional trade agreements.
- FDI inflows and outflows and their economic impact.
- Remittances and foreign portfolio investing (FPIs/FIIs) in India and their economic impact. Teaching and Learning Methods

Teaching and Learning Methods

The course consists of a combination of lectures, direct reading, case studies, class discussions, seminars, journal articles and book reviews, and research projects. Power-point, LCD projections and videos will be used as an instructional aid. The LMS will be used for online course delivery system.

Assessment Strategies and Grading

Assessment Strategy	Weight
Internal Test	10%
Article/Book Review	10%
Seminar Presentation	10%
Brief Research Paper	10%
Semester End Examination	60%


Recommended Readings

In addition to the recommended readings, an updated list will be posted on LMS and will be updated as the semester progresses.

- Acharya, S. S. (2004). *Agricultural Marketing In India, 4/E*. Oxford and IBH publishing.
- Ahluwalia, I. J. (1985). *Industrial Growth in India: Stagnation since the mid-sixties*. Delhi; New York: Oxford University Press.
- Ali, I. (1987). Malign growth? Agricultural colonization and the roots of backwardness in the Punjab. *Past & Present*, (114), 110-132.
- Allen, R. C. (2009). The industrial revolution in miniature: The spinning jenny in Britain, France, and India. *The Journal of Economic History*, 69(4), 901-927.
- Bagchi, A. K. (1976). De-industrialization in India in the nineteenth century: Some theoretical implications. *The Journal of Development Studies*, 12(2), 135-164.
- Bardhan, P. (1990). Symposium on the state and economic development. *Journal of Economic Perspectives*, 4(3), 3-7.
- Bardhan, P. (2005). Nature of opposition to economic reforms in India. *Economic and Political Weekly*, 4995-4998.
- Basu, K. (2003). *Analytical development economics: the less developed economy revisited*. MIT press.
- Bayly, C. A. (1985). State and economy in India over seven hundred years. *The Economic History Review*, 38(4), 583-596.
- Bhagwati, J. N., & Chakravarty, S. (1969). Contributions to Indian economic analysis: A survey. *The American Economic Review*, 1-73.
- Bhalla, G.S., (2007) *Indian Agriculture Since Independence*, National Book, Trust, New Delhi.
- Chaudhuri, B. B. (2008). *Peasant history of late pre-colonial and colonial India* (Vol. 8). Pearson Education India.
- Clingingsmith, D., & Williamson, J. G. (2008). Deindustrialization in 18th and 19th century India: Mughal decline, climate shocks and British industrial ascent. *Explorations in Economic History*, 45(3), 209-234.
- Crawford, J. A., & Laird, S. (2001). Regional trade agreements and the WTO. *The North American Journal of Economics and Finance*, 12(2), 193-211.
- Dixon, H. (1997). Controversy: finance and development: editorial note. *The Economic Journal*, 107(442), 752-753.
- Ellis, F. (2000). *Rural livelihoods and diversity in developing countries*. Oxford university press.

- Fagerberg, J., Mowery, D. C., & Nelson, R. R. (Eds.). (2005). *The Oxford handbook of innovation*. Oxford university press.
- Habib, I. (1969). Potentialities of capitalistic development in the economy of Mughal India. *The Journal of Economic History*, 29(1), 32-78.
- Jha, R. (2009). *Modern public economics*. Routledge.
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- Lall, S. (1983). The rise of multinationals from the third world. *Third world quarterly*, 5(3), 618-626.
- Lehmann, F. L. (1983). Kumar, Dharma and Meghnad Desai, eds., "The Cambridge Economic History of India. Volume 2: c. 1757 to c. 1970"(Book Review). *Business History Review*, 57(4), 619.
- Madhavan, M. C. (1985). Indian emigrants: numbers, characteristics, and economic impact. *Population and Development Review*, 457-481.
- Marjit, S., & Jones, R. W. (2008). *International trade and economic development: Essays in theory and policy*. New Delhi: Oxford University Press.
- Morris, S. (1987). Trends in foreign direct investment from India (1950-1982). *Economic and Political Weekly*, 1909-1918.
- Nagaraj, R. (2000). Indian economy since 1980: Virtuous growth or polarisation?. *Economic and Political Weekly*, 2831-2839.
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- Nagaraj, R. (2003). Industrial policy and performance since 1980: Which way now?. *Economic and Political Weekly*, 3707-3715.
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- Tiebout, C. M. (1956). A pure theory of local expenditures. *Journal of political economy*, 64(5), 416-424.
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- Washbrook, D. (2007). India in the early modern world economy: modes of production, reproduction and exchange. *Journal of Global History*, 2(1), 87-111.

	MAHATMA GANDHI UNIVERSITY		
	Name of course - Gender and Development		
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies		
Course Name	Gender and Development		
Type of Course	Core course		
SGTMPC01	GDM21C21		
Course Summary & Justification	This course is designed a core course for PG Program in development studies at school of Gandhian thought and Development Studies. Main intention of the course is to have a deep understanding about history and theoretical frame works on gender and development .The course will help the learner to understand basic concepts of gender and feminist critique on development.		
Semester	3	Credit	4
Total Student Learning Time/Instructio n al hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basic understanding of concepts in social sciences		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List various theoretical perspectives gender and development	Remember	1
2	explain the concept of gender and its impact on developmental process	Understand	3
3	Make use of different feminist approach to understand the role of gender in development process	Apply	3
4	Categories historical development of the concept of gender and development	Analyse	7
5	assess the contributions of feminist criticism in the area of development discourses and practices	Evaluate	7
6	Judge issues faced by women in different parts of the world and its causes.	Evaluate	7
7	solve the gender bias in the development programs using feminist frameworks on development	Evaluate	3

COURSE CONTENT

Module 1 – Introduction to Women and development	10 hours
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<ul style="list-style-type: none"> • Key concepts in gender and challenges to gender equality • International discourse on development • Women’s issues as a developmental issue • Debates during international women’s decade • WID to GAD • Feminist criticism on development • Development alternative with women for a new Era (Dawn) • Women development programs in India • Status of women in contemporary India 	
<p>Module 2 – Gendering development debates</p>	<p>20 hours</p>
<ul style="list-style-type: none"> • Developmental Issues and Women's Movements • State ,Governance and women • Women and Post-Development Discourses • Post-colonial feminisms on development • Women and Sustainable Development • Intersectional issues in accessing development and social justice 	
<p>Module 3 –Feminist engagements with science ,technology and health</p>	<p>17 hrs</p>
<ul style="list-style-type: none"> • Philosophy of science after feminism • Feminist Perspectives on Science and Technology • Patriarchy and Technologies • Women and Reproductive Technology • Women and reproductive rights • Feminist Critique of Technology-based Development • Critical issues with Women’s health • Feminist perspective on modern medical approaches 	
<p>Module 4 – Women and environmental issues</p>	<p>10Hrs</p>

<ul style="list-style-type: none"> • Women and Ecology • Feminist criticism on nature and culture approach • Gender, Nature and Culture • Ecofeminism • Indigenous women and access to natural resources • Land rights and social hierarchy 	
Module5 women and labour issues	17 hrs
<ul style="list-style-type: none"> • Debate on Women's Labour • Domesticity and domestic labour • Women in informal economy • Feminization of Labour • Women, Work and Globalization • Gender Gaps in Employment and Wage • Women in unorganised sector • Women and care work • Caste based occupation and exploitations 	

Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of various debates and practices on development and impact on gender in the process of development , develop insights into the gender theory and feminist criticism and its various perspectives</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Seminar: Students will undertake thematic/topical study from various topics on gender ,development and social justice , prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p>
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Mode of Assessment	<p>Internal Assessment</p> <p>29. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>30. Book review – every students to review a seminal work on Alternative Education and submit a report (15 Marks)</p> <p>31. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (15 Marks)</p> <p>Semester End examination (60 Marks)</p>
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Suggested Readings

Boserup, Ester, *Woman's Role in Economic Development* (Oxon: Earthscan, 2007).

Braidotty, Rosi et al., *Women, the Environment and Sustainable Development: Towards a Theoretical Synthesis* (London: Zed Books, 1995).

Cornwall, Andrea et al (eds), *Feminisms in Development: Contradictions, Contestations and Challenges* (London: Zed, 2007).

Escobar, Arturo, *Encountering Development: The Making and Unmaking of the Third World* (Princeton: Princeton University Press, 2012).

Jackson, Cecile & Pearson, Ruth (eds.): *Feminist Visions of Development: Gender Analysis and Policy* (New York, London: Routledge, 1998).

Jain, Devaki, Panchayat Raj: Women Changing Governance (UNDP,1996).

John, Mary E, et al. *Contested Transformations: Changing Economies and Identities in Contemporary India* (New Delhi: Tulika Books, 2006).

Kabeer, Naila, *Reversed Realities: Gender Hierarchies in Development Thought*

(London: Verso, 1994).

Kothari, Rajni, *Rethinking Development: In Search Of A Humane Alternatives* (New Delhi: Aspect Publications, 1990).

Merchant, Carolyn, *The Death of Nature: Women, Ecology, and the Scientific Revolution* (London: Harper Collins, 1990).

Mies, Maria & Shiva, Vandana, *Ecofeminism* (New Delhi: Kali for Women, 1993).

Mies, Maria, *Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour*(London: Zed Books, 2014).

Moser, Caroline, *Gender Planning and Development: Theory, Practice and Training*

(New York, London: Routledge, 1993).

Oakley, Ann, *Housewife* (London: Allen Lane, 1974)

Plumwood, Val, *Ecosocial Feminism as a General Theory of Oppression* (London: HumanitiesPress, 2001).

Shiva, Vandana, *Staying Alive: Women, Ecology and Development* (London: Zed Books, 2002).

Sen, Gita and Grown, Caren, *Development Crises and Alternative Visions: Third*

World Women's Perspectives (London:, New York: Earthscan, 2011).

Sreerekha, M.S. *State Without Honour: Women Workers in India's Anganwadis*(New Delhi: Oxford University Press, 2017).

Visvanathan, Nalini et al. (eds.): *Women, Gender and Development Reader* (London: Zed Books, 1997).

Gender the basics by Hilary. Lips, Routledge, first edition by 2014

A glossary of feminist theory, edited by Sonya Ander Mehar and etal, Publisher ARNOLD, first edition 2000

Feminism in twentieth century -science technology and medicine edited by Angelia N. H Greager and etal published by University of Chicago press (first edition 2001)

Women gender and technology edited by Mary frank fox and etal, published by university of Illinois press (first edition 2006)

Seeing like feminist, Nivedita Menon, Zuban and Penguin, 2007

Herself: gender and early Malayalam writings of women, J devika, published by sthree, (first edition)

Engendering individuals: The language of Re-forming in twentieth century keralam, J devika, orient longman

Sexuality and public space in India: Reading the visible, Carmel Christy, published by Routledge (first edition 2016)

KRISHNARAJ, Maithreyi. "How has Women's Studies been Defined". *Workshop on definition of Women's Studies*. Bombay: Tata Institute of Social Science, September, 1988.

KUMAR, Radha. *History of Doing*. New Delhi: Kali for Women, 1993.

MAZUMDAR, Vina. *Education and social change: three studies in 19th Century Bengal*. Shimla: Indian Institute of Advanced Studies.

PANDE, Rekha. "Engendering University Curricula and Teaching Women's Studies in India - a Critical Evaluation". In: *The Indigenization of Women's Studies Teaching - The Asian Experience*, Beijing, 2004

Rosalind Delmar, "What is Feminism?" 1986.

Kouramy.A.Janet , Philosophy of science after feminism ,oxford university press,2010

Kumar, Radha. *The history of doing: an illustrated account of movements for women's rights and feminism in India 1800-1990*. New Delhi: Kali for Women, 1993

Kumar, Radha, "From Chipko to Sati: The Contemporary Indian Women's Movement," in Basu, Amrita, ed., *The Challenge of Local Feminisms*. Boulder: Westview Press, 1995, Chapter 2, pp. 58-86.


Lewis, Reina. *Gendering Orientalism: race, feminity and representation*. London; New York: Routledge, 1996.

Lorde, Audre. *In This bridge called my back: writings by radical women of color*. Editors: Cherrie Moraga, Gloria Anzaldua. New York: Kitchen Table, Women of Color Press, c1983.

Mani, Lata. "Contentious Traditions. The Debate on Sati in colonial India." In *Recasting women: essays in colonial history*. Edited by Kumkum Sangari, Sudesh Vaid. New Delhi: Kali for Women, 1989. p. 88-126.

Mani, Lata. "Multiple Mediations: Feminist Scholarship in the Age of Multinational Reception." *Feminist review*. Summer 1990. Number 35, p. 24.

ELECTIVE COURSES

	MAHATMA GANDHI UNIVERSITY
Name of course - Health Care: The Gandhian way	

School Name	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies / Development Studies		
Course Name	Health Care: The Gandhian way		
Type of Course	Elective		
Course Code	GDM21E06		
Course Summary & Justification	<p>This course is designed as an elective course for PG Programme both in Gandhian Studies and Development Studies. Main intention of the course is to have a deep understanding of sustainable health Care. The course will be helpful for the learner to have insights towards various health issues at various levels and to make use of alternative thoughts to suggest solution to those who want to keep good health. The course also provides a close examination of Gandhian ideals of Health education and sustainable health care.</p>		
Semester	2	Credit	4
Total Student Learning Time/ Instructional hours for theory, practical and assessment	72Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	A basic understanding of present educational system at various levels		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List various traditional and modern perspectives on health education	Remember	1
2	Explain the concept of health education and its importance from a societal point of view	Understand	3
3	Make use of different thoughts in the current health care systems	Apply	3
4	Categories historical development of health care education and practises	Analyse	7
5	Assess the contributions of Gandhi on sustainable health care measures	Evaluate	7
6	Judge the indigenous thoughts and practices on health care in different parts of the world	Evaluate	7
7	Solve the problems of current health issues using alternative methods and practises on health education	Evaluate	3

COURSE CONTENT

Module 1 –Gandhian Approach to Health	10 hours
<ul style="list-style-type: none"> • Gandhi and community: Human Nature • Health and Health education in India • Environment and Health • Perspective on creative Health 	
Module 2 –Diet & Diet Reform	25 hours

<ul style="list-style-type: none"> • Philosophy of eating Natural Food • Importance of Diet reform • The moral basis of vegetarianism • Food insecurity& Agricultural Development 	
Module 3 –Indigenous Health Practises	20
<ul style="list-style-type: none"> • Indigenous Values & Practice • Scientific Principles and Practiceof Yoga • Natural Way of Living • Therapeutic Applications 	
Module 4 – Gandhian perspective of healthy living	17Hrs
<ul style="list-style-type: none"> • Significance of Gandhian perspective of healthy living • The Gandhian talisman of health • Post-Covid, healthcare in India and Gandhian ideas towards health. : • Challenges and an Opportunity to Revisit the Gandhian Perspective of health 	


Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences, develop insights into the disciplinary knowledge education and its various perspectives</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life educational experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyze with an intention to revisit their own understandings or develop new insights.</p>
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	<p>Seminar: Students will undertake thematic/topical study from various topics on alternative thoughts, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment</p> <p>32. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>33. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks)</p> <p>34. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>35. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report (10 Marks)</p> <p>Semester End examination (60 Marks)</p>

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2. Gandhi M. K., "Key to Health", Navjivan Publishing House, Ahmedabad, India, 1948.
3. Gandhi M. K., "Social Service, Work and Reform" (Vol-1), Navjivan Publishing House, Ahmedabad, India, 1976.
4. Gandhi M. K., "Diet and Diet Reform", Navjivan Publishing House, Ahmedabad, India, 1949.
5. M. K Gandhi: The India's Food Problem.
6. Carol Huss: Health Practitioners
7. The Yoga sutras of Patanjaii.
8. BerudPflug : Education in Ayurveda - A Re-Constructional Analysis.
9. M. K Gandhi (1952)Drinks, Drugs & Gambling , Navajivan Publishing House : Ahmedabad.

10. Gandhi M.K., The Collected Works of Mahatma Gandhi. Publications Division, Ministry of Information and Broadcasting, Govt. of India:New Delhi.

	MAHATMA GANDHI UNIVERSITY
	Name of course - Making of Modern Kerala

School Name	School of Gandhian Thought and Development Studies		
Programme	MA Development Studies		
Course Name	Making of Modern Kerala		
Type of Course	Elective		
Course Code	GDM21E24		
Course Summary & Justification	<p>This course is designed as a core course in Gandhian Studies for the Second Semester PG Programme. The goal of the course is to make the learner aware of the events contributes to the Making of Modern Kerala. This course will also seek to provide insights into the historical events like the Colonial Interventions, Reform Movements, and Emergence of Identity Politics, social and political agitations which ultimately led to the formation of Kerala Model of Development. Finally, the course will inform the learners of recent developments in Kerala and enable them to locate Kerala among the other nations in the world.</p>		
Semester	2	Credit	4
Total Student Learning Time/Instructio nals hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		

Pre-requisite	A basic understanding of the socio political situations of Contemporary Kerala
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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to:</i>		
1	Recall the colonial interventions and engagements in Kerala	Remember	1
2	Illustrate the political agitation processes in Kerala that led to democratic platforms and responsible citizens.	Understand	3
3	Locate national movement in the map of modern Kerala	Apply	3
4	Outline the formation of caste organizations and Identity Politics of Kerala	Analyse	7
5	Appraise the social reform movement that reconfigured Kerala society	Evaluate	7
6	Trace the historical background of the formation of Kerala State	Evaluate	7

COURSE CONTENT

Module 1 –Beginning of European Colonization	12 hours
<ul style="list-style-type: none"> • Historical background - Social formation in Early and Medieval Kerala • Arrival of European trading companies-Portuguese,Dutch, English French and their relations with Calicut, Cochin and Malabar • Formation of Modern Travancore • Features of Colonial modernization • Early resistance against English East India Company- SakthanThampuran- Pazhassi Raja- Veluthampi-PaliathAchan- Kurichia revolts 	

Module 2 –Anti Caste and Social Reform Movements	25 hours
<ul style="list-style-type: none"> • Caste Organizations and Rise of Women Organizations • Ayyankali – SahodaranAyyappan- PanditKaruppan- K.P Vallon – Vagbhatananda-PoykayilYohannan - V.T.Bhattathirippad-Vakkom Abdul khaddar Moulavi • Movement for Temple Entry- Vaikom and Guruvayoor Satyagraha - Temple Entry Proclamation • Developments in Travancore- Malayali and Ezhava Memorials – Abstention Movement 	
Module 3 –National Movement in Kerala	20
<ul style="list-style-type: none"> • Formation of State Congress • Spread of the Communist Ideology and the Formation of Radical Group • Movements for political reform and responsible Government • Gandhi in Kerala • Early leaders of Indian National Congress and Conferences • Khilaphat- Malabar Rebellion-Non-co-operation Movement - Civil Disobedience- - Quit India Movement- Aikya Kerala Movement. 	
Module 4 – Kerala since Independence	15 Hrs
<ul style="list-style-type: none"> • General Elections-1952- Formation of Kerala as a linguistic state – First Communist Ministry • Land reforms and policies on education -Commercialisation of agriculture-Migration • Kerala Model of development - Marginalized of Social Groups and alienation of land -Ecology and Sustainable development • Future Prospects and development in the Global era 	

<p>Mode of Transaction</p>	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Making of Modern Kerala and its various phases.</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on Making of Modern Kerala, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Field visits: An institution/Area with demonstrated experience of Freedom Movement/Sathyagraha could be identified and visit to make a detailed report.(Like Guruvayoor/Vaikkam/Thiruvappu Temple and its Premises)</p>
<p>Mode of Assessment</p>	<p>Internal Assessment</p> <p>36. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>37. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks)</p> <p>38. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>39. Field visit report – each student shall individually or in group visit an institution or area which demonstrated experience of freedom movement/ sathyagraha and prepare a report (10</p>

	Marks) Semester End examination (60 Marks)
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Suggested Reading List

A. Ayyappan, Social Revolution in a Kerala Village: A study in Cultural Change, Bombay, 1965

A.K. Poduval, Keralathile Karshakapraasthanam, Thiruvananthapuram 1976

Anna Lindberg, Experience and Identity: A Historical Account of Class, Caste and Gender Among the Cashew Workers of Kerala 1930-2000, Lund University, Sweden, 2001.

B. Sobhanan (ed), A History of Christian Missionaries in South India, Kerala Historical society, Trivandrum, 1996

B. Sobhanan, Dewan Velu Thampi and the British, Trivandrum, 1978

C K Janu and M Gethanandan, Adivasi Gramapanjayathum Swayambharanavum, Clan And Culture.

C.I Issac, Evolution of Christian Church in India, Suryagatha, 2013.

Dick Kooiman, Conversion and Social Equality in India: The London Missionary Society in South Travancore in 19th Century, Delhi, 1989

Elamkulam Kunjan Pillai, Studies in Kerala History, Kottayam, 1970

G Arunima, 'There Comes Papa': Colonialism and the Transformation of Matriliney in Kerala, Malabar C. 1850-1940, Orient Longman, 2003.

George Mathew, Communal Road to Secular Kerala, Delhi, 1989

Janaki Nair, Women and Law in Colonial India, Kali for Women (In collaboration with National Law School India University) 1996.

K K Abdul Sattar [ed], Mappila Kizhakla Patanangal, Vachanam Books, 2014]

K K S Das, Dalit Prathyayasasthram: Charithram, Sahityam, Sauntharyasasthram, State Institute of Languages, 2014.

K K Kochu, Dalit Nerkazhchakal, Raven Publication, 2013.

K M Bahauddin, Kerala Muslim History: A Revisit, Other Books, 2012.

K N Ganesh, KeralathinteSamuhyaPrathisanthy, Center for Social Studies, 2003.

K Raviraman [ed], Development, Democracy and the State, Rutledge, 2010

K. K. N. Kurup, Aspects of Kerala History and Culture, Trivandrum, 1977

K. M. Chummar – Thiruvithamkoor State Congress (Malayalam) Bhasha Institute 2013.

K. Raviraman(ed.) Development, Democracy and the State: Critiquing Kerala Model of Development, Routledge, London, 2010

K. T. Rammohan, Tales of Rice: Kuttanad, South West India, Centre for Development Studies, Thiruvanthapuram, 2006

K.N Panikkar, Colonialism, Culture and Resistance, OUP, 2009.

K.N. Ganesh, KeralathinteInnalekal, Thiruvananthapuram, 1990

K.P. Kannan, Of Rural Proletarian Struggles, Mobilization and Organization of Rural Workers in South West India, Delhi, 1988.

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Liten George Christophell – The First Communist Ministry in Kerala, BagchiKolkatta, 1982.

M Kunhaman, Globalization: A Subaltern Perspective, Center for Subaltern Studies, 2002.

M. A. Oommen, Land Reforms and Socio- economic change in Kerala, CLS Madras, 1971

M.K Sanu, Sahodaran K. Ayyappan, SPCS, 2011.

NagamAiya, Travancore State Manual, vols

Narayanan, MGS, Calicut: The City of Truth Revisited, University of Calicut, 2006.

P Bhaskaranunni, Pathonpathannuttandilekeralam, Kerala Sahithya Academy, 1988.

P F Gopakumar (Ed.), Phases of Social Reforms in Kerala, 2016.

P J Chreian (ed.), Perspectives in Kerala History, [Chapter III], Cultural Department, Govt. of Kerala, 1999.

- P. Govinda Pillai – Kerala Navodhanam Oru Marxist Veekshanam (Malayalam), Chinta Pub. Trivandrum, 2003
- P. N. Chopra, ed – History of South India – S. Chand Publications, New Delhi, 2003
- P. Sanal Mohan, Modernity of Slavery: Struggles against Caste Inequality in Colonial Kerala, OUP, 2015.
- P.K. Michael Tharakan, “Socio-religious Reform Movements and- Demand for indications of Development” Alok Bhalla & Peter Bunke eds. Images of Rural India, Sterling Publishers, New Delhi, 1992
- P.K.K Menon, The History of Freedom Movement in Kerala, Government Press, 1972.
- P.S. Raghavan, The History of Freedom Movement in Kerala, Vol. I, Trivandrum, 2000
- Padmanabha Menon., Kochi Rajya Charithram, Mathrubhumi Publications, 1989.
- Panmana Ramachandran Nair (ed) – Kerala Samskara Patanangal, 2 Volumes, Current Books, 2014.
- Parayill Govindan (ed) – Kerala - The Development Experience, Zed Books, London 2000.
- Perspectives on Kerala History (Unit 3, Kerala Gazetteer Department, 1999)
- Pius Malekandathil, Portuguese Cochin and the Maritime Trade of Cochin. New Delhi, 2001.
- Planning Commission of India – Kerala Development Report, Academic Foundation, New Delhi, 2008.
- Pradeepan Pampirikunnu, Dalit Patanam : Svattavam, Samskaram, Sahithyam, State Institute of Languages, Kerala
- R. N. Yesudas, A People’s Revolt in Travancore – A backward class movement for social freedom, Trivandrum, 1975
- Raghava Warriar, Ammavazhi Keralam, Kerala Sahithya Academy, 2006.
- Raghava Warriar, Village Communities in Pre- Colonial Kerala, Asian Educational Services, 1994.
- Rekha Raj, Dalit Women as Political Agents: A Kerala Experience. [Economic and Political Weekly, Vol - XLVIII No. 18, May 04, 2013.]

Robin Jeffry, Politics, Women and Wellbeing, Oxford University Press,. 1992

Robin Jeffry, The Decline of Nair Dominance, New Delhi, 1976

S. Raimon(ed.), The History of Freedom Movement in Kerala Vol. 3, Trivandrum, 2006

SreedharaMenon A,A Survey of Kerala History, (2nd Ed.) [Chapters IX,X, XI], D.C Books, 2008

SreedharaMenonA,Cultural Heritage of Kerala, D.C Books, 2008.

SreedharaMenonA,The Legacy of Kerala.D.C Books, 2010.

T H P Chentarassery, Ayyankali, Prabhath Books,2013.

T P Kunjikannan, GadgilReportum Kerala Vikasanavum, Mathrubhumi books, 2013

T. K. Ravindran, Eight Furlongs of Freedom, New Delhi, 1980

T.C. Varghese, Agrarian Change and Economic Consequences, Bombay, 1970

T.I Poonen, A Survey of the Rise of the Dutch Power, University of Travancore, 1948.

T.J. Nossiter, Communism in Kerala, A study in Political Adaptation, Oxford University Press, New Delhi 1982


T.K. Raveendran, Asian and Social Revolution in Kerala

T.K. Raveendran, Vaikom Satyagraha and Gandhi

T.K. VeluPillai, Travancore State Manual, vol. III

T.P. SankarankuttyNair,A Tragic Decade in Kerala History, Kerala Historical Society,1977.

William Logan, Malabar Manual, Vols. I & II new Edn.Kerala Gazetteer Department 2001.

	MAHATMA GANDHI UNIVERSITY
	Name of course - Education and Development

School Name	School of Gandhian Thought and Developmental Studies		
Programme	MA Development Studies and MA Gandhian Studies		
Course Name	Education and Development		
Type of Course	Elective		
Course Code	GDM21E07		
Course Summary & Justification	This course is designed as an elective course for PG Programme in Development Studies. The course introduces the inter relationship between education and development. Education and development are two different aspects but parallel to each other. The course also depicts the issues of financing, access, equity and quality of higher education with special reference to Indian Context.		
Semester	2	Credit	4
Total Student Learning Time/ Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	A basic understanding of education as an index of development		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will</i>		

	<i>be able to;</i>		
1	Explain the relationship between education and development	Understand	1
2	Appraise the post independence history of education in India	Evaluate	3
3	Compare Educational system in Developing, Developed and Under developed Countries	Understand	3
4	Examine current issues of education in India	Analyse	1
5	Criticise Post Independence Educational Policies and Programmes with special reference to Access, equity and quality of Educational System	Evaluate	3
6	Infer from the educational statistics on Financing of Education in India	Apply	8
7	Judge the role of education in development with special reference to Kerala Development Experience	Evaluate	8

COURSE CONTENT

Module 1 - Education from Economic Perspective	10 hours
<ul style="list-style-type: none"> ● Relationship between Education and Development ● Education as an index of development ● Education as an investment ● Human capital theory – Garry Backer ● Comparison of education in developed, developing and under developed nations – case studies ● Education and Millennium Development Goals 	
Module 2 –Role of Education in National Reconstruction	25 hours
<ul style="list-style-type: none"> ● Literacy rate and development ● Gross Enrolment Ratio (GER) at Various levels ● Education for productivity ● Education and modernization ● Enrolment Ratio and development ● Education as Fundamental Right ● Role of Education in Kerala Development Experience 	
Module 3 - Financing of Education	20

<ul style="list-style-type: none"> • Analysis of Share of GDP to education • Budget share to Primary, Secondary and higher Education • Decentralization in education • Impacts of neoliberal policies on financing of education 	
Module 4–Current Issues in Financing of Education	17 Hrs
<ul style="list-style-type: none"> • Funding and Infrastructural deficiency • Issue of wastage and stagnation • Concept of uneconomic institutions • Equity, access and quality – education for economically and culturally deprived. • Equalizing of educational opportunities 	

Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences, develop insights into the disciplinary knowledge education and its relationship with development</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various themes and Statistics for reflections and inferences on Educational systems at various levels.</p> <p>Observation-Documentation-Analysis: Simulated and real life educational experiences would be arranged for the student teachers to observe, document in the form of Educational policy documents, economic reviews and educational statistics and analyze with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Students will undertake thematic/topical study from various topics on Education and Development, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p>
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	Assignments: Students will prepare problem based assignments based on relevant themes on education and development
Mode of Assessment	<p>Internal Assessment</p> <p>40. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>41. Assignment – every students need to submit an assignment on a relevant issues related to education and development (10 Marks)</p> <p>42. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>43. Analysis of educational Policy/Report/Data – each student shall individually or in group analyse a relevant policy documents on educational system/Financing of Education in India (10 Marks)</p> <p>Semester End examination (60 Marks)</p>


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- Naik, J.P. (1975) *Equality, quality and quantity: The elusive triangle of Indian education*, Bombay: Allied Publications,.
- Ottaway, A.K.C. (1953). *Education and Society*, London: Routledge and Kegan Paul,
- Thakur, R. S. and Arun C. Mehta (1999), *Education for All: The Year 2000 Assessment, Core EFA Indicators*, New Delhi.

Varghese, N. V. and Arun, C. (1999): '*Universalisation of Upper Primary Education in India - An Analysis of Present Status and Future Prospects*. National Institute of Educational Planning and Administration (NIEPA), New Delhi.

Weil, D. N. (2009). *Economic Growth (Second ed.)*. Boston: Pearson Addison-Wesley.

William A. F. (2008). Educational finance. *The New Palgrave Dictionary of Economics*, 2nd Edition.

	MAHATMA GANDHI UNIVERSITY		
	Name of course - Gandhi and Postcolonialism		
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies and M A Development Studies		
Course Name	Gandhi and Postcolonialism		
Type of Course	Elective		
Course Code	GDM21E09		
Course Summary & Justification	<p>This course is designed to read M.K. Gandhi's texts in which Gandhi offers a radical critique of Western civilization and Eurocentric modernity in the context of Postcolonialism. It is important to note that most his ideas, of late, shaped the basis of postcolonial theory, though his contribution to the development is not widely acknowledged. Although most of the works associated with the postcolonial studies were produced in the Anglo-American academy from the 1980s onwards, occurring in the context of economic and cultural globalization and a new American imperialism. Gandhi's works remain to be the most important source of inspiration from them. This course, therefore, examines how Gandhi's ideas contribute in shaping Postcolonialism taking cues from his works.</p>		
Semester	2	Credit	4
Total Student Learning Time/ Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basic understanding of Gandhi's writings and ideas		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
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	<i>Upon completion of this course, students will be able to;</i>		
1	list different ideas of Gandhi relevant in the context of Postcolonialism.	Remember	1
2	explain different approaches to the understanding of Postcolonial condition and how each approach is inspired or influenced by Gandhi's critique of European modernity.	Understand	3
3	make use of critical postcolonial views in assessing certain ideas such as democracy, secularism, development.	Apply	3
4	categorized different conceptions of colonial modernity and postcolonial critiques of them	Analyse	7
5	assess the potential of Gandhi's critique of colonial modernity to constitute the basis of postcolonial discourse.	Evaluate	7
6	judge the modernist conceptions of development, democracy and secularism using Gandhi's critique of them.	Evaluate	7
7	solve the issues related to the circulation of Eurocentric ideas in the non-European contexts and to	Evaluate	3

COURSE CONTENT

Module 1 –Introduction to Postcolonial Discourse	20 hrs
<ul style="list-style-type: none"> • Colonial knowledge production • Decolonizing knowledge • Recovering the marginalized voices • Diaspora, identity and cultural hybridity • Gandhi and postcolonial thinkers-Frantz Fanon, Edward Said, Gayatri Spivak, Ashis Nandy, Partha Chatterjee, Homi K. Bhabha. 	
Module 2 –Gandhi's Critique of Modernity	20 hrs
<ul style="list-style-type: none"> • Gandhi on colonial domination and European civilization • Challenging European modernity • Gandhi's critique of modern technology and its emancipatory potential • Gandhi's view on modern state and violence • Gandhi against modern nationalism 	
Module 3 – Gandhi on Democracy and Secularism	15 hrs
<ul style="list-style-type: none"> • Gandhi's concept of democracy • Gandhi's religious vision and critique of secularism • Departure from European enlightenment • Gandhi on Caste and Race-Critical reflections • Unconditional equality • Gandhi and postcolonial movements 	
Module 4 – Postcolonial Reading of Gandhi's Texts	18 hrs


- Hermeneutical engagement with Gandhi's writing
- Reading *Hind Swaraj*

<p>Mode of Transaction</p>	<p>Through Lectures, in-class discussions: Teacher offers lectures and enrolled students are required to attend classes and study extensively on their own and prepare non-assessed work regularly. In-class discussions are to be conducted towards the end of each session.</p> <p>Seminars: Additional seminars are to be offered in order to explain certain topics covered in the course content further.</p> <p>Assignments and Tutorials: Students would be given regular assignments to prepare detailed notes on certain topics covered in the course content.</p> <p>Students Presentations: Students have to choose a topic of their choice from a broader list provided by the course instructor, prepare a research paper on that theme and present it in the class. The presentation will be followed by an open discussion. The entire exercise is designed to augment research, writing and presentation skills of the students.</p> <p>Screening: With a view to enhance the experience of learning, a set of documentaries, films and other video-documents are to be screened.</p> <p>Focused Reading: Students would be encouraged to engage in focused reading and discussion on various themes in small groups.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment</p> <p>44. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>45. Book review – every student has to prepare a review of a major work related to the course and submit it (10 Marks)</p> <p>46. Seminar Presentation – a theme is to be identified, discuss it with the course instructor and present in the in-class seminar (10 Marks)</p> <p>47. Film Review– each student has to watch a video relevant to the course and prepare a review of it for the submission to the instructor (10 Marks)</p> <p>Semester End examination (60 Marks)</p>

References

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- Guha, Ramachandra (2010) *India after Gandhi: The history of world's largest democracy*, London: Picador.
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- Parekh, Bhikhu (1995). *Gandhi's political philosophy: A critical Examination*, Delhi: OUP.
- Rudolph, Lloyd I. (2009) & Rudolph Susanne Hoeber. *Postmodern Gandhi and Other Essays*, Oxford: OUP.
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- Said, Edward W (1978). *Orientalism*, London, New York: Routledge & Kegan Paul
- Skaria, Ajay (2016). *Unconditional Equality: Gandhi's Religion of Resistance*, New Delhi: Permanent Black, 2016.
- Spivak, Gayatri Chakravorty (1999). *A Critic of Postcolonial Reason: Towards the History of Vanishing Present*, Cambridge: Harvard University Press.

SEMESTER III

	MAHATMA GANDHI UNIVERSITY		
	Name of course - Academic Writing in Social Sciences		
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies and M A Development Studies		
Course Name	Academic Writing in Social Sciences		
Type of Course	Core		
Course Code	GDM21C09		
Course Summary & Justification	This course has the prime objective of developing the academic writing skills of the students. Distinguishing academic writing from popular writing is the major issue that the students of social sciences face. An exclusive course in academic writing would enhance the capability of students to design research papers, write and present them in a matured academic fashion.		
Semester	3	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basic understanding of research paper		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List various issues related to the preparation of research papers	Remember	1
2	explain different concepts associated with academic writing and their relevance in the scheme of writing	Understand	3

3	make use of different methods skills, styles in academic writing	Apply	3
4	categorise various types of academic writing based on their nature and content.	Analyse	7
5	assess the strength and weakness of a research paper.	Evaluate	7
6	judge whether a research paper succeeds in organizing the arguments and substantiating them in a serious academic manner.	Evaluate	7
7	solve some common issues which the students of social sciences encounter at different stages of writing research papers.	Evaluate	3

COURSE CONTENT

Module 1 – What is Academic Writing?	10 hours
<ul style="list-style-type: none"> • Academic Writings • Popular Writing • Technical Writing 	
Module 2 –Types of Academic Writing	26 ours
<ul style="list-style-type: none"> • Essays • Research Proposals • Project Reports • Dissertations • Theses • Book Reviews • Conference papers & Presentations 	
Module 3 – Stages of Academic Writing	20
<ul style="list-style-type: none"> • Developing Ideas • Review of Literature and Using Sources • Identifying primary and secondary sources • Data collection and analysis • Summarising and Paraphrasing • Presenting Research Findings and Substantiating Arguments • Writing Process (pre-writing, writing and re-writing) • Originality Check 	
Module 4 – Components of an Academic Work	19 Hrs
<ul style="list-style-type: none"> • Introduction, Body and Conclusion • Styles of Referencing • Food Note/ End Note • Bibliography 	

Mode of Transaction	<p>Through Lectures, in-class discussions: Teacher offers lectures and enrolled students are required to attend classes and study extensively on their own and prepare non-assessed work regularly. In-class discussions are to be conducted towards the end of each session.</p> <p>Seminars: Additional seminars are to be offered in order to explain certain topics covered in the course content further.</p> <p>Assignments: Students would be given regular assignments to prepare detailed notes on certain topics covered in the course content.</p> <p>Students' Presentations: Students have to choose a topic of their choice from a broader list provided by the course instructor, prepare a research paper on that theme and present it in the class. The presentation will be followed by an open discussion. The entire exercise is designed to augment research, writing and presentation skills of the students.</p>
Mode of Assessment	<p>Internal Assessment</p> <p>48. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>49. Book review – every student has to prepare a review of a major work related to the course and submit it (10 Marks)</p> <p>50. Seminar Presentation – a theme is to be identified, discuss it with the course instructor and present in the in-class seminar (10 Marks)</p> <p>51. Sample research paper – each student has to prepare a sample research proposal making use of the skills acquired from the class room (10 Marks)</p> <p>Semester End examination (60 Marks)</p>

Reading List

Arbor, Ann (ed.) (2012), *Academic Writing For Graduate Students : Essential Tasks And Skills* (Michigan: The University of Michigan Press)

Bailey,S. (2011), *Academic Writing - A Handbook for International Student*, (3rd ed.). NewYork: Routledge).

Coffin, C., Curry, M. J., Goodman, S., Hewings, A., Lillis, T.M., & Swann, J. (2005). *Teaching Academic Writing - A toolkit for higher education* (New York: Routledge)


Folse, K. S., Muchmore-Vokoun, A., & Solomon, E. V. (2010), *Great Essays* (Boston: Sherrise Roehr)

Hartley, J. (2008), *Academic Writing and Publishing - A practical handbook* (New York:Routledge).

Murray, R., & Moore, S. (2006), *The Handbook of Academic Writing - A Fresh Approach* (NewYork: Open University Press).

Oshima, A., & Hogue, A. (2006) *Writing Academic English* (New York: Pearson Education, Inc.)

Zemach, D. E., & Rumisek, L. A. (2006) *Academic Writing - From Paragraph to Essay* (London: Macmillan).

	MAHATMA GANDHI UNIVERSITY
	Name of course - Economic Growth and Development
Name of the School	School of Gandhian Thought and Developmental Studies
Programme	M A Development Studies
Course Name	Economic Growth and Development
Type of Course	Core
Course Code	SGTMPC22
Course Summary & Justification	<p>This course is designed to provide students with an overview of economic growth theories, from classical theories to neoclassical endogenous growth models, with a particular focus on developing economies in the world. The course includes 5 modules. The first module looks at classical growth models and how they relate to economic development. This module also gives insight into how Marxian growth theories contradict classical models. The second module looks at neoclassical growth models and how they explain economic development. The third module focuses on endogenous growth theories related to technological change and investment in human capital, especially in the context of emerging economies such as India. It also demonstrates evolutionary economic theories linked to innovation and the knowledge economy. The fourth module gives a snapshot of economic growth and development in the context of globalization. In this module, focus more on empirical training on the development divide between technologically developed and developing countries in the world, based on so-called global North-South imbalances. Students will be trained in real-world trade databases such as UN Comtrade and</p>

	the IMF's international financial statistics, and world development indicators of the World Bank. It also demonstrates regional trade groupings and their relationship to economic development in developing countries. Moreover, FDI and its impact on developing economies are also demonstrated in this module. The final module is about the externalities of market failure. After the course, students will acquire a thorough knowledge of theories related to economic growth and development and its application in a real-world scenario.		
Semester	3	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Understanding Basic Economic Concepts		

Expected Course Outcomes (COs)

After the course student will be able to:

No.	Expected Course Outcome	Learning Domains	PSO No.
01	Understand classical theories on economic growth and development.	Understand	8
02	Understand the distinction between classical growth theories and Marxian concept of economic development	Understand	8
03	Understand neo-classical theories of growth and its relationship to endogenous growth models based on technological progress and investment in human capital with a particular focus on developing economies in the world.	Understand	8
04	Understand the theories of globalisation and empirically analyse the global north-south division in terms of growth and development using real data.	Evaluate	7
05	Understand how trade agreements affect regional development.	Evaluate	7
06	Critically analyse and understand market failure	Analyse	7

and its externalities on economic growth and development.

Course Outline

Module 1. Classical theories on economic growth and development.

- Smith and Ricardo on the theory of value
- Classical theories on the determinants of economic growth
- Classical theories on income distribution
- Malthusian theory of population growth and development
- Marxian theory of labour, money, distribution

Module 2. Theories of economic growth in modern times.

- Capital Theory
- Keynesian theory about money, investment and cycles.
- Mises and Hayek's theories on monetary economics, socialism and business cycles
- Theories of Schumpeter, Fisher and Kalecki about business cycles
- Harrod-Domar model of economic growth
- Solow model and growth accounting.

Module 3. Theories of endogenous growth in relation to technological advances and investment in human capital.

- Capital accumulation, externalities, and human capital in endogenous growth models
- International trade and technology diffusion in developing countries
- Competition and Technological Change
- Innovation and knowledge-based economy.

Module 4. Globalization and economic development.

- The pattern of trade, technology, industrial organization and labour force structure in developed and developing countries under globalized regime.
- Empirical analysis and case studies on north-south divisional determinants in the global economy.
- Regional trade agreements and their implications for economic development in developing economies.

- Foreign direct investment, international technology transfer and technology spillovers into the developing economies.

Module 5. Market efficiency, market failure and negative externality to economies.

- Source of market failure and role of governmental intervention.
- Competition failure, incomplete markets, and information failures.
- Externalities of public goods in developing economies.
- Market failure and conditions of economic efficiency.
- Alternative governmental policies on growth and sustainability.

Teaching and Learning Methods

The course consists of a combination of lectures, direct reading, case studies, class discussions, seminars, journal articles and book reviews, and research projects. Power-point, LCD projections and videos will be used as an instructional aid. The LMS will be used for online course delivery system.

Assessment Strategies and Grading

Assessment Strategy	Weight
Internal Test	10%
Article/Book Review	10%
Seminar Presentation	10%
Brief Research Paper	10%
Semester End Examination	60%

Recommended Readings


In addition to the recommended readings, an updated list will be posted on LMS and will be updated as the semester progresses.

Acemoglu, D. (1996). A microfoundation for social increasing returns in human capital accumulation. *The Quarterly Journal of Economics*, 111(3), 779-804.

Acharyya, R. (2013). International Economics: an introduction to theory and policy. *OUP Catalogue*.

- Backhouse, R. (2004). *The ordinary business of life: A history of economics from the ancient world to the twenty-first century*. Princeton University Press.
- Ben-Porath, Y. (1967). The production of human capital and the life cycle of earnings. *Journal of political economy*, 75(4, Part 1), 352-365.
- Bewley, T. F. (2009). *General equilibrium, overlapping generations models, and optimal growth theory*. Harvard University Press.
- Bhagwati, J. N., Panagariya, A., & Srinivasan, T. N. (1998). *Lectures on international trade*. MIT press.
- Ekelund, R. B., & Hebert, R. F. (1997). *A History of Economic Theory and Method* McGraw Hill.
- Greenhalgh, C., & Rogers, M. (2010). *Innovation, intellectual property, and economic growth*. Princeton University Press.
- Hall, R. E., & Jones, C. I. (1999). Why do some countries produce so much more output per worker than others?. *The quarterly journal of economics*, 114(1), 83-116.
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- Irwin, D. A., & Klenow, P. J. (1994). Learning-by-doing spillovers in the semiconductor industry. *Journal of political Economy*, 102(6), 1200-1227.
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- Jones, C. I. (1997). On the evolution of the world income distribution. *journal of Economic Perspectives*, 11(3), 19-36.
- Kerr, W. R. (2008). Ethnic scientific communities and international technology diffusion. *The Review of Economics and Statistics*, 90(3), 518-537.
- Krugman, P. (1990). *Rethinking International Trade*, MIT Press.
- Leape, J. (2006). The London congestion charge. *Journal of economic perspectives*, 20(4), 157-176.
- Lundvall, B. Å. (2007). National innovation systems—analytical concept and development tool. *Industry and innovation*, 14(1), 95-119.
- Lundvall, B. Å. (2016). National innovation systems and globalization. *The Learning Economy and the Economics of Hope*, 351.
- Marjit, S., & Jones, R. W. (2008). *International trade and economic development: Essays in theory and policy*. New Delhi: Oxford University Press.
- Nelson, R. R. (Ed.). (1993). *National innovation systems: a comparative analysis*. Oxford University Press on Demand.

- Nelson, R. R., & Phelps, E. S. (1966). Investment in humans, technological diffusion, and economic growth. *The American economic review*, 56(1/2), 69-75.
- Quah, D. T. (1997). Empirics for growth and distribution: stratification, polarization, and convergence clubs. *Journal of economic growth*, 2(1), 27-59.
- Rangel, B. D. B. A. (2007). Behavioral Public Economics: Welfare and Policy Analysis with Non-standard Decision Makers. *Nanjing Business Review*, 2.
- Rasmus, J. (2010). *Epic recession*. Pluto Press.
- Rebelo, S. (1991). Long-run policy analysis and long-run growth. *Journal of political Economy*, 99(3), 500-521.
- Romer, P. M. (1990). Endogenous technological change. *Journal of political Economy*, 98(5, Part 2), S71-S102.
- Schumpeter, J. A. (2006). *History of economic analysis*. Routledge.
- Solow, R. M. (1970). Growth theory. An exposition. In *Growth theory. An exposition..* Oxford: Clarendon Press
- Stern, N. (2008). The economics of climate change. *American Economic Review*, 98(2), 1-37.
- Stiglitz, J. E. (2002). Information and the Change in the Paradigm in Economics. *American economic review*, 92(3), 460-501.
- Swann, G. P. (2014). *The economics of innovation: an introduction*. Edward Elgar Publishing.
- Trefler, D. (1993). International factor price differences: Leontief was right!. *Journal of political Economy*, 101(6), 961-987.

	MAHATMA GANDHI UNIVERSITY		
	Name of course - Decentralisation and Participatory Governance in India		
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	M A Gandhian Studies & Development Studies		
Course Name	Gandhian Economic Thought and Development		
Type of Course	Core (Development Studies)		
Course Code	GDM21C22		
Course Summary & Justification	<p>The course has been designed to offer a theoretical and conceptual understanding of the bases of urban and rural governance. It also deals with various aspects of decentralisation, panchayat raj system, participatory democracy and development through participation. The course also seeks to equip students with adequate cognitive as well as evaluative skills in understanding the dynamics of urban and rural governance.</p>		
Semester	3	Credit	4
Total Student Learning Time/ Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Fundamentals of Panchayat Raj and Decentralisation		

No.	Expected Course Outcome	Learning Domains	PSO No.
01	Compare and Contrast Rural and Urban Governance	Understand	2
02	Examine the significance of Decentralised Planning and Development in Indian Context	Analyse	2

03	Make use of Knowledge in decentralized planning and development to solve current issues of governance in local self governments	Apply	3
04	Assess Contemporary issues and Challenges of implementation of decentralized governance and development.	Evaluate	3
05	Judge Panchayat raj system and its operation at grassroots level	Evaluate	7
06	Suggest appropriate remedies for issues in decentralized planning and development in Kerala Context	Create	3

Module I Introduction

- Perspectives of Decentralization-Types of Decentralization-Political, Administrative and Fiscal.
- Liberal, Marxist and Third World Experiences of Decentralization.
- Gandhian Concept of Decentralization
- Decentralization and Development
- Decentralisation and Democracy

Module II Rural Governance in India

- History and Evolution of Rural Government Institutions in India.
- Resources for Panchayati Raj Institutions (PRI)
- Structure of Rural Local Bodies -
- Gram Sabha and Gras root level Governance
- Difficulties and Issues in functioning
- Sources of Rural Local Finances in India
- Governance in Tribal and Scheduled Areas
- Local Level Support System in Rural Governance- Kudumbsasree, SHGs, NGOs,

Jagratha Samitiies.

- An evaluation of People's Planning process and Experiences in Kerala

Module III Urban Governance in India

- A. History and Evolution of Urban Institutions in India
- B. Emerging trends of Urbanisation in India,

- C. 74th Amendment - Major Features - 12th Schedule of the Constitution
- D. Difficulties and Issues in functioning -
- E. Structure of Urban Local Bodies - Councils and Committees - Metropolitan Governance
- F. Civil Society and Urban Governance- Residents Association.

Module IV Issues in Rural and Urban Governance

- A. Impact of Urbanization on Urban Services and Infrastructure
- B. Environment, Pollution
- C. Migration and reverse migration
- D. Urban Poverty
- E. Waste Management,
- F. Social Audit and Monitoring of Projects, Ombudsman and Tribunals
- G. Major Schemes and project: PURA, MNREGA, JNNURM, NRLM, Swachh Bharat

Module V Rural and urban Governance in Action (Mandatory Internship)

- A. The fifth module contains an internship (minimum 3 days) with an urban or rural government institution or NGO related with developmental projects.
- B. The intern can be assigned to a mentor in the respective institution if they are willing, if not any faculty member or any person recommended by faculty can act as a mentor.
- C. During internship the students are supposed to be familiarized with the various aspects of the governance programme.
- D. At the end of the internship the student should submit a report to the faculty (1000-2000 words) duly attested by the mentor.
- E. This report should be presented as a Seminar.

Teaching and Learning Methods

The course consists of a combination of lectures, direct reading, case studies, class discussions, seminars, journal articles and book reviews, and research projects. Power-point, LCD projections and videos will be used as an instructional aid.

Assessment Strategies and Grading

Assessment Strategy	Weight
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Internal Test	10%
Article/Book Review	10%
Seminar Presentation	10%
Thematic Assignemnt	10%
Semester End Examination	60%

Reading List:

- Aziz, Abdul and David J. Arnold (1996): *Decentralized Governance in Asian Countries* (eds.), New Delhi: Sage.
- Bhatnagar (1978): *Rural Development in India*, New Delhi: Light and Life Publishers.
- Bhattacharya, Mohit (1976): *Management of Urban Government in India*, New Delhi: Uppal.
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- Palanithurai, G. (2009): *Decentralization in India; Critical Issues from the Field*, New Delhi: Palgrave MacMillan.

Pierre, Jon (2011): *The Politics of Urban Governance: Rethinking the Local State*, London: Raghunandan, T.R. (2012): *Decentralization and Local Governments: The Indian Experience*, New Delhi: Orient Blackswan.

Rao, C. Nagaraja (2007): *Accountability of Urban Local Governments in India*, New Delhi: Routledge Sage.


Singh, Hoshiar (1995): *Administration of Rural Development in India*, New Delhi: Sterling.

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Sivaramakrishnan K.C., et al. (1993): *Urbanisation in India: Basic Services and People's Participation*, New Delhi: ISS. Uppal.

ELECTIVE COURSE

	MAHATMA GANDHI UNIVERSITY
	Name of course - Social Movement

School Name	School of Gandhian Thought and Development Studies		
Programme	MA Development Studies		
Course Name	Social Movement		
Type of Course	Elective Course		
Course Code	GDM21E11		
Course Summary & Justification	This course is designed as an Elective course for the first Semester PG Programme. The course helps the students in promoting a comprehensive understanding of the nature and scope of the social movements in Modern India. This course will help the learner to make a detailed analysis of the ideological and conceptual frameworks of the Social Movements. The course also provides the learner to make an assessment on the impact of social movements in social transformation.		
Semester	3	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	A basic understanding of the Indian Society.		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to:</i>		
1	List the nature, scope and types of social movements	Remember	1
2	Explain the basic concepts and theories related to social movements in India	Understand	3
3	Categorize the social basis, ideology and actions of social movements	Apply	3
4	Assess the impact of the social movement in the Social Transformations	Analyse	7
5	Appraise the impact of the leadership in Social Movements	Evaluate	7
6	Formulate students as effective agents of change in the field of Social Action.	Create	7

COURSE CONTENT

Module 1 – Social Movement	12 hours
<ul style="list-style-type: none"> • Nature, Definitions, Characteristics • Social Change, Equity and Social Justice • Structural determinants 	
Module 2 –Types of Social Movements	30 hours

<ul style="list-style-type: none"> • Reform • Rebellion • Revival • Revolution • Insurrection • Counter Movement 	
Module 3 –Theories of Social Movements	20
<ul style="list-style-type: none"> • Structural –functional • Marxist • Resource Mobilization • Strain and Revitalization • New Social Movement 	
Module 4 – Social Basis, Ideology, Leadership and Action	10 Hrs
<ul style="list-style-type: none"> • Ethnicity and Identity • Agrarian Movements • Left Movements • Human Rights Movements • Women’s movements • Environmental movements • Peace Movements 	

Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Social Movements.</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real</p>
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	<p>life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on Social Movements, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Field visits: An institution/Area with demonstrated experience of Social Movements could be identified and conduct of Field visitto make a detailed report.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment</p> <p>52. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>53. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks)</p> <p>54. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>55. Field visit report – each student shall individually or in group visit an institution or area which demonstrated experience of Social Movement and prepare a report (10 Marks)</p> <p>Semester End examination (60 Marks)</p>

Suggested Reading List

- 1.Afshar, Haleh and Bina Agarwal (eds.,) Women, Poverty and Ideology in Asia. London:Macmillan, 1989.
- 2.Agnes, Flavia. Law and Gender Inequality: The Politics of Women’s Rights in India New Delhi: Oxford University Press, 2000.
- 3.Agnew, Vijay. Elite Women in Indian Politics. Delhi: Vikas, 1979.

4. Arnold, David and Guha, Ramachandra (eds.) Nature, Culture, Imperialism: Essays on the Environmental History of South Asia. New Delhi: Oxford University Press, 1995.
5. Baviskar, A. In the Belly of the River: Tribal Conflicts over Water in the Narmada Valley, Delhi: Oxford University Press, 1995.
6. Baviskar, B.S. and Don Attwood (ed.), Who Shares? Delhi: Oxford University Press, 1983.
7. Beteille, Andre. The Backward Classes and the New Social Order. Delhi: Oxford University Press, Delhi: Oxford University Press, 1981.
8. Bipan, Chandra and others (ed.) India's Struggle for Independence. New Delhi: Penguin, 1989.
9. Corbridge, S., G. Williams, M. Srivastava, and R Véron, (eds.) Seeing the State: Governance and Governmentality in India. Cambridge: Cambridge University Press, 2005.
10. Datta, K. K. Social History of Modern India. Delhi: Macmillan, 1975.
11. Desai, A.R. Peasant Struggles in India. Delhi: Oxford University Press, 1979.
12. Desouza, Alfred (ed.) Women in Contemporary India. Delhi: Manohar, 1975.
13. Dhanagare, D.N. Peasant Movements in India, Delhi: Oxford University Press, 1983.
14. Dube, Saurabh, Untouchable Pasts: Religion Identity and Power among a Central Indian Community, 1780-1950. New Delhi: Vistaas Publications, 2001.
15. Dwivedi, R. Conflict and Collective Action. London: Routledge, 2006.
16. Eisenstadt, S. N. Modernization: Protest and Change. New Jersey: Prentice Hall, 1965.
17. Escobar, A. Encountering Development: The Making and Unmaking of the Third World, Princeton: Princeton University Press, 1995.
18. Forbes, Geraldine. Women in Modern India. Cambridge: Cambridge University Press, 1996.
19. Frankel, Francine (ed.). Dominance and State Power in Modern India, Delhi: Oxford University Press, 1989.

- 20.-----, et. al. (eds.). *Transforming India: Social and Political Dynamics of Democracy*, Oxford: Oxford University Press, 2000.
- 21.-----, *India's Political Economy: The Gradual Revolution 1947-2004*, New Delhi: Oxford University Press, 2005
- 22.Fuchs, Stephen. *Rebellious Prophets*. Bombay: Asia Publishing House, 1965.
- 23.Gadgil, Madhav. *Ecological Journeys: The Science and Politics of Conservation in India*, New Delhi: Permanent Black, 2005.
- 24.George, Shanti. *Operation Flood*. Delhi: Oxford University Press, 1985.
- 25.Gore, M.S. *The Social Context of Ideology: Ambedkar's Political and Social Thought*. New Delhi: Sage Publications, 1993.
- 26.Guha, Ranajit., *Elementary Aspects Peasant Insurgency in Colonial India*, Delhi: Oxford University Press, 1983.
- 27.-----, (ed.) *Subaltern Studies* (Vol. I to Vol. VI). Delhi: Oxford University Press, 1982-1989.
- 28.----- *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Berkeley, University of California Press, 1989.
- 29.Gusfield, Joseph, R, *Protest, Reform and Revolt: A Reader in Social Movements*, New York: John Wiley and Sons, 1970.
- 30.Hardiman, David (ed). *Peasant Resistance in India 1858-1914*. Delhi: Oxford I and Social Thought. New Delhi: Sage Publications, 1993.
- 31.Hanlon, Rosalind O', *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth Century Western India* . New Delhi: Orient Longman, 1985.
- 32.Haynes, Douglas and Gyan Prakash, eds. *Contesting Power: Resistance and Everyday Social Relations in South Asia*. Delhi: Oxford University Press, 1991.
- 33.Heimasath, *Indian Nationalism and Hindu Social Reform*. Princeton: Princeton University Press, 1989.
- 34.Irschick, Eugene. *Politics and Social Conflict in South India: The Non-Brahmin Movement and Tamil Separatism 1916-1929*. Berkeley: University of California Press, 1969.
- 35.Jonnes, Kenneth. *Socio-Religious Reform Movements in British India*.

Cambridge: Cambridge University Press, 1994.

36. Juergensmeyer, Mark. *Religion as Social Vision: The Movement against Untouchability in Twentieth Century Punjab*. Berkeley: University of California Press, 1982.

37. Khare, R. S. *The Untouchable as Himself: Ideology, Identity and Pragmatism among the Lucknow Chamars*. Cambridge: Cambridge University Press, 1984.

38. Krishnamurty, J. ed. *Women in Colonial India: Essays on Survival, Work and the State*

. Delhi: Oxford University Press, 1989.

39. Lynch, Owen. *The Politics of Untouchability*. Columbia: Columbia University

Press, 1969.

40. Mani, Lata. *Contentious Traditions: The Debate on Sati in Colonial India*.

Berkeley: University of California Press, 1998.

41. Menon, Nivedita. (ed.) *Gender and Politics in India*. New Delhi: Oxford University Press, 1999.

42. Michael, S.M. *Dalits in Modern India*. New Delhi: Vistaar Publications, 1999.

43. Miller, Barbara. D. *The Endangered Sex*. New York: Cornell University Press, 1981.

44. Minault, Gail. *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India*. Delhi: Oxford University Press, 1998.

45. Omvedt, Gail. *Cultural Revolt in a Colonial Society: The Non-Brahmin Movements in Western India 1873 to 1930*. Bombay: Scientific Socialist Education Trust, 1976.


46. Oommen, T. K. *Protest and Change*, New Delhi: Sage Publications, 1990.

47. Peet, R. and W. Watts (eds.). *Liberation Ecologies: Environment, Development and Social Movements*. London: Routledge, 2000.

48. Rangan, H., *Of Myths and Movements: Rewriting Chipko into Himalayan History*. New Delhi: Oxford University Press, 2000.

49. Rao, M. S. A (ed.) *Social Movements and Transformation*. New Delhi: Manohar Publications, 2000.

50. Ray, Bharati and Basu, Aparna (eds.,) *From Freedom to Independence: Women and Fifty Years of India's Independence*. New Delhi: Oxford University Press, 1999.
51. -----(ed.) *From the Seams of History: Essays on Indian Women*. New Delhi: Oxford University Press, 1995.
52. Ray, Raka. *Field's of Protest: Women's Movements in India*. New Delhi: Kali for Women, 1999.
53. Ray, Raka and Mary Fainsod Katzenstein (eds.,) *Social Movements in India: Poverty, Power, and Politics*. New Delhi: Oxford University Press, 2005.
54. Sarkar, Sumit. *Modern India*. New Delhi: Macmillan, 1983.
55. Scott, James C. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven: Yale University Press, 1985.
56. Shah, Ghanshyam (ed.). *Dalit Identity and Politics*, New Delhi: Sage Publications, 2001.
57. -----(ed.), *Social Movements and the State*. New Delhi: Sage Publications, 2002.
58. ----- *Social Movements in India: A Review of the Literature*, New Delhi: Sage Publications, 1990.
59. Singh, K. S (ed.). *Tribal Movements in India*. (2 Volumes) New Delhi: Manohar, 1982-83.
60. Sivaramakrishnan, K. and A Agrawal. (eds.,). *Regional Modernities: The Cultural Politics of Development in India*. Stanford: Stanford University Press, 2004.
61. Sriniva, M. N. *Social Change in Modern India*. Berkely: University of California Press, 1966.
62. Thorat, Sukhadev. *Dalits in India: A Profile*. New Delhi: Sage, 2007

	MAHATMA GANDHI UNIVERSITY		
	Name of course - Social Entrepreneurship		
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	M A Development Studies		
Course Name	Social Entrepreneurship		
Type of Course	Elective		
Course Code	GDM21E13		
Course Summary & Justification	<p>Social entrepreneurship is a business model widely used to resolve social problems that are not addressed by profit-motivated entrepreneurs. Social entrepreneurship models are increasingly prominent in today's globalized world, both in developing and developed countries. Many social enterprises and social entrepreneurs are now playing a critical role as drivers of change in the Indian economy as well as in other parts of the world. Even though the business model of social entrepreneurship is not profit-based, the sector is currently thriving with billions of public and private sector investments. From the state-financed social entrepreneurship model of Kudumbashree in Kerala to world-renowned models such as the Grameen Bank and the Ashoka Foundation create meaningful social innovation to raise the standard of living of socially and economically backward communities. Furthermore, Mahatma Gandhi also advocates the idea of socially responsible business models in favour of the poor to establish a fair and sustainable development in India. In this context, this course offers students the possibility to learn and understand the principles of social entrepreneurship through many national and international case studies.</p>		
Semester	3	Credit	4
Total Student Learning	72 Instructional hours and 18 hours for assessment and		

Time/Instruc tional hours for theory, practical and assessment	tutorials
Pre-requisite	None

Expected Course Outcomes (COs)

After the course student will be able to:

No.	Expected Course Outcome	Learning Domains	PSO No.
01	Explain key concepts of the theory of change, social innovation and how it relates to transformative change.	Understand	2
02	Describe the attributes of pro-profit entrepreneurship and social entrepreneurship theories.	Understand	2
03	Analyse the importance of social enterprise frameworks in the global economy.	Analyse	7
04	Evaluate functional models for successful social change institutions and social business models.	Analyse	8
05	Compare and analyse different methods of emerging social business patterns.	Evaluate	8

Module 1. Theory of change and transformative social innovation.

- Theory of change
- Principles in the development of a theory of change.
- Change analysis
- Approaches to social innovation.
- Transition theories
- Relationship between social innovation and social empowerment.
- Leadership and social change

Module 2. Introduction to entrepreneurship and social entrepreneurship theories

- Schumpeterian theory of entrepreneurship
- Innovation and entrepreneurship
- Theories of social entrepreneurship

- Charity, philanthropy and social entrepreneurship
- Public and private social entrepreneurship
- Business ethics, corporate governance and social responsibility

Module 3. Understanding the significance of social business in a globalized economy.

- Social business in a globalized regime.
- Sectoral opportunities for social business
- Science and technology for social issues
- Financing of social business
- Risk management and sustainability in social businesses.

Module 4. Get an overview of successful social change institutions and social business models.

- Ashoka
- Grameen Bank
- Jaipur Foot
- Bangladesh Rural Advancement Committee (BRAC)
- Barefoot College
- Self Employed Women's Association (SEWA)
- Bill & Melinda Gates Foundation (BMGF)
- Kudumbashree

Module 5. Emerging frameworks in social business models.

- Cooperative models
- Employment growth models.
- Entrepreneurial support models.
- Fee-for-Service models
- Low-income client models
- Intermediate market models..
- Market linkage models
- Service subsidy models.

Teaching and Learning Methods

The course consists of a combination of lectures, direct reading, case studies, class discussions, seminars, journal articles and book reviews, and Brainstorming and business plan preparation. Power-point, LCD projections and videos will be used as an instructional aid. The LMS will be used for online course delivery system.

Assessment Strategies and Grading


Assessment Strategy	Weight
Article/Book Review	10%
Case Study Report	10%
Seminar Presentation	10%
Business Plan Preparation	10%
Semester End Examination	60%

Suggested Readings

In addition to the suggested readings, an updated list will be posted on LMS and will be updated as the semester progresses.

- Abu-Saifan, S. (2012). Social entrepreneurship: definition and boundaries. *Technology innovation management review*, 2(2).
- Alkemade, F., Hekkert, M. P., & Negro, S. O. (2011). Transition policy and innovation policy: friends or foes?. *Environmental Innovation and Societal Transitions*, 1(1), 125-129.
- Alvord, S. H., Brown, L. D., & Letts, C. W. (2004). Social entrepreneurship and societal transformation: An exploratory study. *The journal of applied behavioral science*, 40(3), 260-282.
- Avelino, F., Wittmayer, J. M., Pel, B., Weaver, P., Dumitru, A., Haxeltine, A., ... & O'Riordan, T. (2019). Transformative social innovation and (dis)empowerment. *Technological Forecasting and Social Change*, 145 (2019), 195–206.
- Barnett, H.G. (1953): *Innovation: The Basis of Cultural Change*. New York etc.: McGraw-Hill.
- Carlsson, B. (2003). Innovation Systems: a Survey of the Literature from a Schumpeterian Perspective. *Paper for the Elgar Companion to Neo-Schumpeterian Economics*, June.
- Friedman, M., Mackey, J., & Rodgers, T. J. (2005). Rethinking the social responsibility of business. *Reason*, 5, 28-37.
- Harries, E., Hodgson, L., & Noble, J. (2014). *Creating your theory of change*. London: New Philanthropy Capital.
- Kickul, J., & Lyons, T. S. (2020). *Understanding social entrepreneurship: The relentless pursuit of mission in an ever changing world*. Routledge.
- McWilliams, A., & Siegel, D. (2001). Corporate social responsibility: A theory of the firm perspective. *Academy of management review*, 26(1), 117-127.

- Meyskens, M., Robb-Post, C., Stamp, J. A., Carsrud, A. L., & Reynolds, P. D. (2010). Social ventures from a resource-based perspective: An exploratory study assessing global Ashoka fellows. *Entrepreneurship theory and practice*, 34(4), 661-680.
- Muehlhausen, J. (2013). *Business models for dummies*. John Wiley & Sons.
- Nicholls, A. (Ed.). (2008). *Social entrepreneurship: New models of sustainable social change*. OUP Oxford.
- Porter, M. E., & Kramer, M. R. (2003). Corporate philanthropy: Taking the high ground. *Foundation strategy group*, 13, 1-12.
- Pritchard, D., Ogain, E., & Lumley, T. (2012). Making an impact: Impact measurement among charities and social enterprises in the UK. *London: New Philanthropy Capital*.
- Rogers, P. (2014). *Theory of change: methodological briefs-impact evaluation No. 2* (No. innpub747).
- Schumpeter, J. A. (1942). *Capitalism, Socialism and Democracy*. New York: Harper and Row
- Sen, P. (2007). Ashoka's big idea: Transforming the world through social entrepreneurship. *Futures*, 39(5), 534-553.
- Stein, D., & Valters, C. (2012). Understanding theory of change in international development.
- Valters, C. (2014). Theories of change in international development: Communication, learning, or accountability. *JSRP Paper*, 17, 1-29.

	MAHATMA GANDHI UNIVERSITY		
	Name of course - Sociology of Violence		
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies		
Course Name	Understanding Caste		
Type of Course	Elective		
Course Code	GDM21E14		
Course Summary & Justification	This course is designed an elective course for PG Program at school of Gandhian thought and Development Studies. Main intention of the course is to have an in-depth knowledge on caste system and its dynamics in Indian society . The course will help the student to understand main historical debates around question of caste in the twentieth century and current times		
Semester	3	Credit	4
Total Student Learning Time/ Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	A basic understanding of Indian society at various levels		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List various theoretical perspectives caste system and its salient features	Remember	1

2	explain the dynamism of caste in Indian society and its implication in every day life	Understand	3
3	Make use of different conceptual understanding on caste dynamics to understand privilege and oppression in our society	Apply	3
4	Categories historical development of the concept of dalit identity and intersections of caste and gender	Analyse	7
5	assess the contributions of anti-caste criticism in analysing social power relations in Indian society	Evaluate	7
6	judge issues faced by lower caste people in different parts of the world and its causes.	Evaluate	7
7	solve the caste-gender discrimination among student community using intersectional framework of multiple oppression	Evaluate	3

COURSE CONTENT

Module 1 –Caste system -Major theories and concepts	10 hours
<ul style="list-style-type: none"> • Theories of origin of caste system • Salient features of caste system • Religion and caste • Privilege and oppression • Caste and symbolic violence • Caste based violence • Caste other social hierarchies 	
Module 2 – Debates on caste	20 hours
<p>Caste and colonialism</p> <p>caste and nationalist movement</p> <p>Major perspective on caste – Gandhi, Lohya and Ambedkar</p>	

<p>Anti brahmin movement</p> <p>Rise of lower caste movements -Phule and periyar</p> <p>Caste and post independent India – Reservation</p> <p>Ambedkar movement</p>	
<p>Module 3 – Caste and identity politics</p>	<p>17 hrs</p>
<p>Emergence of Dalit identity politics in India</p> <p>Dalit criticism on left and other social movements</p> <p>Major arguments by Dalit movements</p> <p>Mandal commission and rise of Bahujan politics</p> <p>Dalits and political power</p> <p>Dalit writing in India</p>	
<p>Module -4 Intersections of Caste Gender Sexuality</p>	<p>10 Hrs</p>
<p>Dalit women and anti caste movements</p> <p>Dalit feminist movements</p> <p>Theoretical frame work of Dalit feminist criticism and major debates.</p> <p>Bahujan feminism</p> <p>Queering Anti- caste politics - caste and queer identity</p>	
<p>Module – 5 Caste and Kerala public sphere</p> <p>15 hrs</p>	
<p>Reformation movements – Ayyankali , Poykayil Appachan ,sree Narayana guru</p> <p>Dalit criticism and Left movements – Land reformation bill , class and caste frame works ,</p>	

issues of representation
 Dalit movements –
 major interventions and
 initiatives
 Dalit women
 interventions

<p>Mode of Transaction</p>	<p>Lecture-Discussion Session: Teacher provides a platform for review of various debates and practices on development and impact on gender in the process of development , develop insights into the gender theory and feminist criticism and its various perspectives</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Seminar: Students will undertake thematic/topical study from various topics on gender ,development and social justice , prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment</p> <p>56. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>57. Book review – every students to review a seminal work on Alternative Education and submit a report (15 Marks)</p> <p>58. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (15 Marks)</p> <p>Semester End examination (60 Marks)</p>

Selected Readings

Ambedkar, B. R., *Annihilation of Caste*, Volume 1, London: Verso Books, 2016.

Bandyopadhyay, Sekhar, *Caste, Politics and the Raj: Bengal 1872-1937*, Calcutta: K.P. Bagchi, 1990.

Bayly, S., *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, *The New Cambridge History of India*, vol. 4, no. 3, Cambridge: Cambridge University Press, 1999.

Bayly, Susan, *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge: Cambridge University Press, 1999.3

Beteille, Andre, 'Caste and reservations: lessons of South Indian experience', *The Hindu*, October 20, 1990.

Beteille, Andre, *Castes Old and New, Essays in Social Structure and Social Stratification*, Bombay: Asia Publishing House, 1969.

Beteille, Andre, *Society and Politics in India: Essays in a Comparative Perspective*, New Delhi: Oxford University Press, 1992.

Das, V. and J.S. Uberoi, 'The elementary structure of caste', *Contributions to Indian Sociology*, n.s., 5, 1971.

Dasan, M., 'The Oxford India Anthology of Malayalam Dalit Writing', New Delhi: Oxford University Press, 2012.

Dirks, Nicholas B., *Castes of Mind: Colonialism and the Making of Modern India*, Delhi: Permanent Black, 2002[2001].

Dumont, Louis, *Homo Hierarchicus; The Caste System and its Implications*, trans. by Mark Sainsbury, et al, Chicago: University of Chicago Press, 1980.

Fuller, Chris, ed., *Caste Today*, Delhi: Oxford University Press, 1996.

Gupta, Dipankar, ed., *Social Stratification*, Delhi: Oxford University Press, 1991.

Hardgrave, Robert L., *The Nadars of Tamilnad*, Berkeley and Los Angeles: University of California Press, 1969.

Ilaiah, Kancha, *Buffalo Nationalism: A Critique of Spiritual Fascism*, Kolkota: Samya, 2004.

Jeffrey, Robin, 'The Social Origins of a Caste Association, 1875-1905: The founding of the SNDP Yogam', *South Asia*, no. 4, 1974.

- Jeffrey, Robin, 'The Decline of Nair Dominance: Society and Politics in Travancore, 1847-1908', Delhi: Manohar, 1994.
- Kothari, R., 'Rise of the Dalits and the renewed Debate on Caste', Economic and Political Weekly, 25 June 1994.
- Kothari, Rajni, 'Caste and Politics: The great secular upsurge', Times of India, September 28, 1990.
- Kothari, Rajni, Caste in Indian Politics, New York: Gordon and Breach, 1970.
- Kumar, Udaya, 'Writing the First Person: Literature, History, and Autobiography in Modern Kerala', New Delhi: Permanent Black, 2016.
- Madan, T.N., 'Caste and the ordering of Hindu society', in F. Robinson, ed., The Cambridge Encyclopedia of India, 1989.
- Menon, Dilip, Caste, Nationalism and Communism in South India: Malabar 1900- 1948, Cambridge: Cambridge University Press, 1994
- Mohan, Sanal, 'Modernity of Slavery: Struggles Against Caste Inequality in Colonial Kerala', New Delhi: Oxford University Press, 2015.
- Moon. V., ed., Dr. Babasaheb Ambedkar Writings and Speeches, Bombay: Education Department, Government of Maharashtra, 1989.
- Nigam, Aditya, 'Mandal Commission and the Left', Economic and Political Weekly, December 1-8, 1990.
- Nisar, M. and Kandasamy, Meena, 'Ayyankali: A Dalit Leader of Organic Protest', Calicut: Other Books, 2007.
- Omvedt, Gail, Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India, New Delhi, Thousand Oaks, London: Sage, 1994.
- Pandian, M.S.S., "Denationalising" the Past: "Nation" in E.V. Ramasamy's Political Discourse', Economic and Political Weekly, 16 October 1993.
- Pandian, M.S.S., 'Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present', New Delhi: Permanent Black, 2016.
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	MAHATMA GANDHI UNIVERSITY		
	Name of course - Sociology of Violence		
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies and M A Development Studies		
Course Name	Sociology of Violence		
Type of Course	Elective		
Course Code	GDM21E15		
Course Summary & Justification	<p>This course emphasizes social understanding of violence, though apply interdisciplinary methods of inquiry to analyse the complex relationship between violence and social life. Beyond providing structured sessions, a key goal of this course is to promote critical thinking and problem-based learning. The entire course has been designed to explore how and why violence emerges, examining social phenomena such as civil wars, genocides, ethnic cleansing, communal and political violence etc. The students work to develop an understanding of the range, scope, and tactics of social violence, both past and present, and systematically analyse the elements which create a conducive environment for the violence to persist.</p>		
Semester	3	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Basic understanding of ideas like conflict, violence and peace		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List various social theories of understanding violence.	Remember	1
2	describe different types of social violence and subjects and perpetrators involved in each type.	Understand	3
3	apply social theories of violence to develop an understanding of media violence.	Apply	3
4	discuss certain texts on violence and their significance in the understanding of social and political contexts of violence	Analyse	7
5	assess the strength and weakness of existing frameworks of comprehending violence.	Evaluate	7
6	analyse the contents of visuals (mainly films and documentaries) to make sense of representation of violence in visual media.	Evaluate	7
7	develop the capacity to do semiotic reading of visuals in order to understand how media visuals promote violence in society.	Evaluate	3

COURSE CONTENT

Module 1 – Violence Defined	10 hours
<ul style="list-style-type: none"> • Multiple forms and the dynamics of social violence • Social theories of understanding of violence • Mass participation • Culture, identity and violence • Subjects of Violence: Victims and Witness • Violence, Humiliation and formation of Political Subjectivity 	
Module 2 –Study of Select Types	27 ours
<ul style="list-style-type: none"> • The Idea of Genocide • Urban Violence • Gander and violence • Ethnic Violence • Violence against the indigenous people • Violence against minorities • Socio-environmental victimization 	
Module 3 – Violence as a Public Entertainment	20

<ul style="list-style-type: none"> • Media and Violence • Sociological perspectives on media violence • Films and violence as entertainment • New Media and violence 		
<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Module 4 – Reading of Chapters from Select Works</td> <td style="width: 30%; text-align: center;">20 Hrs</td> </tr> </table>	Module 4 – Reading of Chapters from Select Works	20 Hrs
Module 4 – Reading of Chapters from Select Works	20 Hrs	
<ul style="list-style-type: none"> • Hanna Arendt, <i>The Origins of Totalitarianism</i> • Judith Butler, <i>The Force of Non-Violence</i> • Giorgio Agamben, <i>Homo Sacer</i> • Frantz Fanon, <i>Wretched of the Earth</i> 		

<p>Mode of Transaction</p> <p>Lectures, discussions, video presentations</p>	<p>Through Lectures, in-class discussions: Teacher offers lectures and enrolled students are required to attend classes and study extensively on their own and prepare non-assessed work regularly. In-class discussions are to be conducted towards the end of each session.</p> <p>Seminars: Additional seminars are to be offered in order to explain certain topics covered in the course content further.</p> <p>Assignments: Students would be given regular assignments to prepare detailed notes on certain topics covered in the course content.</p> <p>Students’ Presentations: Students have to choose a topic of their choice from a broader list provided by the course instructor, prepare a research paper on that theme and present it in the class. The presentation will be followed by an open discussion. The entire exercise is designed to augment research, writing and presentation skills of the students.</p> <p>Screening: With a view to enhance the experience of learning, a set of documentaries, films and other video-documents are to be screened.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment (40 marks)</p> <p>59. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>60. Book review – every student has to prepare a review of a major work related to the course and submit it (10 Marks)</p> <p>61. Seminar Presentation – a theme is to be identified, discuss it with the course instructor and present in the in-class seminar (10 Marks)</p> <p>62. Film Review– each student has to watch a video relevant to the course and prepare a review of it for</p>

	<p>the submission to the instructor (10 Marks)</p> <p>Semester End examination (60 Marks)</p>
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Reading List

Agamben, Giorgio (1998). *Homo Sacer: Sovereign Power and Bare Life*, Daniel Heller-

Roazen (trans.), New York: Stanford University Press.

Arendt, Hanna (1976). *The Origins of Totalitarianism*, London: Harvest Books

Butler, Judith (2020). *The Force of Non-Violence: An Ethico-Political*. London, New York:

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	MAHATMA GANDHI UNIVERSITY		
	Name of course - Sociology of Violence		
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies and M A Development Studies		
Course Name	Subject, Text, and Textuality: Theories and Interpretations		
Type of Course	Elective		
Course Code	GDM21E16		
Course Summary & Justification	<p>Following an interdisciplinary trajectory, the course traces a sequence of permutations and rupture in the history of modern thought that suspended and withheld the authority of a sovereign, self-conscious and rational ego or the Cartesian cogito and its eventual dispersion into the density of a historically formed system of labour, life, and language. This transformation has its roots in the discovery of the transcendental paradigm. The Kantian critical project has direct and indirect ramifications on the historical development of a host of disciplines shaping and reshaping worldview today. Developments in fields as diverse as history, linguistics, psychoanalysis, philosophy, and art have profoundly reshaped our relationships with ourselves and the World. The present course aims to introduce these trends in the history of modern thought.</p>		
Semester	3	Credit	4
Total Student Learning Time/ Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Language Skills, Curiosity, and a Positive Attitude		

CO No.	Expected Course Outcome	Learning	PS O
	Upon completion of this course, students will be		
1	List: and Remember some of the Ruptures in	Rememb	1
2	Explain: and Understand the Genealogy of	Underst	3
3	Make Use of: A Comparative Approach to Gain	Apply	3
4	Categories: and Analysis based on their	Analyse	7
5	Assess and Evaluate: Using a Comparative	Evaluate	7
6	Judge: Using the Insights Gained through a	Evaluate	7
7	Solve: Using Critical Reflection	Evaluate	3

Module 1. Kant and the Spirit of Enlightenment – The Power of Human Mind 15Hrs

From the Self-presence, Self-conscious Cartesian Cogito to a Self, determined in time; Transcendental Subject and Critical Attitude; Synthetic *Apriori* Judgement; Four Faculties: Sense, Understanding, Reason, Imagination. Preconditions for Knowledge – Knowledge (as Synthesis) demands a Process, a Coming together of Intuition (processed Sensations) and Understanding (Concepts). **Synthetic Function: i)** Sense Perceptive to Sensibility to Transcendental Aesthetic (Space and Time as the Structure of Mind itself); **ii)** Relating Perception to Understanding to Transcendental Analytic – Deduction of Categories; Synthetic Unity of Apperception; **iii)** Inference to Reason to Transcendental Dialectic – Ideas of Reason (Soul, World, and the Universe); The Hegemony of a Transcendental Paradigm and the Appearance of Labour, Life, and Language as the new “Historical Transcendentals;” and the Constitution of Man as “an Empirical-Transcendental Doublet.” The Kantian Critical project thus initiated anthropologies of language, labour and life.

Module 2. Nietzschean Critique of Enlightenment – The Historical Individual 10Hrs

Genealogy of Values; History of Western Culture as an Expression of a Creative Struggle for Dominance of Apollonian and Dionysian Drives; The Idea of “The Will to Power” and the Conception of life as an instinct for Growth; Naturalism and the Conception of Power; Deleuze’s Nietzsche – Active and Reactive Forces; Power as Affirmation is Self-overcoming (and not Power over Others); Morality and Religions demands Submission and Loyalty and therefore oppose Creativity; Slave (Christianity for

instance, Domestication of Passions of the Body) and Master (Opposes all forms of Submissions) Moralities; Nietzsche and Critique of Metaphysics; Critique of the Concepts of Being and Truth; The Concepts of Play, Interpretation, and Sign; A New Conception of Sign as a Sign without Present Truth

Module 3. Freudian Decentering of Enlightenment Subject – The Unconscious 10Hrs

Freud and the Theory of Mind; the Discovery of Unconscious Processes (often Motivations) and Unconscious Dynamics or Conflict (leads to Mental Illness, Dreams, etc.); Critique of Consciousness, of the Subject, of Self-identity – the Idea that I am fully aware of Myself and Aware of all the Contents of my Mind; The Ideas of Id (and the Unconscious Pleasure Principle), the Ego (and the reality Principle) and the Super-ego (Unconscious sense of Guilt); Five Stages of Personal Development and Psychosexual Development; Defence Mechanisms. Lacan and the Linguistic Turn in Psychoanalysis; The Lacanian Triad – Real, Symbolic and the Imagery – and the Structure of the Human Psyche; Language and Unconscious – the Unconscious is Structured like Language; Signifier/Unconscious and Signified/Conscious; Metaphors and Metonymies; The Signifying Chain, Split Subject, and the Transcendental Truth

Module 4. Heidegger and from Metaphysics to Ontology – Being is Time 8Hrs

Heidegger against Humanism; Existential Analysis of *Dasein* or Human beings and Destruction of the Determination of Being as Self-presence – *Dasein* is always already in the World; Temporality and Historicity as the very Structure of Human Existence; Being is Time and Time is Finite, and therefore: What is to be Human? “Care” as Fundamental to the Existence of *Dasein*.” Ontic and Ontological Distinction of *Dasein*: *Dasein* is Ontically Distinguished from Other beings by its Ontological concern about its Existence. Heidegger: “*Dasein* is ontically distinctive in that it is ontological.” Among all beings, Human beings concern, beyond their immediate Existence, about the very Structure of their Existence or the historical sense of Being – What constitutes Existence at a particular point in time? “What is it for something to ‘be’?” Heidegger understands Existence as always immersed in “Pre-ontological relations – Relationships with People and Objects;” World is a Complex Process, and Existence is Understood not as Actuality but always as Possibilities; A radical Historicity Structures the being of *Dasein*; *Dasein* is its Past yet it is Oriented towards Future. The existential mood of *Dasein* is Anxiety; Are we here to Suffer and Die? The recognition of Finitude, not just of life, but the Nothingness of Persona would reveal the need to look for what is

authentic in Oneself. Later Heidegger and “Letter to Humanism:”
“Language is the Home of Being.” Gadamer, Hermeneutics and
the Question of Tradition; Understanding as Fusion of Horizons;
Hermeneutic Circle

Module 5. Structuralism and Language – The System 9Hrs

Saussure and Language as a Self-referential System; The Theory
of Signs; Langue and Parole; Synchronic and Diachronic
Approaches; **Claude Lévi-Strauss**, Structural Anthropology and
Mythology; Roland Barthes and Modern Myths – “The Death of
the Author;” **Michel Foucault**, “What is an Author?” Deleuze,
“How Do We Recognise Structuralism?”

Module 6. Poststructuralism, Language and Life – An Open System 20Hrs

Foucault’s Archaeologies and the History of the Present – Of our
Attitudes and Assumptions; Genealogies and the Resurgence of
the Subjugated Voices and Forces; Ruptures, Discontinuities,
and Materiality of History; Knowledge and Power are mutually
Reinforcing; Power/Knowledge – Conditions for the Possibility for
One and the Other; The Concepts of Power and Discourse;
Discourses and the Rules of Exclusion – of the Madman, of
Criminals, Women, the Young, of the Uninformed, and the
Deviants; The Order of Things and Enquiry into the Underlying
Rules that makes Science Possible; Discursive and Non-
discursive Formations or the Articulatable and the Visible;
Episteme or the Epistemological Unconscious of an Era. **Deleuze**
and Philosophy as a Discipline for new Creating Concepts; the
Image of Thought and Methodology; the Image of Thought as a
tool to expose the presuppositions a philosopher has Repressed
in the process of Verbalising Thought; the Image of Thought as a
tool to go back to the “Problem” that a Philosopher faced
Unconsciously; the Plane of Immanence and Deleuzian Style of
Writing; Free indirect discourse, Problematics and the
Disappearance of Subject; Deleuze’s Theory of Assemblage.
Derrida and Deconstruction; Margins of Philosophy; “Structure,
Sign, and Play” – Claude Lévi-Strauss; Deconstruction of the
Binaries – Artificial/Natural, Inside/Outside, Presence/Absence,
Speech/Writing, Etc; “Logic of Supplementarity” – Rousseau;
Deconstruction of Sign – Saussure; Language and *Differance*.

Pedagogic Methods	Lecture Student Presentations Group discussions Article writing
Mode of Assessment	<p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – (20 Marks) 2. Book review – Every Student should Review a Work in a Subject Studied as Part of the Course and Submit a Report (10 Marks) 3. Seminar Presentation – (10 Marks) <p>Semester End Examination (60 Marks)</p>

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MAHATMA GANDHI UNIVERSITY

Name of course - Sarvodaya World Order

School Name	School of Gandhian Thought and Development Studies		
Programme	MA Gandhian Studies/ MA Development Studies		
Course Name	Srvodaya World Order		
Type of Course	Elective		
Course Code	GDM21E17		
Course Summary & Justification	<p>This course is designed as an elective course for PG Programme in both Gandhian Studies and Development Studies. Main intention of the course is to have a deep understanding of the Gandhian term of Welfare of All. The course will be helpful for the learner to have insights towards various current social issues and to make use of alternative thoughts to suggest solution to those imminent problems. The course also provides a close examination of Gandhian ideals of an enlightened Social Order.</p>		
Semester	3	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	A basic understanding of Gandhian Ideals		

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List various traditional and modern perspectives on a welfare Society	Remember	1
2	Explain the concept of Sarvodaya and its importance from societal point of view	Understand	3
3	Make use of different Developmental thoughts in the current Social system	Apply	3
4	Categories historical development of Village Swaraj and Self Sufficiency	Analyse	7
5	Assess the contributions of Gandhi on Self Reliance and Sustainable Development	Evaluate	7
6	Judge the Gandhian alternative thoughts and practices for a Welfare Society	Evaluate	7
7	Solve imminent problems of social class war using various alternative thoughts on class less welfare Social Order	Evaluate	3

COURSE CONTENT

Module 1 - Sarvodaya - Origin of the Concept	10 hours
<ul style="list-style-type: none"> • Meaning and foundation • Sources of Influences • Gandhian Anarchy • Village Swaraj 	
Module 2 -Political & Social Thought of Gandhi	25 hours

<ul style="list-style-type: none"> • Political Philosophy of Sarvodaya • Party less Democracy – Panchayati Raj • Social equality – Varnashramadharma • Communal Harmony – Unity of Religion 	
Module 3 –Gandhian Economic Thought	20
<ul style="list-style-type: none"> • Sarvodaya Economics • Economic Equality & Justice • Appropriate Technology • Sustainable Development 	
Module 4 – Sarvodaya Order of Society	17Hrs
<ul style="list-style-type: none"> • Sarvodaya after Gandhi • Total Revolution • Peace & Non-violence • Survival of Humanity: A Gandhian Perspective 	

Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences, develop insights into the disciplinary knowledge of Society and its various perspectives</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life educational experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyze with an intention to revisit their own understandings or develop new insights.</p>
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	<p>Seminar: Students will undertake thematic/topical study from various topics on alternative thoughts, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment</p> <p>63. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>64. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks)</p> <p>65. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>66. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report (10 Marks)</p> <p>Semester End examination (60 Marks)</p>

Refer

1. Gandhian Economic thought – J.C Kumarappa.
2. Why the village Movement? - J.C Kumarappa.
3. The Gandhian Plan to Economic Development - Sriman Narayan.
4. Relevance of Gandhian Economics - Sriman Narayan.
5. Gandhi and Marx – K.G. Mashruwals.
6. The Gandhian Alternative to Western Socialism – VKRV Rao.
7. The Political Thought of Mahatma Gandhi – GopinathDharan
8. Moral and Political thought of Gandhi – Raghavan N Iyer.
9. Democracy – Read and deceptive – Mahatma Gandhi.
10. Democratic Values – VinobaBhave.
11. Sara for the People – J.P. Aryan.
12. Swarajya Shasta – VinobaBhave.

13. Social and Political thought of Mahatma Gandhi – Bandopadhyaya.
14. Constructive Programme – M.K. Gandhi.

SEMESTER IV

	MAHATMA GANDHI UNIVERSITY
	Name of course - Quantitative Techniques in Social Sciences

School Name	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies & MA Development Studies		
Course Name	Quantitative Techniques in Social Sciences		
Type of Course	Core		
Course Code	GDM21C11		
Course Summary & Justification	This course is designed as a Core course for PG Programme in Gandhian Studies and Development Studies. This course is envisaged to familiarise the basic aspects of statistical techniques in social sciences. The course will be helpful for the learners to apply Descriptive and Inferential Statistical Techniques in Social Research.		
Semester	1	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	Knowledge of Research methodology and basic mathematical operations		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will</i>		

	<i>be able to;</i>		
1	Explain the use of Different Quantitative Techniques in Social Sciences	Understand	1
2	Appraise the usefulness of Quantitative Techniques in Social Research	Evaluate	2
3	Make use of different Statistical Techniques to analyse data	Apply	4
4	Categories Descriptive, Inferential, Parametric and Non Parametric Statistical Techniques	Analyse	2
5	Utilise different Statistical Techniques Appropriate for Data Collected and Nature of Variables	Apply	4
6	Interpret the results of various values arrived out of statistical analysis	Apply	4
7	Develop Statistical Models in research works in social sciences	Create	4
8	Make use of Softwares such as SPSS in doing Statistical Analysis	Apply	4

COURSE CONTENT

Module 1: introduction to Statistics	15 hours
<ul style="list-style-type: none"> • Basic concepts of statistics- Need of statistics in Social Science research • Data types: Nominal, Ordinal, Interval and Ratio scales. • Organizing data : Frequency Distributions- Basic ideas , preparation of frequency distribution from raw scores • Graphical and diagrammatical representation of data: Histogram, frequency curve, cumulative frequency curve, Bar Diagram, Pie diagram and Line Graph 	
Module 2: Basic Descriptive Statistics	15 hours
<ul style="list-style-type: none"> • Measures of central tendency: Mean, median and mode • Measures of dispersion • Correlation Concept of correlation, Scatter plots and their interpretation , 	

Module 3: Normal Curve	20
<ul style="list-style-type: none"> • Properties of normal probability curve and its applications • Derived scores-z score , T score and Stanine scores • Deviation from normality: skewness and kurtosis. • sampling error, sampling distribution 	
Module 4 : Parametric and Non parametric statistics	15 Hrs
<ul style="list-style-type: none"> • Testing of hypotheses: Types of errors- Type I and Type II- levels of significance- , • testing the significance of difference between means • Analysis of variance: Basic concepts of ANOVA • Concept of regression • Chi-square as a non parametric test 	
Module 5: tests : Data analysis using computers	7
<ul style="list-style-type: none"> • Use of computers in data analysis • Familiarization with computer application software like Excel / SPSS • Interpretation of results of SPSS output 	

Mode of Transaction	<p>Lecture-Discussion Session: This mode will be essential for delivering basic conceptual understanding about various quantitative Techniques in Social Sciences</p> <p>Hands on experience and working out of Practice problems: for making use of Statistical Techniques in Social Sciences, Teacher will provide practice sets on various techniques as guided problem solving tasks and practice assignments. Hands on experience in Softwares will be given using computational facilities.</p>
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	<p>Collaborative/Small Group Learning: Students will work together in small groups on problem solving tasks through which students can help each other in a peer tutoring manner.</p> <p>Seminar: Students will undertake thematic/topical study from various topics on Quantitative Techniques in Social Sciences, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base skills in the area of presentation.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment (40 Marks)</p> <p>67. Internal Test – One MCQ based and one extended answer type (10 Marks)</p> <p>68. Assignment – every students to submit an assignment (10 Marks)</p> <p>69. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>70. Problem solving tasks of various statistical techniques (10 Marks)</p> <p>Semester End examination (60 Marks)</p>

References

1. Field,A. (2013). *Discovering Statistics using SPSS*. Sage

Cononver, W.J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc.

Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw

Field,A. (2013). *Discovering Statistics using SPSS*. Sage

Garrett , H.E & Woodworth , R,S.(1961) *Statistics in Psychology and Education*. New York:Longman Greens & Co.


Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.

Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn & Bacon.

Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*.Tokyo: McGraw Hill (Student-Sixth edition).

Hanneman, R.A., Kposowa, A.J.,&Riddle, M.D. (2012). *Basic Statistics for Social Research*. John Wiley

- Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*. Thousand oaks, CA: Sage
- Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.
- Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn & Bacon.
- Popham and Sirohic (1993). *Educational Statistics Use and Interpretation*, New York: Harper and Row.
- Sirkin, R.M. (2009). *Statistics for the social sciences*. Sage publishers

	MAHATMA GANDHI UNIVERSITY
	Name of course - Inclusive Development

School Name	School of Gandhian Thought and Development Studies		
Programme	MA Development Studies		
Course Name	Inclusive Development		
Type of Course	Core Course		
Course Code	GDM21C24		
Course Summary & Justification	<p>This course is designed as an open course for the fourth Semester PG Programme. This PG programme aligns with the focus of the course, which covers societal challenges of inequality, deprivation, and prejudice resulting from social exclusion, as well as solutions to these problems through inclusive policy. This helps the students to understand the need of approaching this subject from a human rights perspective and helps them to focus on the many national and international bodies that defend human rights and support inclusive policy. The programme enables students to frame a comprehensive social scientific approach to better understand different conflicts and the potential for promoting peace and tolerance, rather than limiting its perspective to a legal political approach.</p>		
Semester	4	Credit	4
Total Student Learning Time/ Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		

Pre-requisite	A basic understanding of the marginalised sections of India
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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to:</i>		
1	Summarise the magnitude and extent of social exclusion in Rural India	Remember	1
2	Examine the basic concepts related to social exclusion and various inclusion policies and processes in India	Understand	3
3	Compare and justify the constitutional provisions and policies available for the socially excluded categories	Apply	3
4	Critically evaluate the impact of the implementation of Inclusive Policy	Analyse	7
5	Appraise the policies and affirmative action towards the socially excluded categories	Evaluate	7
6	Formulate students as effective agents of change in the field of Social Inclusion.	Create	7

COURSE CONTENT

Module 1 – Inclusive Development	12 hours
<ul style="list-style-type: none"> • Inclusive Development - origin, meaning and definition • Inclusive growth vs. Inclusive development • Approach to Social Inclusion - Rights based Approach, Institutional Approach, Corporate approach • Necessity for Inclusive Development 	
Module 2 –Inclusive Development of Scheduled Castes,	30 hours

Scheduled Tribes and Minorities	
<ul style="list-style-type: none"> • Caste as a barrier to the inclusive development of Dalits • Ethnicity as a barrier to the inclusive development of Adivasis • Religion as source of deprivation for Minorities • Constitutional Provisions – Reservation • National policies, programmes, Laws and Legislations for Promotion and Protection of Scheduled Castes, Scheduled Tribes and Minorities • Major issues and challenges in the inclusive development of Scheduled Castes, Scheduled Tribes and Minorities 	
Module 3 –Inclusive Development of Other Marginal Groups	20 Hrs
<ul style="list-style-type: none"> • Women • Differently Abled • Queer • Elderly • People Living with HIV/AIDS(PLWHA) • Small and Marginal Farmers • Agricultural Labourers • Unorganized Workers 	
Module 4 – Inclusive Policy formulation	11 Hrs
<ul style="list-style-type: none"> • Identifying the Issues • Setting up of the Agenda • Policy Formation • Decision Making • Policy Implementation • Policy Evaluation 	

Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Inclusive Development and its various aspects.</p> <p>Focused Reading and Reflection: Learners would be led</p>
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	<p>into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on Tribal Studies, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Field visits: An institution/Area with demonstrated experience of exclusion could be identified and conduct of Rural/Indigenous Awareness Camps to make a detailed report.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment</p> <p>71. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>72. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks)</p> <p>73. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>74. Field visit report – each student shall individually or in group visit an institution or area which demonstrated experience of Exclusion and prepare a report (10 Marks)</p> <p>Semester End examination (60 Marks)</p>

Suggested Reading List

Caste Discrimination: A Global Concern, A Report by Human Rights Watch for the United Nations World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance, New York: Human Rights Watch, September 2001.

Saxena, Ashish. (2013) Marginality, Exclusion and Social Justice. New Delhi: Rawat Publication.

Hickey, Sam, Kunal Sen, and Badru Bukenya (2014): The Politics of Inclusive Development: Interrogating the Evidence, Oxford University Press, Oxford.

Tsujita, Yuko (2014): Inclusive Growth and Development in India: Challenges for Underdeveloped Regions and the Underclass, Palgrave Macmillan, Hampshire.

Thorat, Sukhadeo (2007),Economic Exclusion and Poverty in Asia: The Example of Castes in India, 2020 Focus Brief on The World's Poor and Hungry People

Thorat, Sukhadeo and Newman, Katherine. S:Caste and Economic Discrimination: Causes, Consequences and Remedies, Economic and Political Weekly, October 13, 2007, Pp 4121- 4124

India Exclusion Report 2013-14 (2014):A Comprehensive, Annually Updated Analysis on the Exclusion of Disadvantaged Groups in India, Books for Change, New Delhi

Thorat, Sukhadeo and Dubey, Amaresh: Has Growth Been Socially Inclusive during 1993-94 – 2009-10. Economic and Political Weekly, March 10, 2012, Vol. XLVII, No. 10 43

Justice Ranganath Misra Report of the National Commission for Religious and Linguistic Minorities (2007), Ministry of Minority Affairs, Government of India.

Justice Rajindra Sachar Committee Report: A Review (2006): Mainstream Weekly, Vol. XLV, NO. 01. 19. Borooah, Vani, K (2010): Social Exclusion and Jobs Reservation in India, MPRA Munich Personal Archive.

Chandoke, Neera, Beyond Secularism-The Rights of Religious Minorities, Oxford University Press, New Delhi, 1999

Jordan, B. (1997) A Theory of Poverty and Social Exclusion. Cambridge: Polity Press.

Hills, J. le Grand, J. and Piachaud, D (eds.) (2002) Understanding Social Exclusion, Oxford University Press, Oxford.

Sukhadeo Thorat and Narendra Kumar (2008), B.R Ambedkar Perspective on Social and Inclusive Policies, Oxford University Press, New Delhi

Sen, A. (2000) Social Exclusion: Concepts, Application and Scrutiny. Social Development Papers No. 1, Asian Development Bank, Manila

Hickey, Sam, Kunal Sen, and Badru Bukonya (2014): The Politics of Inclusive Development: Interrogating the Evidence, Oxford University Press, Oxford.

Tsujita, Yuko (2014): Inclusive Growth and Development in India: Challenges for Underdeveloped Regions and the Underclass, Palgrave Macmillan, Hampshire.

Shariff, Abusalah (2012): Inclusive Development Paradigm: A Post - Sachar Report, US-India Policy Institute, Washington.

Cast an eye on Dalits of India: Dalits of India 166,635,700 of them: Impoverished and Excluded; Abused and Humiliated; Denied justice Exploited Untouchable: How Can This Still Be Going on in The 21st Century?

Zacharias, Ajit and Vakulabharanam, Vamsi (2009): Caste and Wealth Inequality in India, Working Paper No. 566, The Levy Economics Institute, Annandale, New York.

Furer-Haimendorf C.V., 'Tribes of India – the struggle for survival', OUP, N.Delhi, 1991.

Thorat, Sukhadeo (2007): Economic Exclusion and Poverty in Asia: The Example of Castes in India, 2020 Focus Brief on The World's Poor and Hungry People

Thorat, Sukhadeo and Newman, Katherine. S: Caste and Economic Discrimination: Causes, Consequences and Remedies, Economic and Political Weekly, October 13, 2007, Pp 4121- 4124

India Exclusion Report 2013-14 (2014): A Comprehensive, Annually Updated Analysis on the Exclusion of Disadvantaged Groups in India, Books for Change, New Delhi

Thorat, Sukhadeo and Dubey, Amaresh: Has Growth Been Socially Inclusive during 1993-94 – 2009-10? Economic and Political Weekly, March 10, 2012, Vol. XLVII, No. 10 43

Justice Ranganath Misra Report of the National Commission for Religious and Linguistic Minorities (2007), Ministry of Minority Affairs, Government of India.

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Sachar Committee Report: A Review (2006): Mainstream Weekly, Vol. XLV, NO. 01

Borooah, Vani K., Dubey, Amaresh, and Iyer, Sriya. (2007). The Effectiveness of Jobs Reservation: Caste, Religion, and Economic Status in India. *Development & Change*, vol. 38, pp. 423-455, 2007.

Dubochet, Lucy (2013): Making Post-2015 Matter for Socially Excluded Groups in India, Oxfam India Working Papers Series, Published by Oxfam India

Thorat, Sukhadeo (2006): Affirmative Action: India Policy Brief 14, published by The Inter-Regional Inequality Facility at the Overseas Development Institute (ODI), London.

Fernadese, Walter, *The Emerging Dalit Identity*, Delhi: Indian Social Institute, 1996.

The Constitution of India (As modified up to the 1st December, 2007), Ministry of Law and Justice, Government of India.

The Growth Report: Strategies for Sustained Growth and Inclusive Development (2008): Commission on Growth and Development, Published by World Bank, Washington, DC.

Corbridge, Stuart (2009): *The Political Economy of Development in India since Independence*, Development Studies Institute, London School of Economics.

Jodhka, Surinder, S. (2011): *Interaction between Religion and Development in India: Values, Organizations and Social Movements*, Religion and Development: Working Papers. 44. UK International Development Department, University of Birmingham with DFID of United Kingdom Government.

Rauniyar, Ganesh and Kanbur, Ravi (2010): *Inclusive Development: Two Papers on Conceptualization, application and the ADB Perspective*, Asian Development Bank, Manila.

SinghaRoy, Debal, K (2010): *Surviving Against Odds: The Marginalized in a Globalized World*, Chapter-III: Marginalization of Dalits, Tribe, Minorities and Children in a Changing World, Manohar Publishers, New Delhi

Chibba, Michael (2008): Perspectives on Inclusive Development: Concepts, Approaches and Current issues, *World Economics*, Vol. 9, No. 4, Pp 145-156


Hills, John, *Inequality and the State*, New York: Oxford University Press, 2004.

Hills, John, J. Le Grand and D. Piachaud, eds., *Understanding Social Exclusion*, Oxford: Oxford University Press, 2002.

Jackson, C., 'Social Exclusion and Gender: Does One Size Fit All?', *The European Journal of Development Research*, 11(1), 1999.

Sen, Amartya, *Social Exclusion: Concept, Application and Scrutiny*, New Delhi: Critical Quest, 2007.

Sheth, D. L., 'Caste, Ethnicity and Exclusion in South Asia: The Role of Affirmative Action Policies in Building Inclusive Societies', *Occasional Paper*, New York: UNDP, Human Development Report Office, 2004.

	MAHATMA GANDHI UNIVERSITY
	Name of course - Dissertation

School Name	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies & Development Studies		
Course Name	Dissertation		
Type of Course	Core		
Course Code	GDM21C14		
Course Summary & Justification	<p>This course is designed as a core course for PG Programme in Gandhian Studies and Development Studies. This course is conceived as the culmination of understandings developed in Courses learned in the programmes on Research Methodology. It is visualized as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research, and write a thesis. It is also a space where students come to see and draw linkages between Theories in Social Sciences (transacted through taught courses) and research.</p>		
Semester	4	Credit	4
Total Student Learning Time/ Instructional hours for theory, practical and assessment	72 hours for the Dissertation work excluding assessment and external examination		
Pre-requisite	Theoretical knowledge acquired from the courses related with research methodology		

COURSE OUTCOMES (CO)


CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Make use of various theoretical knowledge into practice through a miniature piece of research	Apply	3
2	Design Research Proposals	Create	7
3	Utilise various tools and techniques of data collection	Apply	7
4	Develop skills writing research thesis	Create	7
5	Infer from data collected from primary and secondary sources	Apply	7
6	Select appropriate sample, instrument and data analysis techniques to carry out research	Apply	7

COURSE DESCRIPTION

The M A students under the guidance of the guide allotted by the Faculty Council, carry out research on Problem preferably based on the candidate's field of specialization or in the areas introduced in the Courses of the programmes. This has the following phases: preparation of the research proposal, Formulation Research Questions and Hypotheses, Designing techniques for collecting data, data collection, data analysis and writing of the research report. The report may be prepared with a maximum of 20,000 words (of about 100 pages) depending on the nature of the topic. Three copies of the dissertation will have to be submitted along with a soft copy. Students shall submit the Dissertation on or before the last working day of 4th semester. Candidates shall not be permitted to submit a dissertation on which a degree or diploma has already been conferred on him by the university or any other institution.

Mode of Transaction	Close mentorship and guidance under a supervisor allotted by the faculty council
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<p>Mode of Assessment</p>	<ul style="list-style-type: none"> • The Dissertation will be internally evaluated by the supervisor concerned (100 Marks) • External Evaluation by a panel of examiners consisting of faculty members of the school and at least one external examiner appointed by faculty council and the evaluation will be done through assessment of the report and conduct of Viva Voce (100 Marks). <p><i>The Evaluation of dissertation must be based on a specific criteria set for the purpose by the faculty council.</i></p>
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	MAHATMA GANDHI UNIVERSITY
	Name of course - Block Placement

School Name	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies & Development Studies		
Course Name	Block Placement		
Type of Course	Core		
Course Code	GDM21C15		
Course Summary & Justification	This course is designed as a core course for PG Programme in Gandhian Studies and Development Studies. Main intention of the course is to have a familiarity with the activities and functioning of institutions working in the broad areas taught in the programme. This course will equip the learner to be the part of an organisation and work with them as a fulltime professional which will be helpful to give them inputs to plan their career		
Semester	4	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	30 working day in an institution/Organisation functioning area of the learned courses		
Pre-requisite	Practical Knowledge through courses learned in the Programme		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Make use of various theoretical knowledge into in the form of policy formulation and implementation	Remember	3
2	Assume the role of a full time professional through various academic/administrative/field based activities	Understand	3
3	Plan various projects in the broader context of social life	Apply	3
4	Develop skills in interpersonal communication and other relevant social skills	Analyse	7
5	Solve practical problems in every day academic/administrative/field based activities	Evaluate	7


COURSE DESCRIPTION

Every student is required to undergo a full time block placement of 30 working days under the supervision of the faculty members of the school as well as the host institution. The block placement is expected to complete from a governmental/Quasi Governmental/Non Governmental organization functioning in the Fields/Areas learned in the taught courses of the programme. The Student will work under the supervision/guidance of the faculty member/officer of the host institution. Students are expected to keep Diary/Journal to keep the records of day to day activities of the placement. After completion of the block placement, the students shall submit a report of the placement along with a certificate on successful completion from the head of the host institution.

Mode of Transaction	Function as a trainee in an institution/Organisation related to the taught courses of the programme
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Mode of Assessment	<ul style="list-style-type: none">• The block placement will be internally evaluated by the faculty members (50 Marks)• External Evaluation by a panel of examiners consisting of faculty members of the school and at least one external examiner appointed by by faculty council and the evaluation will be done through assessment of the report and conduct of Viva Voce (50 Marks).
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ELECTIVE COURSES

	MAHATMA GANDHI UNIVERSITY
Name of course - Satyagraha: Theory and Praxis	

School Name	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies / Development Studies		
Course Name	Satyagraha: Theory & Praxis		
Type of Course	Elective		
Course Code	GDM21E21		
Course Summary & Justification	<p>This course is designed as an elective course for PG Programme in both Gandhian Studies and Development Studies. Main intention of the course is to have a deep understanding of the various dimensions of Satyagraha. The course will be helpful for the learner to have insights towards the applicability of Satyagraha at various levels and to make use of suitable suggestions to intervene social issues. The course also provides a close examination of Gandhian ideals of attitudinal change through the soul force of Satyagraha.</p>		
Semester	4	Credit	4
Total Student Learning Time/ Instructional hours for theory, practical and assessment	72Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	A basic understanding of present educational system at various levels		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List various perspectives on Satyagraha.	Remember	1
2	Explain the concept of Satyagraha and its importance from a societal point of view	Understand	3
3	Make use of different Satyagraha experiments in the current socio political scenario	Apply	3
4	Categories various dimensions of Satyagraha movements lead by Mahatma Gandhi	Analyse	7
5	Assess the contributions of Gandhi on the moral basis of Satyagraha	Evaluate	7
6	Judge the thoughts and practices of Satyagraha in different parts of the world	Evaluate	7
7	Solve the present socio economic issues through the soul force of Satyagraha in a different way	Evaluate	3

COURSE CONTENT

Module 1 - Concept of Satyagraha	10 hours
<ul style="list-style-type: none"> • Truth & Non-violence • Birth of Satyagraha: Evolution of the concept • Basic precepts of Satyagraha, Satyagraha and Passive Resistance • Code of conduct of satyagraha and satyagrahi 	
Module 2 –Major Satyagraha Initiatives of Gandhi	25 hours

<ul style="list-style-type: none"> • Sources of Influence • Satyagraha in South Africa • Satyagraha in India • Triumph of Satyagraha 	
Module 3 - Satyagraha as a Method of Social Change	20
<ul style="list-style-type: none"> • Concept of Social Change, • Social Change and Social Reconstruction, • Paths of Social Change, • Comparison and Contrast 	
Module 4 - Relevance of Gandhian Satyagraha in the 21st Century	17 Hrs
<ul style="list-style-type: none"> • Doctrine of Satyagraha in Gandhian Thought • Techniques of Satyagraha • Case Studies (4) • Reflections on Satyagraha in Today's world 	
Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences, develop insights into the disciplinary knowledge education and its various perspectives</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life educational experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Students will undertake thematic/topical study from various topics on alternative thoughts, prepare write-up and make seminar presentation followed by</p>

	<p>open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Case Study: An in-depth and comprehensive study of a single or few cases of major Satyagraha movements would be taken up and submit a study report.</p>
Mode of Assessment	<p>Internal Assessment</p> <p>75. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>76. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks)</p> <p>77. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>78. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report (10 Marks)</p> <p>Semester End examination (60 Marks)</p>

References

1. Gandhi, M.K., Satyagraha, Navajivan, Ahmedabad
2. Gandhi, M.K., Satyagraha in South Africa, Navajivan, Ahmedabad,
3. Diwakar, R.R., Saga of Satyagraha, Gandhi Peace Foundation, New Delhi.
4. Bose, N.K., Studies in Gandhism, Navajivan, Ahmedabad.
5. Bharathi, K.S., Satyagraha of Mahatma Gandhi, Indus Publishing Company, New Delhi.
6. Gandhi, M.K., Satyagraha : Non – Violent Resistance, Navajivan, Ahmedabad
7. Gandhi, M.K., Science of Satyagraha, Bharatiya Vidya Bhavan, Bombay.
8. Dharampal, Civil Disobedience in Indian Tradition, Sarva Seva Sangh, Varanasi.

9. Bharathi, K.S., A Hand Book of Gandhian Thought, S. Chand & Company Ltd, New Delhi.
- 10.Sridharani, K., War Without Violence, BharatiyaVidyaBhavan, Bombay.
- 11.Bhattacharya, B., Evolution of the Political Philosophy of Gandhi,

	MAHATMA GANDHI UNIVERSITY		
	Name of course - Feminist methodology		
Name of the School	School of Gandhian Thought and Development Studies		
Programme	MA Gandhian Studies and MA Development Studies		
Course Name	Feminist methodology		
Type of Course	Elective		
Course Code	GDM21E25		
Course Summary & Justification	This interdisciplinary course explores feminist epistemologies and research methods. This will focus on how feminist scholars challenge dominant theories of knowledge and the major methodologies employed in the social sciences and humanities.		
Semester	4	Credit	4
Total Student Learning Time/ Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	A basic understanding of research in social science		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List various stand point theories in feminist epistemology	Remember	1
2	Explain the methods used in feminist methodology	Understand	3

3	Make use of the research techniques in feminist methodology in their research works	Apply	3
4	Categories feminist research concerns and focus in feminist research	Analyse	7
5	assess the difference between traditional and feminist research methods	Evaluate	7
6	judge the hegemonic practices in knowledge production	Evaluate	7
7	Reflect on the ways in which race, gender, class and culture shape individuals' world view and ways of knowledge production	Evaluate	3

COURSE CONTENT

Module 1 – Introduction to feminist theory	10 hours
Why feminist theory Understanding the idea of woman Radical feminism and its major postulations Black feminism and intersectionality Challenges from third world Post feminism	
Module 2 –Feminist criticism on Conventional Research methodology	15 hours
Androcentric bias across disciplines Critique on objectivity Need of decolonising knowledge Equating Statistical differences with Innate difference Difference as inferiority	
Module 3 – Feminist epistemologies	17hrs

<p>Feminist phenomenology of gendered bodies</p> <p>Feminist criticism on dualism and rationality</p> <p>Feminist empiricism</p> <p>Feminist standpoint theories</p> <p>Feminist social constructionism</p> <p>Feminist epistemic virtue theory</p> <p>Feminist criticism of science and feminist science</p>	
Module 4 – Feminist methodology and methods	15Hrs
<p>Methodological considerations – Politics of asking questions ,importance given to discourse/language , reflexivity , representation and intersectionality, mobilising research for social change</p> <p>Ethical considerations and dilemma</p> <p>Focus of feminist research – Gender relations , Validity of personal experience against scientific method ,Rejecting hierarchy in research process</p> <p>Use of qualitative methods – personal interviews , oral histories ,focus group discussions , feminist ethnography, feminist historiography</p> <p>Use of quantitative methods – Criticism on quantitative method ,Feminist surveys and statistical analysis</p> <p>Mixed methodology</p> <p>Writing methodologies in feminist in feminist studies</p> <p>Feminist praxis</p>	
Module 5- Criticism on feminist methodology	15hrs
<p>Lack of universality</p> <p>Limitations of methods</p> <p>Essentialism</p> <p>Challenges to epistemology</p> <p>Critique of “Difference</p>	

Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences, develop insights feminist methodology and the critical approach to feminist methodology</p> <p>Focused Reading and Reflection: Students would be led</p>
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	<p>into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Seminar: Students will undertake thematic/topical study from various topics on feminist criticism and epistemology prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p>
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Mode of Assessment	<p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – One MCQ based and on extended answer type (15 Marks each) 2. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (15 Marks) <p>Semester End examination (60 Marks)</p>
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Suggested reading

Anderson, E. (2011). Feminist epistemology and philosophy of science. In Stanford Encyclopaedia of Philosophy Online.

Burns, M. (2003). I. Interviewing: Embodied communication. *Feminism & Psychology*, 13(2), 229–236.

Burr, V. (1995). *An introduction to social constructionism*. London, UK: Routledge.

Springer. Collins, P. H. (1990). *Black feminist thought: Knowledge, consciousness and the politics of empowerment*.

Cook, J. A., & Fonow, M. M. (1986). Knowledge and women’s interests: Issues of epistemology and methodology in feminist sociological research. *Sociological Inquiry*, 56(1), 2–29.

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299.

Barrett, Michèle, & Phillips, Anne. (1992). *Destabilizing theory: Contemporary feminist debates*. Stanford, CA: Stanford University Press.

Bhavnani, Kum-Kum. (1993). Tracing the contours: Feminist research and feminist objectivity. *Women's Studies International Forum*, 16, 95–104.

Bordo, Susan. (1990). Feminism, postmodernism, and gender-skepticism. In Linda Nicholson (Ed.), *Feminism/postmodernism* (pp. 133–156). London: Routledge.

Bowles, Gloria, & Duelli-Klein, Renate D. (Eds.). (1983). *Theories of women's studies*. London: Routledge & Kegan Paul.

Burt, Sandra, & Code, Lorraine. (Eds.). (1995). *Changing methods: Feminists transforming practice*. Peterborough, ON: Broadview Press.

Butler, Judith. (1993). *Bodies that matter: On the discursive limits of "sex."* New York: Routledge. Chafetz, Janet Saltzman. (1999). Some thoughts by an unrepentant "positivist" who considers herself a feminist nonetheless. In Sharlene Hesse-Biber, Christine Gilmartin, & Robin Lydenberg (Eds.), *Feminist approaches to theory and methodology* (pp. 320–329). New York: Oxford University Press.

	MAHATMA GANDHI UNIVERSITY		
	Name of course - Feminist methodology		
Name of the School	School of Gandhian Thought and Development Studies		
Programme	MA Gandhian Studies and MA Development Studies		
Course Name	Feminist methodology		
Type of Course	Elective		
Course Code	GDM21E25		
Course Summary & Justification	This interdisciplinary course explores feminist epistemologies and research methods. This will focus on how feminist scholars challenge dominant theories of knowledge and the major methodologies employed in the social sciences and humanities.		
Semester	4	Credit	4
Total Student Learning Time/ Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	A basic understanding of research in social science		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List various stand point theories in feminist epistemology	Remember	1
2	Explain the methods used in feminist methodology	Understand	3
3	Make use of the research techniques in	Apply	3

	feminist methodology in their research works		
4	Categories feminist research concerns and focus in feminist research	Analyse	7
5	assess the difference between traditional and feminist research methods	Evaluate	7
6	judge the hegemonic practices in knowledge production	Evaluate	7
7	Reflect on the ways in which race, gender, class and culture shape individuals' world view and ways of knowledge production	Evaluate	3

COURSE CONTENT

Module 1 – Introduction to feminist theory	10 hours
Why feminist theory Understanding the idea of woman Radical feminism and its major postulations Black feminism and intersectionality Challenges from third world Post feminism	
Module 2 –Feminist criticism on Conventional Research methodology	15 hours
Androcentric bias across disciplines Critique on objectivity Need of decolonising knowledge Equating Statistical differences with Innate difference Difference as inferiority	
Module 3 – Feminist epistemologies	17hrs

<p>Feminist phenomenology of gendered bodies</p> <p>Feminist criticism on dualism and rationality</p> <p>Feminist empiricism</p> <p>Feminist standpoint theories</p> <p>Feminist social constructionism</p> <p>Feminist epistemic virtue theory</p> <p>Feminist criticism of science and feminist science</p>	
<p>Module 4 – Feminist methodology and methods</p>	<p>15Hrs</p>
<p>Methodological considerations – Politics of asking questions ,importance given to discourse/language , reflexivity , representation and intersectionality, mobilising research for social change</p> <p>Ethical considerations and dilemma</p> <p>Focus of feminist research – Gender relations , Validity of personal experience against scientific method ,Rejecting hierarchy in research process</p> <p>Use of qualitative methods – personal interviews , oral histories ,focus group discussions , feminist ethnography, feminist historiography</p> <p>Use of quantitative methods – Criticism on quantitative method ,Feminist surveys and statistical analysis</p> <p>Mixed methodology</p> <p>Writing methodologies in feminist in feminist studies</p> <p>Feminist praxis</p>	
<p>Module 5- Criticism on feminist methodology</p>	<p>15hrs</p>
<p>Lack of universality</p> <p>Limitations of methods</p> <p>Essentialism</p> <p>Challenges to epistemology</p> <p>Critique of “Difference</p>	

<p>Mode of Transaction</p>	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences, develop insights feminist methodology and the critical approach to feminist methodology</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Seminar: Students will undertake thematic/topical study from various topics on feminist criticism and epistemology prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p>
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<p>Mode of Assessment</p>	<p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – One MCQ based and on extended answer type (15 Marks each) 2. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (15 Marks) <p>Semester End examination (60 Marks)</p>
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Suggested reading

Anderson, E. (2011). Feminist epistemology and philosophy of science. In Stanford Encyclopaedia of Philosophy Online.

Burns, M. (2003). I. Interviewing: Embodied communication. *Feminism & Psychology*, 13(2), 229–236.

Burr, V. (1995). *An introduction to social constructionism*. London, UK: Routledge.

Springer. Collins, P. H. (1990). *Black feminist thought: Knowledge, consciousness and the politics of empowerment*.

Cook, J. A., & Fonow, M. M. (1986). Knowledge and women's interests: Issues of epistemology and methodology in feminist sociological research. *Sociological Inquiry*, 56(1), 2–29.

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299.

Barrett, Michèle, & Phillips, Anne. (1992). *Destabilizing theory: Contemporary feminist debates*. Stanford, CA: Stanford University Press.


Bhavnani, Kum-Kum. (1993). Tracing the contours: Feminist research and feminist objectivity. *Women's Studies International Forum*, 16, 95–104.

Bordo, Susan. (1990). Feminism, postmodernism, and gender-skepticism. In Linda Nicholson (Ed.), *Feminism/postmodernism* (pp. 133–156). London: Routledge.

Bowles, Gloria, & Duelli-Klein, Renate D. (Eds.). (1983). *Theories of women's studies*. London: Routledge & Kegan Paul.

Burt, Sandra, & Code, Lorraine. (Eds.). (1995). *Changing methods: Feminists transforming practice*. Peterborough, ON: Broadview Press.

Butler, Judith. (1993). *Bodies that matter: On the discursive limits of "sex."* New York: Routledge. Chafetz, Janet Saltzman. (1999). Some thoughts by an unrepentant "positivist" who considers herself a feminist nonetheless. In Sharlene Hesse-Biber, Christine Gilmartin, & Robin Lydenberg (Eds.), *Feminist approaches to theory and methodology* (pp. 320–329). New York: Oxford University Press.

	MAHATMA GANDHI UNIVERSITY
	Name of course - Population and Development

School Name	School of Gandhian Thought and Developmental Studies		
Programme	MA Development Studies		
Course Name	Population and Development		
Type of Course	Elective		
Course Code	GDM21E27		
Course Summary & Justification	This course is designed as an elective course for PG Programme in Development Studies. The course introduces the basics of population studies and its relationship with development. Impact of population growth on society, polity and environment is significant in the current context.		
Semester	4	Credit	4
Total Student Learning Time/ Instructional hours for theory, practical and assessment	72 Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	A basic understanding of population growth and distribution		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	Explain the Significance of Population studies	Understa	1

	from the perspectives of development	nd	
2	Estimate the impact of population growth on society, economy, polity and environment	Create	3
3	Compare the population growth and distribution in various parts of the world	Understand	3
4	Categories the structure and composition of population	Analyse	1
5	Appraise the theories of population growth	Evaluate	1
6	Infer from the sources of population data about structure and composition of population in India	Apply	8
7	Predict the impact of future growth of population	Apply	8

COURSE CONTENT


Module 1 – Population Studies	10 hours
<ul style="list-style-type: none"> • Relevance population studies in the context of Development • Sources of Population Data – Census, NSS, Vital Statistics • Trends of Population Growth in world, India and Kerala • World population distribution 	
Module 2 – Theories of Population	20
<ul style="list-style-type: none"> • Malthusian and Neo Malthusian Theories • Marxian and Neo Marxian Theories • Population Transition Theories • Optimum Theory of Population 	
Module 3 – Structure and Composition of Population	20
<ul style="list-style-type: none"> • Structure and Composition - Age, Gender, Locale, Religion, Caste, education etc • Population Pyramid in India and Kerala • Ageing of Population • Impact of Population Growth in India and Kerala 	
Module 4– population Dynamics	22 Hrs
<ul style="list-style-type: none"> • Fertility – Role in Population Change , Factors affecting fertility rate • Mortality – Mortality and Population Change, Determinants of Mortality • Migration – Types, Impacts of Migration 	

<p>Mode of Transaction</p>	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences, develop insights into the disciplinary knowledge on population and its relationship with development</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various themes and Statistics for reflections and inferences on Population growth and its impact on society, economy, polity and environment.</p> <p>Reading and Reflection and interpretation of data: Simulated and real life educational experiences would be arranged for the student teachers to observe, document in the form of Census data, NSSO data, Vital Statistics and educational statistics and analyze structure and composition of population</p> <p>Seminar: Students will undertake thematic/topical study from various topics on Population, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Assignments: Students will prepare problem based assignments based on relevant themes on population studies.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment</p> <p>79. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>80. Assignment – every students need to submit an assignment on a relevant issues related to Population studies (10 Marks)</p> <p>81. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>82. Analysis of Census data/NSS Data/Vital Statistics individually or in group to present a</p>

	<p>report(10 Marks)</p> <p>Semester End examination (60 Marks)</p>
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References

- Agarwala, S. N. (1984). *Population in India*. National Book Trust,
- Agarwala, S.N.(1977). *India's Population Problems*. New Delhi: Tata McGraw Hill.
- Bhende, A.& Tara, K. (1999). *Principles of Population Studies*. Mumbai: Himalayan Publications,
- Bose, A. (1991). *Demographic Diversity in India*. Delhi: B.R. Publishing,
- Census of India (2011) Government of India
- Census of India. (2001) Government of India
- Hans, R. (2001). *Fundamentals of Demography*. New Delhi: Surjeet Publications.
- Kleinmann, S. (1980). *Human Adaptation and Population Growth: A Non Malthusian Perspective*. New York: Monclairef,
- Pachauri, S. (1999). *Implementing Reproductive Health Agenda in India: the Beginning*. New Delhi: Population Council,
- Premi, M. K. (1991). *India's Population: Heading Towards a Billion*.NewDelhi: B.R. Publishing
- Sen, A. and Jean, D. (1996). *Indian Development*, Oxford University Press.
- Simon, J. L. (1981). *The Ultimate Resource*.Princeton: Princeton University press.

	MAHATMA GANDHI UNIVERSITY
	Name of course - Gandhian Approach to Rural Re-Construction

School Name	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies / Development Studies		
Course Name	Gandhian Approach to Rural Re-Construction		
Type of Course	Elective		
Course Code	GDM21E28		
Course Summary & Justification	This course is designed as an elective course for PG Programme in both Gandhian Studies and Development Studies. Main intention of the course is to have a deep understanding about rural development. The course will be helpful for the learner to have insights towards various issues in rural polity, economics and sustainable development. The course also provides a close examination of Gandhian ideals rural re-construction and self-sufficiency.		
Semester	4	Credit	4
Total Student Learning Time/ Instructional hours for theory, practical and assessment	72Instructional hours and 18 hours for assessment and tutorials		
Pre-requisite	A basic understanding of present educational system at various levels		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List various traditional and modern perspectives on rural development	Remember	1
2	Explain the concept of development and its importance from a societal point of view	Understand	3
3	Make use of different developmental thoughts for sustainable development	Apply	3
4	Categories various development programmes for the welfare of the rural population	Analyse	7
5	Assess the contributions of Gandhi on sustainable rural development	Evaluate	7
6	Judge the alternative thoughts and practices for rural development	Evaluate	7
7	Solve problems of current development concepts using Gandhian alternative thought on rural re-construction	Evaluate	3

COURSE CONTENT

Module 1 - Gandhian Approach to Rural Development	10 hours
<ul style="list-style-type: none"> • Meaning and Definition and Divisions of Rural Poverty • The Rural community Organizations • The Concept of Ethical Man • Integrated Rural Development 	
Module 2 - Evolution of Rural Development programme in India	25 hours
<ul style="list-style-type: none"> • Rural Economic Structure • Rural Development • Rural Development programmes through the Five Year Plans. • The major rural development programmes after independence. 	

Module 3 - CIVIL SOCIETY AND RURAL DEVELOPMENT	20
<ul style="list-style-type: none"> • Origin and Evaluation of N.G.O's and Voluntary Actions • Voluntary Organizations in India's development processes. • NGO's and paradigm shifts • Empowerment and Sustainability 	
Module 4 - Rural Reconstruction & Panchayati Raj	17Hrs
<ul style="list-style-type: none"> • Decentralised planning and Panchayati Raj • Participatory Rural Appraisal and Development • Land Reform Movements & Natural Farming • Gandhian Vision of Rural Re-construction 	

Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences, develop insights into the disciplinary knowledge of Rural Development and its various perspectives</p> <p>Focused Reading and Reflection: Students would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life educational experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyze with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Students will undertake thematic/topical study from various topics on alternative thoughts, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p>
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Mode of Assessment	Internal Assessment
	<p>83. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>84. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks)</p> <p>85. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>86. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report (10 Marks)</p> <p>Semester End examination (60 Marks)</p>

References

1. Village Swaraj, M.K. Gandhi.
2. Rebuilding Poor Villages “
3. Gandhian Approach to Rural Development, K. Arunachalam.
4. Peace and Prosperity, J.C. Kumarappa.
5. Principles of Gandhian Planning, Shriman Narayan.
6. Indian Villages, S.C. dubi.
7. Panchayat Raj, S.K. Dey
8. Rural Development in India, J. Mathew.
9. Swaraj for the masses, J.P. Narayan
10. The Gospel of Swadisi, Kaka Kulean
11. Management of Rural Development , N.S. Ramaswami.
12. India’s Developing Villages, G.R. Madan.
13. Rural Poverty and Unemployment
14. Rural Development, Katar Singh
15. Science and Integrated Rural Development, M.S. Swaminathan
16. History of Rural Development in India, Desai of Chandharaj
17. Rural Development, Gopallian Jain.
18. New Vistas in Rural Development, R.K. Samatha
19. Book for charegl, The Great Drain

20. C.A. Robertson, An Introduction to Agricultural Production Economics and Farm Management'
21. Chris Dixon, Rural Development in the Third World
22. J. Mathew, Rural Development in India
23. K. Arunachalam, Gandhian Approach to Rural Development
24. Katar Singh, Rural Development: Principles, Policies and Management
25. M.K. Gandhi, Village Swaraj
26. Mahbule UI Haq, Reflections on Human Development
27. Morris D Morris, Measuring the conditions of the world's poor
28. Peter Alcock, Understanding Poverty
29. P.R. Dubhashi, Essayson Rural Development
30. Peter Bartebmus, Environment, Growth and development (The concepts of sustainability)
31. Pyarelal, Towards New Horizons
