

2021

GANDHIAN 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 GANDHIAN STUDIES

Programme Specific Outcomes (PSO)

MA Gandhian Studies

After the programme, the learner will be able to

1. **Evaluate** relevant theoretical perspectives in Social Sciences
2. **Understand** the relevance of Gandhian Thoughts in various contexts
3. **Apply** Gandhian Ideals and Principles to evaluate current issues in polity, society, economy, education, health and environment
4. **Evaluate** Gandhian Philosophy from various western, eastern, historical, contemporary and continental philosophical perspectives
5. **Apply** various methods and techniques of research in social science research
6. **Analyse** issues related with caste, gender, social movements, decentralization with special reference to Gandhian Perspective
7. **Create** and suggest suitable alternative models and perspectives on society, polity, health, environment, education etc. from Gandhian Philosophical perspectives
8. **Evaluate** history of Indian National Movement with special reference to the role of Mahatma Gandhi
9. **Analyse** the historical process of the emergence of modern Kerala with special reference social movements, freedom struggle and Gandhi's role, agrarian revolt and Kerala Development.

Programme Outline

MA Gandhian Studies

Semester I				
Course Code	Course Title	Credits	Internal (Score)	External (Score)
<i>Core Courses</i>				
GDM21C010	Major Concepts and Theories in Social Sciences	4	40	60
GDM21C02	Foundations of Gandhian Thought	4	40	60
GDM21C03	Gandhi and Continental Philosophy – An Introduction	4	40	60
GDM21C04	National Movements in India	4	40	60
<i>Elective Courses</i>				
GDM21E01	Alternative Thoughts on Education	4	40	60
GDM21E02	Globalizations	4	40	60
GDM21E03	Introduction to Continental Philosophy	4	40	60
GDM21E04	Major Conflicts of the world	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>				
GDM21C05	Research Methodology	4	40	60
GDM21C06	Social and Political Thought of Mahatma Gandhi	4	40	60
GDM21C07	Making of Modern Kerala	4	40	60
GDM21C08	Understanding world Religion – Budhism and Jainism	4	40	60
<i>Elective Courses</i>				
GDM21E06	Health Care: The Gandhian way	4	40	60
GDM21E07	Education and Development	4	40	60
GDM21E08	Introduction to Indian Philosophy	4	40	60
GDM21E09	Gandhi and Postcolonialism	4	40	60
GDM21E10	Cultural Heritage of India			

Semester III				
Course Code	Course Title	Credits	Internal	External
<i>Core Courses</i>				

GDM21C09	Academic Writing	4	40	60
GDM21C10	Peace and Conflict Resolution Studies	4	40	60
GDM21C11	Gandhian Economic thoughts and Development	4	40	60
	<i>Open Course</i>	4	40	60
<i>Elective Courses</i>				
GDM21E11	Social Movements	4	40	60
GDM21E12	Decentralisation and Participatory Governance in India	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>				
GDM21E11	Quantitative Techniques in Social Sciences	4	40	60
GDM21E12	Critical Engagement with Gandhi	4	40	60
GDM21E13	Dissertation	4	Average of Internal and External after Viva Voce (Maximum 100)	
GDM21E14	Block Placement	2	Average of Internal and External after Viva Voce (Maximum 50)	
GDM21E15	Guided Field work	2	Average of Internal and External after Viva Voce (Maximum 50)	
<i>Elective Courses</i>				
GDM21E18	Constitutional Development in India	4	40	60
GDM21E19	Gandhian Ethics	4	40	60
GDM21E20	Introduction to Continental Philosophy : Part Two	4	40	60
GDM21E21	Satyagraha	4	40	60
GDM21E22	Gandhi and Continental Philosophy	4	40	60
GDM21E25	Feminist Methodology	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	Evaluate	7

	present, analyse and defend various types of social actions.		
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 		
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> <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).
- Fanon, Frantz (1963), *The Wretched of the Earth*. Richard Philcox (trans.) (New York: Gove Press).
- Harvey, David (2005) *A Brief History of Neo-Liberalism* (New York: Oxford University Press).
- 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).
- Levi Strauss(2015) *Structuralism and Social Theory* (London: Routledge)
- Loomba, Ania (2005) *Colonialism/Postcolonialism* (Oxon: Routledge)
- Lyotard, 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	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.		
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		

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
<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 (Purushartha Siddhantha) • 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 <ul style="list-style-type: none"> • The Crisis of Development • Gandhian Vision of Development • Gandhi' views on Man and Nature 		

Mode of Transaction	<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>
Mode of Assessment	<p>Internal Assessment</p> <p>5. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>6. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks)</p> <p>7. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>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> <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 - Gandhi and Continental Philosophy: An Introduction		
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies		
Course Name	Gandhi and Continental Philosophy: An Introduction		
Type of Course	Core		
Course Code	GDM21C03		
Course Summary & Justification	<p>This course is carefully designed to cultivate critical reflection in students on some of the main concerns of the Gandhian way of Life. It uses a comparative approach to engage with aspects of Gandhian views with insights from philosophy. Rather than merely introducing Gandhi or continental Philosophy, this course would enable students to think for themselves, discuss, evaluate and develop their positions. Philosophy is impractical and useless if it does not transform someone intimately. The course is designed to examine and consider some of the central assumptions of the Gandhian way of Life.</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	Language Skills, Curiosity, and a Positive Attitude		

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List: and Remember some of the Central concerns of the	Remember	1

	Gandhian way of Life		
2	Explain: and Understand the Source and Significance of such Concerns and their Relevance in Contemporary Society.	Understand	3
3	Make use of: A Comparative Approach to Clarify and Develop helpful Insight for Understanding and Engaging in Today’s World.	Apply	3
4	Categories: To Analysis and Comprehend the Studied Concepts According to Existential (Modalities, Quality Etc.), Epistemological, Political (Relationships) Categories.	Analyse	7
5	Assess and Evaluate the Significance of Gandhi today.	Evaluate	7
6	Judge: Critically Evaluate the Strength of Gandhian Views in Addressing some of the Central Concerns of Life in the Modern Age.	Evaluate	7
7	Solve: Evaluate theProblems Concerning Life and Society; Affirm of Life by Cultivating an Open Mind through Critical Reflection.	Evaluate	3

Gandhi and Aristotle: The Question of the Nature of Life – 18Hrs

Aristotle: Man is by Nature, a Political Animal
 Gandhi, Satyagraha and Human Nature
 Political Life According to Aristotle and Gandhi
 A Gandhian Philosophy of Dissent
 Aristotelian and Gandhian Ethics
 Aristotle: Individualism and Pursuit of Happiness
 Self-Reliance and Self-Rule: A Gandhian Vision of Life

Gandhi and Spinoza: The Question of the Nature of Truth – 18Hrs

Spinozian Metaphysics: Substance, Attributes and the Modes
 “All is One:” Pantheism and the Question of Truth or *Satya*
 Truth as Understanding vs. Truth as Freedom
 Gandhi’s Experiments in Participatory Truth

Gandhi and Marx: The Question of Alienation - 18Hrs

Marx and Economic and Social Alienation
 Gandhi and Spiritual Alienation
 Gandhi and Modern Technology

Gandhian Way of Unalienated Life

Gandhi and Agamben: The Question of the Political – 18Hrs

Agamben Reading Hobbes’ “State of Nature”

Biopolitics: The Political Control of the Bare Life

Swaraj and the Problematics of Sovereignty

Gandhian Perspective on Human Rights and Humanity

Pedagogic Methods	Lecture Student Presentations Group discussions Article writing
Mode of Assessment	Internal Assessment 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) Semester End Examination (60 Marks)

Reference

Abbate, Cheryl E. (Spring 2016), “Higher” and “Lower” Political Animals: A Critical Analysis of Aristotle’s Account of the Political Animal in *Journal of Animal Ethics*, Vol. 6, No. 1, pp. 54-66

Agamben, Giorgio (1998), *Homo Sacer: Sovereign Power and Bare Life*, Stanford, California: Stanford University Press

Bandyopadhyaya, Anu (1964), *Learning from Gandhi*, New Delhi:

Bandyopadhyaya, Jayantanuja (1997), *Mao Tse-Tung and Gandhi: Perspectives on Social Transformation*, Bombay: Allied Publishers Private Limited

Brown, Judith M. and Parel, Anthony (2011), *The Cambridge Companion to Gandhi* Cambridge: Cambridge University Press

Brown, Mackenzie (1959), *The White Umbrella: Indian Political Thought from Manu to Gandhi* Berkeley: University of California Press

Brown, Rebecca M. (2010), *Gandhi’s Spinning Wheel and the Making of India* Abingdon, Oxon: Routledge

Chatterjee, Margaret (1983), *Gandhi’s Religious Thought* London: The Macmillan Press

- Claxton, Eve (2007), *The World's Best Memoir Writings: The Literature of Life from St. Augustine to Gandhi, and from Pablo Picasso to Nelson Mandela* Naperville, Illinois: Sourcebooks, Inc.
- Dasgupta, Ajit K. (1996), *Gandhi's Economic Thought*, London: Routledge
- Devi, Koijam Dhaneshwori (Jan 2019), "Satyagraha and Human Nature: Gandhi's Concept and its Relevance in the Present-day World," *International Journal of Humanities and Social Science Invention (IJHSSI)*, Volume 8 Issue 1 Series. II, pp. 65-69
- Doctor, Adi H. (April - June, 1992), "The Man in Gandhian Philosophy," in *The Indian Journal of Political Science*, Vol. 53, No. 2, pp. 152-167
- Elyve-Id, Joseph (2011), *Great Soul: Mahatma Gandhi and His Struggle with India*, New York: Alfred A Knopf
- Finlayson, James Gordon (Winter 2010), "Bare Life" and Politics in Agamben's Reading of Aristotle, *The Review of Politics*, Vol. 72, No. 1, pp. 97-126
- Foucault, Michel (1980), "The Eye of power," *Power/Knowledge: Selected Interviews and Other Writings, 1972 – 1977*, Brighton: The Harvester
- Foucault, Michel (1982), "Afterword: The Subject and Power," in *Michel Foucault: Beyond Structuralism and Hermeneutics*, by Hubert Dreyfus and Paul Rabinow, Chicago: University of Chicago Press
- Foucault, Michel (1988), "My Body, This Paper, This Fire," *Madness and Civilization: A History of Insanity in the Age of Reason*, New York: Vintage
- Foucault, Michel (1994) "Governmentality," in Paul Rabinow and Nikolas Rose (eds.), *The Essential Foucault: Selections from the Essential Works of Foucault, 1954 – 1984*, New York: The New Press
- Foucault, Michel (1997), "Polemics, Politics, and Problematizations: An Interview with Michel Foucault" in Paul Rabinow ed., *Michel Foucault: Ethics, Subjectivity and Truth*, London: Penguin Press
- Foucault, Michel (1997), "Self-Writing," Paul Rabinow ed., *Michel Foucault: Ethics, Subjectivity and Truth: The Essential Works of Michel Foucault*, London: Penguin Press
- Gandhi, M. K. (1980), *An Autobiography or The story of my Experiments with Truth*, Ahmadabad: Navajivan Publishing House
- Jahanbegloo, Ramin (2008), *India Revisited: Conversations on Continuity and Change*, New Delhi: Oxford University Press
- Jahanbegloo, Ramin (2013), *The Gandhian Movement*, Cambridge: Harvard University Press
- Jahanbegloo, Ramin (2018), *The Global Gandhi: Essays in Comparative Political Philosophy*, London: Routledge
- Jahanbegloo, Ramin (2021), *Nonviolent Resistance as a Philosophy of Life: Gandhi's Enduring Relevance*, London: Bloomsbury Publishing Plc

- Jahanbegloo, Ramin and Kakar, Sudhir (2009), *India Analysed: Sudhir Kakar in Conversation with Ramin Jahanbegloo*, Oxford Scholarship Online: October 2012
- Majmudar, Uma (2005), *Gandhi's Pilgrimage of Faith: From Darkness to Light* Albany: State University of New York Press
- Mashelkar, Ragunath (2010), *Timeless Inspirator: Reliving Gandhi* Hyderabad: Pragati Offset,
- Meghani, Mahendra (1963), *The Gandh's Story in his Own Words*, Ahmadabad, Lok-Milap Trust
- Mohan, Shaj and Dwivedi, Divya (2018), *Gandhi and Philosophy: On Theological Anti-Politics* London: Bloomsbury Publishing
- Pandiri, Ananda M. (2007), *A Comprehensive Annotated Bibliography on Mahatma Gandhi Vol. 2 Books and Pamphlets about Mahatma Gandhi*, Westport, CT: Praeger Publishers
- Parekh, Bhikhu (1991), *Gandhi's Political Philosophy: A Critical Examination*, Hampshire: Macmillan Academic and Professional Ltd
- Parekh, Bhikhu (1997), *Gandhi: A Short Introduction*, Oxford: Oxford University Press
- Parel, Anthony J (1997), *Gandhi: "Hind Swaraj" and Other Essays*, Cambridge: Cambridge University Press
- Popp-Madsen, Benjamin Ask (2014), The Nature of the State of Nature: Hobbes, Sovereignty and Biopolitics, *Tidsskriftet Politik*, 17(1), 49-56. [6].
- Prabhu, R K (1962), *Two Memorable Trials of Mahatma Gandhi*, Ahmadabad: Navajivan Publishing House
- Prozorov, Sergei (2007), *Foucault, Freedom and Sovereignty*, Hampshire: Ashgate Publishing Limited
- Puri, Bindu (2015), *The Tagore–Gandhi Debate on Matters of Truth and Untruth* Springer: New Delhi,
- Radakrishnan, Krishna (1958), *All Men are Brothers: Life and Thoughts of Mahatma Gandhi as Told in his own Words*, Switzerland: UNESCO
- Rudolph Lloyd I. and Rudolph, Susanne Hoeber (2006), *Postmodern Gandhi and Other Essays: Gandhi in the World and at Home*, Chicago: The University of Chicago Press
- Schraff, Anne (2008), *Mahatma Gandhi: He Showed the World How to Bring Change Through Nonviolence*, Irvine, CA: Saddleback Educational Publishing
- Sharma, Neela (Feb. 2014), "Human Rights and Humanity in Gandhian Perspective" in *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* Volume 19, Issue 2, Ver. II, PP 95-96
- Somerville, John and Santoni, Ronald E. (1994), *Social and Political Philosophy: Readings from Plato to Gandhi*, New York: Anchor Books
- Tidrick, Kathryn (2006), *Gandhi: A Political and Spiritual Leader*, London: I.B.Tauris& Co.


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Todd, Anne M (2004), *Spiritual Leaders and Thinkers: Mohandas Gandhi* Philadelphia: Chelsea House Publishers

Trivedi, Lisa (2007), *Clothing Gandhi's Nation: Homespun and Modern India* Bloomington: Indiana University Press

Weber, Thomas (2004), *Gandhi as Disciple and Mentor*, Cambridge: Cambridge University Press

Wolpert, Stanley (2001), *Gandhi's Passion: The Life and Legacy of Mahatma Gandhi* Oxford: Oxford University Press

	MAHATMA GANDHI UNIVERSITY
	Name of course - National Movements in India

School Name	School of Gandhian Thought and Development Studies		
Programme	MA Gandhian Studies		
Course Name	National Movement in India		
Type of Course	Core		
Course Code	GDM21C04		
Course Summary & Justification	This course is designed as a core course in Gandhian Studies for the first Semester PG Programme. The goal of the course is to make the learner aware of the events contributes to the emergence of Nationalism in modern India and the struggles for independence. This course will also seek to provide insights into the different approaches to Indian Nationalist Movement and, in particular, Gandhiji's role in the National Movement. Finally, the course will inform the learners of India's constitutional developments and enable them to locate India among the other nations in the world.		
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 contemporary situation of Independent India.		

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 conceptual debates on the origin and growth of the National Movement in India	Remember	1
2	Illustrate the role of various nationalist and revolutionary movements in India	Understand	3

3	Utilize various ideologies in the contemporary movements	Apply	3
4	Examine recent trends in contemporary movements based on Indian National Movements	Analyse	7
5	Appraise the contributions of Gandhiji, Dr.B.R.Ambedkar and other socio religious reformers in the National Movement	Evaluate	7
6	Theorize contemporary movements of national and international relevance.	Evaluate	7
7	solve imminent problems of current society using various ideologies that led the National Movement in India	Evaluate	3

COURSE CONTENT


Module 1 – Emergence of Nationalism in India	12 hours
<ul style="list-style-type: none"> ● Approaches to Indian Nationalism: Nationalist, Marxist, Elitist and Subaltern ● Political and Social Conditions of India Before Gandhi ● Emergence of Nationalism, Socio Religious Reform Movements, Political Associations ● Foundation of Indian National Congress ● Moderate and Extremist Phase 	
Module 2 – Gandhian Era	30 hours
<ul style="list-style-type: none"> ● Early Sathyagrahas of Gandhi ● Home Rule Movement ● Rowlatt Act and Jallian Wallah Bagh Massacre ● Khilafat and Non – Co-operation movement ● Swaraj Party ● Simon commission ● Road to ‘Poorna Swaraj’ ● Civil Disobedience Movement ● Round Table Conferences ● Freedom Movement in Kerala ● Communal Award and Poona Pact 	
Module 3 – Towards Independence	15

<ul style="list-style-type: none"> ● Congress in Office ● Second world war ● Cripps Mission and Quit India Movement ● Jinnah – Nehru controversy ● Lahore Resolution, Rajaji Scheme , Wavell plan and cabinet Mission ● Interim Government ● Direct Action and Mountbatten Plan 	
Module 4 – India Wins Freedom	15 Hrs
<ul style="list-style-type: none"> ● Constitutional Progress and Constitution for Indian Union ● Integration of states ● Indian Independence Act, 1947 ● Making of the Indian Constitution and role of Dr.B.R.Ambedkar ● Appraisal of Gandhi’s Role in the freedom Movement ● Situating India in the World. 	

Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the national movement in 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 National Movement 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 Freedom Movement/Sathyagraha could be identified and visit to make a detailed report.(Like Vaikkam/Thiruvarpvu Temple and its Premises)</p>
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 or area which demonstrated experience of National Movement and prepare a report (10 Marks)</p> <p>Semester End examination (60 Marks)</p>

Suggested Reading List

- Bandyopadhyay, Sekhar, ed. Nationalist Movement in India, A Reader, Delhi: Oxford UP, 2009
- _____, From Plassey to Partition: A History of Modern India, Orient Longman, 2004.
- Chandra, Bipan, History of Modern India, Orient Blackswan, 2009
- _____, India's Struggle for Independence, Delhi: Penguin, 1989
- _____, Nationalism and Colonialism in Modern India, New Delhi, 1987.
- Desai A R, Social Background of Indian Nationalism, Popular Book Depot, Bombay
- Gyanesh Kudaisya, A Republic in the Making: India in the 1950s, OUP India, 2017
- Haimanti Roy, The Partition of India, OUP India
- Mushirul Hasan, Roads to Freedom: Prisoners in Colonial India, OUP India
- Kausik Roy, Partition of India: Why 1947 ?, OUP India
- P.N.Chopra, et.al, Modern India, Sterling Publishers, New Delhi, 2005.
- Pradhan, R.G., from Raj to Swaraj, Delhi: Macmillan, 2008.
- Ranjith Guha, A Subaltern Studies Reader (Ed.), Bipin Chandra, Modern India, Orient Blackswan, 2009.
- _____, Communalism in Modern India, Har Anand Publications Delhi.
- _____, India's Struggle for Independence, Penguin Books New Delhi.
- _____, Nationalism and Colonialism in Modern India, Orient Longman, Delhi
- _____, Rise and Growth of Economic Nationalism in India, Har Anand Publications, Delhi..
- S.N.Sen, Indian History and Culture, MacMillan India Ltd, 2007.
- Sarkar Sumit, Modern India, 1885-1947, Delhi: Macmillan, 1983.
- _____, The Swadeshi Movement in Bengal, 1903-1908, Hyderabad: Orient Blackswan, 2010
- _____, Modern India, Pearson, Hyderabad..
- _____, Modern Times, Permanent Black, India, 2014
- Suhas Palshikar, Indian Democracy, OUP India.
- Suresh Sharma and Tridip Surod, MK Gandhi's Hind Swaraj, Archers and Elevers
- Tara Chand, History of the Freedom Movement, Volumes 2&3 (New Delhi: Government of India, Ministry of Information and Broadcasting, Publication Division, 1961-72)
- Tirthankar Roy, The Economic History of India 1857-1947, OUP, 2006.

	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		

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> <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</p>
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	<p>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>
Mode of Assessment	<p>Internal Assessment</p> <p>13. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>14. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks)</p> <p>15. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>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> <p>Semester End examination (60 Marks)</p>

References

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- Bruubacher, John S.; (1969) *Modern Philosophies of education*, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi. 10.
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- 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 education Teaching
Convictions in a postmodern world*. Newyork: Allyn & Bacon.
- Wall, E. (2001). *Educational theory: philosophical and political Perspectives*. London:
Prometheus Books.
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- 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	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.		
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		

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	Remember	1

	globalization and global capitalism		
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 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>
Mode of Assessment	<p>Internal Assessment</p> <p>17. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>18. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks)</p> <p>19. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>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> <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 Mélange*. 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 - Introduction to Continental Philosophy		
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies		
Course Name	Introduction to Continental Philosophy		
Type of Course	Elective		
Course Code	GDM21E03		
Course Summary & Justification	<p>The present course is part of a two-part course aimed to introduce students to some of the central themes and problems of philosophy, like ‘what is an Idea?’ ‘What is truth?’ ‘What is knowledge?’ ‘How can one gain knowledge?’ Or ‘what are the sources of knowledge?’</p> <p>The course introduces students to the epistemological and methodological debates in philosophy. It is designed as an introductory course on the science of man.</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	Language Skills, Curiosity, and a Positive Attitude		

C.O. No.	Expected Course Outcome	Learnin g	PSO No.
	Upon completion of this course, students will be able to;		
1	Listand Remember some of the main concerns of	Rememb	1

2	Explain and Understand the History of these	Understa	3
3	Make Use of: Different Theories of Knowledge to Develop	Apply	3
4	Categories: To Analysis these Concerns based on various	Analyse	7
5	Assess: To Evaluate Using a Comparative Approach	Evaluate	7
6	Judge: Using the Insights Gained through a Comparative	Evaluate	7
7	Solve: Using Critical Reflection	Evaluate	3

Concepts 16Hrs

- 1) Plato's Theory of Ideas
- 2) Locke's Theory of Ideas
- 3) Hume's Theory of Ideas
- 4) Deleuze's Theory of Ideas

Truth 14Hrs

- 1) What is a Truth?
- 2) Correspondence Theory
- 3) Coherence Theory
- 4) Pragmatic Theory

The Source of Knowledge 14Hrs

- 1) Sense experience
- 2) Reason
- 3) Authority
- 4) Intuition
- 5) Revelation
- 6) Faith

What is Knowledge? 14Hrs

- 1) Knowledge of External World
- 2) Realism
- 3) Idealism
- 4) Phenomenalism

Ethics 14Hrs


- 1) Meta-Ethical Theories
- 2) Theories of Goodness
- 3) Theories of Conduct

Pedagogic Methods	<p>Lecture</p> <p>Student Presentations</p> <p>Group discussions</p> <p>Article writing</p>
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Mode of Assessment	<p>Internal Assessment</p> <p>21. Internal Test – (20 Marks)</p> <p>22. Book review – Every Student should Review a Work in a Subject Studied as Part of the Course and Submit a Report (10 Marks)</p> <p>23. Seminar Presentation – (10 Marks)</p> <p>Semester End Examination (60 Marks)</p>
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Reference

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- Ayer, AJ (1973), *The Central Questions of Philosophy* London:Penguin
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- Gould, James A. ed.,(1982), *Classic Philosophical questions* Columbus and London: Charles E. Merrill Publishing company
- Holverson, William H. (1976), *A Concise Introduction to Philosophy* New York: Random House
- Hospers, John. (1971), *Introduction to Philosophical Analysis* Bombay and New Delhi: Allied Publishers,
- Purtill, R.L. Macdonald. M.H and Kreeft. P.J eds.,(1985), *Philosophical Questions: An Anthology* Englewood Cliffs, N.J: Prentice-Hall. Inc.
- Russell, Bertrand (1968; First Published 1912), *The Problems of Philosophy* London:Oxford University Press
- Solomon, Robert C. (1977), *Introducing Philosophy: Problems and Perspectives*, New York and Chicago: Harcourt Brace Jovanovich. Inc.
- Stumpf, Samuel E. (1979), *Elements of Philosophy: All Introduction* New York: McGraw-Hill, Inc.

	MAHATMA GANDHI UNIVERSITY
	Name of course - Major Conflicts of the World

Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies		
Course Name	Major Conflicts of the World		
Type of Course	Elective		
Course Code	GDM21E04		
Course Summary & Justification	The principal aim of this course is to make the students familiar with the major conflicts of the world. How did they develop? what are the principal causes and conditions that led to such major systemic confrontations? and which are the major peace initiatives? are the major questions being addressed in this course.		
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 major conflicts of the world.		

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 different types of conflicts, some of the major conflicts of the world and peace initiatives attached to each one.	Remember	1
2	explain various types of conflicts and the political, economic and social factors that led to each conflict	Understand	3
3	make use of different approaches to the understanding of high-intensity conflicts like war socially and politically.	Apply	3
4	categorise various major conflicts of the world based on the causes, magnitude and the forces involved in it.	Analyse	7

5	assess the effectiveness of major peace initiatives and peace building processes.	Evaluate	7
6	judge different approaches to the understanding of conflicts and models of categorization of conflicts.	Evaluate	7
7	solve the problem of understanding conflicts, their causes and initiatives of peace-building.	Evaluate	3

COURSE CONTENT

Module 1 – Typologies of Conflict	10 hours
<ul style="list-style-type: none"> • Major Types • War, Armed Conflicts, Terrorism, Genocide, Program, Ethnic Cleansing • Ethnic and Identity based • Racial and Regional • Culture and Violence 	
Module 2 –The Question of Palestine	25 hours
<ul style="list-style-type: none"> • Role of colonialism • Naqba-Catastrophe • Peace initiatives • Status of Palestinian refugees • Settler Colonialism 	
Module 3 – Balkan and Syrian Crises	20
<ul style="list-style-type: none"> • Sectarian divide in Syria • External Interventions • Syrian Refugees • Balkan Crisis-Ethnicity, Nation and Violence • Crisis in Kosovo 	
Module 4 – Major Conflicts in South, Southeast Asia and China	18 Hrs
<ul style="list-style-type: none"> • Ethnic Crisis and Civil War in Sri Lanka • Rohingya Refugee Crisis • Kashmir Issue • Major Issues in China- Tibetan Question and Issues of Uyghurs • Conflicts in Afghanistan • Resource and Livelihood Related Conflicts in India 	

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>
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	<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>Case Study: The students would be asked to conduct an in-depth and comprehensive study of a particular type of conflict of their choice and submit a study report.</p> <p>Video Presentation: Screening of films, documentaries and non-fiction videos related to each conflict for an effective delivery of the themes.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment</p> <p>24. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>25. Book review – every student has to prepare a review of a major work related to the course and submit it (10 Marks)</p> <p>26. 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>27. 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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- DeRouen, Karl R and DeRouen, Karl Jr (eds.) (2007) *Civil Wars of the World: Major Conflicts Since World War II, Volume 1* (California: ABC-Clio INC)
- Hockenos, Paul (2003) *Homeland Calling: Exile Patriotism & the Balkan Wars* (Ithaca: Cornell University Press)
- Ibrahm, Azeem (2017) *The Rohingyas: Inside Myanmar's Genocide* (London: Hurst Publishers)
- Noorani, A G. (2014) *The Kashmir Dispute 1947-2012* (New Delhi: Oxford)

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- Pappe, Ilan (2006) *A History of Modern Palestine: One Land, Two Peoples* (Cambridge: Cambridge University Press).
- Pappe, Ilan (2006) *The Ethnic Cleansing of Palestine* (London: Oneworld Publications).
- Rotberg, Robert I (ed.) (2010) *Creating Peace in Sri Lanka: Civil War and Reconciliation* (Washinton DC: Brooking Institute Press).
- Said, Edward W (2012), *The Politics of Dispossession: The Struggle for Palestinian Self-Determination, 1969-1994*(London: Knopf Boubleday Publishing Group).
- Said, Edward W (2015) *The Question of Palestine* (London: Knopf Boubleday Publishing Group).
- Schofield, Victoria (2010) *Kashmir in Conflict: India, Pakistan and the Unending War* (New York: I B Tauris).
- Sundar, Aparna and Sundar, Nandini (eds.), (2014) *Civil Wars in South Asia: State, Sovereignty, Development* (New Delhi: Sage Publications).
- Winslow, Debora and Woost, Michael D. (eds.) (2004) *Economy, Culture, and Civil War in Sri Lanka* (Bloomington: Indiana University Press).



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		

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. 	

Mode of Transaction	<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</p>
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	<p>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>
Mode of Assessment	<p>Internal Assessment</p> <p>28. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>29. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks)</p> <p>30. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>31. Field visit report – each student shall individually or in group visit an institution or area which demonstrated experience of Environmental Movements (10 Marks)</p> <p>Semester End examination (60 Marks)</p>

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, *Indias 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	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.		
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 short term projects and problem solving tasks undertaken during Undergraduate and School Programmes.		

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 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>32. Internal Test – One MCQ based and one extended answer type (10 Marks)</p> <p>33. Assignment – every students to submit an assignment (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. Preparation of Sample review of Literature/Research review (10 Marks)</p> <p>Semester End examination (60 Marks)</p>


References

- Birks M, Mills J. (2015). *Grounded theory: a practical guide*. 2nd ed. London: SAGE.
- 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
- Crotty M. (1998). *The foundation of social research: meaning and perspective in the research process*. Thousand Oaks, CA: SAGE, 1998.
- Flick, Uwe (1996): *An Introduction to Qualitative Research* . London sage publication
- Glaser, B.G & Strauss, A. L. (1967). *The discovery of grounded theory: strategies for qualitative research*. New York: Aldine de Gruyter.
- Habermas,J.(1991). *The structural transformation of the public sphere: an inquiry into a category of bourgeois society*. Massachusetts: MIT Press
- Horkheimer, M. (1982). *Critical Theory: Selected Essays*. London: Continuum International Publishing Group
- Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
- Kuhn, T. (1996). *The Structure of Scientific Revolutions*. NY: University of Chicago Press
- Levi-Strauss,C. (1963). *Structural Anthropology*. London: Basic Books
- Liotard, 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 - Social and Political Thought of Mahatma Gandhi		
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies		
Course Name	Social and Political Thought of Mahatma Gandhi		
Type of Course	Core		
Course Code	GDM21C06		
Course Summary & Justification	This Course is Conceived as a foundational course in Gandhian Social and Political Thoughts. The course highlights Gandhian Values, Political and social Ideals, and relevance these in the contemporary Socio political life of world in general and India in specific		
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	Fundamentals of Gandhian Thought		

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	Recognise the relevance of Gandhian Thought in Social Sciences	Remember	1
2	explain different concepts associated with Gandhi's Political and Social Thoughts	Understand	3
3	make use of Gandhian ideals to solve problems of current society and polity	Apply	3
4	Examine Gandhian Social Values in the contemporary Indian Context	Analyse	7
5	Assess Gandhi's Socio Political Thoughts.	Evaluate	7
6	Judge the significance of Gandhian Ideals in the contemporary world	Evaluate	7
7	solve some current issues of society using gandhian ideals.	Evaluate	3


COURSE CONTENT

Module 1: Social Science and Gandhian Thought	10 hours
<ul style="list-style-type: none"> • Approaches to the study of Gandhian Thought • Sources of Gandhian Thought • Gandhi on Human Nature 	
Module 2: Social and Political Values in Gandhian Thought	15ours
<ul style="list-style-type: none"> • Non-Violence • Freedom • Equality • Religion and Politics • Ends and Means 	
Module 3: Political Thought of Gandhi	20
<ul style="list-style-type: none"> • Conception of Power • Critique of Modern Civilization • Critique of State • Critique of Parliamentary Democracy • Oceanic Circle • Satyagraha as Method of Conflict Resolution 	
Module 4: Social Ideas	15Hrs
<ul style="list-style-type: none"> • Caste and Communalism • Trusteeship • Constructive Programme • Sarvodaya 	
Module 5: Gandhi and Contemporary Development Thinking	12 Hrs
<ul style="list-style-type: none"> • Gandhi on Women • Gandhi and Human Ecology • Gandhi and Social Movements • Gandhi's Global Legacy 	

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>36. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>37. Book review – every student has to prepare a review of a major work related to the course and submit it (10 Marks)</p> <p>38. 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>39. 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>

Readings

- Bondurant, Joan V. (1958), *Conquest of Violence: The Gandian Philosophy of Conflict*, Princeton, Princeton University Press.
- Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, K.N. Panikkar and Sucheta Mahajan. (1998), *India's Struggle for Independence*, New Delhi, Viking.
- Parekh, Bhiku. (1997), *Gandhi*, Oxford, Oxford University Press.
- Parekh, Bhiku (1989) *Gandhi's Political Philosophy*, London, Macmillan.
- Tarchek, Ronald. (2000), *Gandhi: Struggling for Autonomy*, New Delhi, Vistaar.
- Hardiman, David. (2003), *Gandhi in His Time and Ours*, New Delhi, Permanent Black
- Iyer, Raghavan. (1973), *The Moral and Political Thought of Mahatma Gandhi*, New Delhi, Oxford University Press.
- Mehta, V.R. (1992), *Foundations of Indian Political Thought*, New Delhi, Manohar.
- Mukherjee, Rudrangshu (ed.). (1993), *Gandhi: Reader*, New Delhi, Penguin.
- Parel, Anthony (ed.). (1997), *Gandhi, Hind Swaraj and Other Writings*, Cambridge, Cambridge University Press.
- Parel, Anthony (ed.). (2000), *Gandhi, Freedom and Self Rule*, New Delhi, Vistaar.
- Sharp, Gean (1973) *The Politics of Nonviolent Action*, Boston.
- Thomas Pantham, (1995) *Political Theories and Social Reconstruction: A Critical Survey of the Literature on India*, Delhi

	MAHATMA GANDHI UNIVERSITY
	Name of course - Making of Modern Kerala

School Name	School of Gandhian Thought and Development Studies		
Programme	MA Gandhian Studies		
Course Name	Making of Modern Kerala		
Type of Course	Core		
Course Code	GDM21C07		
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/Instructional 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		

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- Sakthan Thampuran- 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 – Sahodaran Ayyappan- Pandit Karuppan- K.P Vallon – Vagbhatananda-Poykayil Yohannan - 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 	

<ul style="list-style-type: none"> • 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 	

Mode of Transaction	<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>
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Mode of Assessment	Internal Assessment
	<p>40. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>41. Book review – every students to review a seminal work on Alternative Education and submit a report (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. 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 Marks)</p> <p>Semester End examination (60 Marks)</p>

Suggested Reading List

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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		
Course Name	Understanding World Religions: Buddhism and Jainism		
Type of Course	Core		
Course Code	GDM21C08		
Course Summary & Justification	<p>The course enables learners to analyse and understand religion from the point of view of religious studies. It would also enable students to reflect upon religion as a significant social and cultural phenomenon and study the vital textual, ritualistic, and ideological underpinnings and assumptions. The course is carefully designed to steadily cultivate an anthropological and sociological attitude necessary for studying religion and approach religion from the standpoint of the present. It will enable learners to approach theological and spiritual aspects of particular religions, not as passive believers but from an academic perspective. The course, therefore, is designed to cultivate critical thinking among learners in the studies of religion</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	Language Skills, Curiosity and a Positive Attitude		

COURSE OUTCOMES

CO No.	Expected Course Outcome	Learning Domains	PS O N
	Upon completion of this course, students will be able to		
1	List: and Remember some of the concerns of Buddhism and	Remember	1
2	Explain and Understand the Historical Development of these	Understand	3
3	Make Use of: A Comparative Approach to Religious Studies	Apply	3
4	Categories: and Analysis Based on Insight from a	Analyse	7

5	Assess: Evaluate Using a Comparative Approach	Evaluate	7
6	Judge: To Evaluate Using the Insights Gained from a	Evaluate	7
7	Solve Using Critical Reflection	Evaluate	3

Module 1. Introduction

15Hrs

- The Difference between Religious Studies and Theology
- Sociology of Religious:
- Functionalism
- Symbolic interactionism
- Conflict theory

Module 2. Anthropological Study of Customs and Rituals

10Hrs

- Comparative Framework for the Study of Religions
- Assumptions of an Anthropological Study
- The Concept of Culture
- The Holistic Approach
- Cultural Relativism
- Worldview and the Nature of Myth
- What Is a Symbol?
- Sacred Time and Space: The Meaning of Time
- The Symbolism of Music and Dance
- Fieldwork and Ethnography

Module 3. Buddhism

24Hrs

- Historical Introduction: The Buddha
- Four Noble Truths: The Buddha's Teachings
- The Buddhist Theory of Reality
- The Twelffold Chain and Dependent Arising
- Nagarjuna, Emptiness, and Patterns in Emptiness
- The Buddhist Theory of Knowledge
- The Analysis of the Mind: Perception and Conception
- Nāgārjuna and the Theory of Causation
- Karma, and Its Social Context
- Ignorance and Wisdom: The Path to Salvation
- Cognition, Language, and Nirvana
- The End of the Teachings

Module 4. Jainism

23Hrs

- Jaina Tradition: Sources, Antiquity and Salient Features.
- Mahāvīra and the Origins of Jainism
- The Jain theory of Reality
- The Jain Theory of Knowledge


- Five types of Knowledge (Jnan)
- The Problem of Existence and Substance.
- The Jain Doctrines of Relativity: A Philosophical Analysis
- Three Jewels and Jaina Ethics
- The Conception of Soul and Liberation

Pedagogic Methods	Lecture Student Presentations Group discussions Article writing
Mode of Assessment	<p>Internal Assessment</p> <p>44. Internal Test – (20 Marks)</p> <p>45. Book review – Every Student should Review a Work in a Subject Studied as Part of the Course and Submit a Report (10 Marks)</p> <p>46. Seminar Presentation – (10 Marks)</p> <p>Semester End Examination (60 Marks)</p>

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	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	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.		
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 Practice of Yoga ● Natural Way of Living ● Therapeutic Applications 	
Module 4 – Gandhian perspective of healthy living	17Hrs

- 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

<p>Mode of Transaction</p>	<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 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>47. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>48. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks)</p> <p>49. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>50. 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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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.
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	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 be able to;</i>		
1	Explain the relationship between education and development	Understand	1
2	Appraise the post independence history of education in	Evaluate	3

	India		
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

<p>Mode of Transaction</p>	<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> <p>Assignments: Students will prepare problem based assignments based on relevant themes on education and development</p>
<p>Mode of Assessment</p>	<p>Internal Assessment</p> <p>51. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>52. Assignment – every students need to submit an assignment on a relevant issues related to education and development (10 Marks)</p> <p>53. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>54. 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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	MAHATMA GANDHI UNIVERSITY		
	Name of course - Introduction to Indian Philosophy		
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies		
Course Name	Introduction to Indian Philosophy		
Type of Course	Elective		
Course Code	GDM21E08		
Course Summary & Justification	<p>This course is designed as an introduction to the different philosophical traditions developed in the Indian Sub-Continent. It introduces students to the five Orthodox schools and the Charvaka School. It would complement the core course titled “Understanding World Religions: Buddhism and Jainism” for those who would like to engage further in Indian Philosophy. The course is designed to develop a comparative perspective in understanding different systems of thought that originated in the Indian Sub-Continent.</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	Language Skills, Curiosity, and a Positive Attitude		

CO No.	Expected Course Outcome	Learning	PSO No.
	Upon completion of this course, students will be able to;		
1	List and Remember some of the Philosophical Traditions in India	Rememb	1
2	Explain and Understand the History of these Philosophical	Understa	3
3	Make Use of These Philosophical Traditions to Study Analysis	Apply	3
4	Categories them Based on their Philosophical Assumptions.	Analyse	7
5	Assess Using a Comparative Approach	Evaluate	7
6	Judge Using the Insights Gained through a Comparative Study	Evaluate	7
7	Solve Using Critical Reflection	Evaluate	3

Origins of Indian Philosophy: The Vedas & The Upanishads 16Hrs

Four Basic Criteria for Understanding Indian Philosophy: Artha, Dharma, Kama, and Moksha. Orthodox and Heterodox Schools. The Interpretative Tradition: Vedas, Upanishads, Brahmanas, Bhashya. Three faces of Vedanta: Shankaracharya, Ramanujacharya, and Madhvacharya. Bhartrhari and the Linguistic Tradition; *Sabda-Advaita* and the Theory of *Sphoṭa*.

Samkhya and Yoga Philosophy (Dualism) 14Hrs

Introduction; Theory of Reality; Metaphysics; Theory of Causation; Prakṛti/Purusa; Evolution; Epistemology: Perception (Pratyaksha), Inference (Anumana), Hearing (Shabda). The Yoga Sūtra of Patañjali; Psychology of Yoga; The Eight-Fold Yoga; Bondage and Liberation.

Nyaya or Logical & Analytic Philosophy 14Hrs

Introduction; Theory of Reality; Epistemology: Perception (Pratyaksha); Inference (Anumāna); Comparison (Upamāna); Testimony (Sabda). Theory of Causation (Asatkāryavāda); Self and Liberation; The Concept of God.

Mimamsa or Critical Philosophy 14Hrs

Introduction; Theory of Reality; Epistemology; Validity of Knowledge; Sources of Valid Knowledge (Pramāna). Perception; Inference; Comparison; Verbal; Testimony; Postulation (Arthapatti); Non-apprehension (Anupalabdhi). Theories of Error (Khyativāda): Akhyativāda; Anirvacaniya; Khyativāda; Viparitakhyativāda. Metaphysics; Theory of Causation; Nature of Self; God and Liberation.

Vaisesika Philosophy (Atomism) and Charvaka Materialism 14Hrs

Introduction; Theories of Reality; Epistemology; Metaphysics and the Categories. Substance (Dravya); Quality (Guṇa); Action (Karma);

Generality(Sāmānya); Particularity(Vaiśeṣa); Inherence(Samavāya); Non-existence(Abhāva).Epistemology; The Concept of God; Bondage andLiberation.

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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- Sharma, C. (1964) *A Critical Survey of Indian Philosophy*, Delhi: Motilal Banarasidass Publication.
- Shastri, D N (1976), *The Philosophy of Nyaya-Vaisesika and its Conflict with the Buddhist Dignaga School*, Delhi: Bharatiya Vidya Prakashan.
- Swan, Liz Stillwaggon (2011), *Yoga: Philosophy for Everyone, Bending Mind and Body*, Chichester: John Wiley & Sons, Inc.

	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.
	<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	Understand	3

	modernity.		
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	19 hrs
<ul style="list-style-type: none"> • Hermeneutical engagement with Gandhi's writing • Reading <i>Hind Swaraj</i> 	

<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>55. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>56. Book review – every student has to prepare a review of a major work related to the course and submit it (10 Marks)</p> <p>57. 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>58. 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>

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- Gandhi, Leela (2019). *Postcolonial Theory: A Critical Introduction (Second edition)*, New York: Columbia University Press.
- Gandhi, M. K. (1910) *Hind Swaraj* (text available online)
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- Rudolph, Lloyd I. (2009) & Rudolph Susanne Hoeber. *Postmodern Gandhi and Other Essays*, Oxford: OUP.
- Roderigues, Valerian (2011). Reading Texts and Traditions: The Ambedkar-Gandhi Debate, *Economic and Political Weekly*, Vol.46, No.2 (January 8-14), 2011. pp.56-66.
- Roy, Arundhati (2014). "The Doctor and the Saint". Introduction to *The Annihilation of Caste*, New Delhi: Navayana.
- 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.
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	MAHATMA GANDHI UNIVERSITY	
	Name of course - Cultural Heritage of India	

School Name	School of Gandhian Thought and Development Studies		
Programme	MA Gandhian Studies		
Course Name	Cultural Heritage of India		
Type of Course	Elective Course		
Course Code	GDM21E10		
Course Summary & Justification	<p>This course is designed as an Elective course for the first Semester PG Programme. Culture is the way a person, or a group of people, lives, thinks, feels, organises, and celebrates life. This course helps the learner to understand Culture and its many facets. It also helps the learner to identify the concrete and intangible components of culture. Literature, music, dancing, sculpture, architecture, and other art forms are all produced by culture, as are the myriad organisations and institutions that keep civilization running smoothly. This course also provides the learner with ideas, beliefs, and values. A cultural heritage is a collection of cultural traits or values passed down from generation to generation. Intellectual achievements, philosophy, knowledge delight, scientific breakthroughs, and discoveries are all examples of heritage.</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	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	Classify the concepts and notions of culture	Remember	1
2	List the basic elements of culture	Understand	3
3	Categorize the ancient, medieval and modern systems and traditions in Indian Culture	Apply	3
4	Critically assess the impact of other cultures on Indian Culture	Analyse	7
5	Appraise the legacy of British Rule	Evaluate	7
6	Formulate contemporary concepts of culture	Create	7

COURSE CONTENT

Module 1 – Meaning and Concepts of Culture	12 hours
<ul style="list-style-type: none">• Traditional and Modern concepts of Culture• Notions of Culture in textual tradition• Anthropological, archaeological and sociological understanding of the term culture• Elements of Culture• culture and civilization.• Historiography and approaches to the study of Indian Culture• Sources for the Study of Indian Culture	
Module 2 – Pre Vedic and Post Vedic Period	30 hours
<ul style="list-style-type: none">• Indus Valley Civilization• Vedic and post-Vedic Period• Early Vedic and later Vedic ideas and institutions: social, religious, economic, political and scientific.• Post Vedic– Religious Movements and emergence of state• Shramana traditions- Buddhism, Jainism, Ajivikas and other sects.• Education system and centres– Nalanda, Taxila and Kashi.	

Module 3 – Caste, Religion and Philosophy	20
<ul style="list-style-type: none"> • The caste system • Schools of Philosophy • Greek influence on India culture • Christianity in India • Hindu revivalism • The Bhakti movement – Sankara , Ramanuja, Madhava and Vallabhacharya • Bhakti cult a reformative movement • Advent of Islam – Muslim Impact on Indian Society and culture • Medieval Bhakti movement- Guru Nanak , Mirabai, Ramdas • Sufism, Sikhism 	
Module 4 – Western Impact on Indian Culture	10 Hrs
<ul style="list-style-type: none"> • Introduction of Western Education • Social and Cultural awakening and social reform movements • Emancipation of women and struggle against Caste. • Rise of Indian Nationalism • Mahatma Gandhi – Nonviolence and Satyagraha • Eradication of untouchability • Legacy of British rule. 	

Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Cultural Heritage of India</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>
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	<p>Seminar: Learners will undertake thematic/topical study from various topics on Cultural Heritage, 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 Cultural Heritage of India could be identified and conduct of Field visit to make a detailed report.</p>
Mode of Assessment	<p>Internal Assessment</p> <p>59. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>60. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks)</p> <p>61. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>62. Field visit report – each student shall individually or in group visit an institution or area which demonstrated Cultural Heritage of India and prepare a report (10 Marks)</p> <p>Semester End examination (60 Marks)</p>

Suggested Reading List

Ali, Daud, Courtly Culture and Political Life Early Medieval India, Cambridge University Press, 2011

Allchin, Bridget and Raymond Allchin, The Rise of Civilization in India and Pakistan, Penguin, 1983

Basham, A. L., The Wonder that was India

Chakravarti, Dilip K., The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Oxford, 2006

Chakravarti, Ranabir, Exploring Early India up to c.AD 1300, Primus Books, 2016

Chakravarti, Uma, Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanaas of ‘Ancient’ India, Tulika Books, 2006

Chakravarti, Uma, Social Dimensions of Early Buddhism. Delhi: Oxford University Press, 1987

Cohn, Bernad S., Colonialism and Its Forms of Knowledge: The British in India, New Delhi: Oxford University Press.

Habib, Irfan & Jha, Vivekanand, Mauryan India (A People's History of India, Vol. 4), Tulika, 2004

Habib, Irfan & Thakur, Vijay Kumar, The Vedic Age (A People's History of India, Vol. 3), Tulika, 2003

Habib, Irfan Prehistory (A People's History of India, Vol. 1), Tulika, 2001

Habib, Irfan, The Indus Civilization (A People's History of India, Vol. 2), Tulika, 2002

Inden, Ronald, Imagining India, Oxford: Oxford University Press, 1990

Irfan, Habib, Post-Mauryan India: A Political and Economic History, (A People's History of India, Vol. 6), Tulika, 2012

Jafri, S. Z. H., Recording the Progress of Indian History, Primus Books, Delhi, 2012

Kaul, Shonaleeka, Imagining the Urban: Sanskrit and the City in Early India, Permanent Black, 2010

Kejariwal, O. P., The Asiatic Society of Bengal and the Discovery of India's Past 1784-1838, Delhi: Oxford University Press, 1988

Lahiri, N., Ashoka in Ancient India, Permanent Black, 2015

Olivelle, Patrick ed., Between the Empires: Society in India, 300 BCE to 400 CE. Oxford and New York: Oxford University Press, 2006

Pollock, Sheldon, Literary Cultures in Pre-Modern South Asia: Sanskrit, Culture and Power in Pre-Modern India. Delhi: Permanent Black, 2007

Ramaswamy, Vijaya ed., Devotion and Dissent in Indian History, Cambridge/Foundation, 2014

Ratnagar, Shereen, Encounters: The Westerly Trade of the Harappans. Delhi: Oxford University Press

Ratnagar, Shereen, Enquiries into the Political Organisation of the Harappans. Pune: Ravish, 1991

Ratnagar, Shereen, Understanding Harappa: Civilization in the Greater Indus Valley. New Delhi: Tulika, 2001

Roy, Kumkum, The Emergence of Monarchy in North India. Delhi: Oxford University Press, 1994

Sahu, Bhairabi Prasad, Society and Culture in Post-Mauryan India (A People's History of India, Vol. 7), Tulika, 2015

Sharma, R. S., *Aspects of Political Ideas and Institutions in Ancient India*, Motilal Benarsidass, 1996

Singh, Upinder ed., *Rethinking Early Medieval India: A Reader*, Oxford, 2011

Singh, Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson Longman, 2008

Singh, Upinder, *Political Violence in Ancient India*, Harvard, 2017

Skalnik & Classen, *The Early State*, Mouton, The Hague, 1978

Srimali, Krishna Mohan, *The Age of Iron and the Religious Revolution, c. 700- c. 350 BC*, (A People's History of India, Vol. 3A), Tulika, 2007

Subbarayalu, Y., *South India Under the Cholas*, Oxford, 2012

Subrahmanyam, Sanjay, *Europe's India: Words, People, Empires, 1500-1800*, Harvard University Press, 2017

Thapar, Romila, *Ashoka and the Decline of the Mauryas*, Oxford

Thapar, Romila, *Readings in Early Indian History*, Oxford, 2013

Thapar, Romila, *Readings in Early Indian History*, Oxford, 2013

Thapar, Romila, *Readings in Early Indian History*, Oxford, 2013

Thapar, Romila, *The Past and Prejudice*, Delhi: National book Trust, 1975

Thapar, Romila, *The Penguin History of Early India: From the Origins to AD 1300*, Penguin Books, 2002

Theodore De Bary, *Sources of Indian Tradition*, vol. 1, Various Edns.

Trautmann, Thomas R. ed., *The Aryan Debate*. Delhi: Oxford University Press, 2005


Veluthat, Kesavan and Davis, Donald R., *Irreverent History: Essays for M.G.S. Narayanan*, Primus Books, 2014

Veluthat, Kesavan, *The early Medieval South India*, Oxford, 2009

Wagle, Narendra, *Society at the Time of the Buddha*, Bombay, Popular Prakashan, 1995

Warder, A. K., *History of Indian Buddhism*. Delhi: Motilal Benarsidass, 2000

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	20 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</p>
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	<p>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> <p>63. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>64. Book review – every student has to prepare a review of a major work related to the course and submit it (10 Marks)</p> <p>65. 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>66. 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 - Peace and Conflict Resolution Studies		
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies and M A Development Studies		
Course Name	Peace and Conflict Resolution Studies		
Type of Course	Core		
Course Code	GDM21C10		
Course Summary & Justification	The major intention of this course is to strengthen the students' understanding of key issues related to the theories of peace and conflict and practices of peace-building. The course also aims to develop the ability of students to independently analyse major sources of violence and conflict in each society.		
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 peace, conflict and conflict resolution.		

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 ideas and concepts related to the field of peace studies and conflict resolution,	Remember	1
2	explain different approaches to the understanding of peace and conflict, conflict prevention, management and transformation.	Understand	3
3	make use of different methods and skills in peacebuilding	Apply	3
4	Categorise different methods in conflict resolution.	Analyse	7
5	assess the strength and weakness approaches in conflict resolution.	Evaluate	7

6	judge How efficiently each approach in peacebuilding works in conflict zones.	Evaluate	7
7	Solve real life issues that people encounter in conflict zones.	Evaluate	3

COURSE CONTENT

Module 1 – Defining Concepts	10 hours
<ul style="list-style-type: none"> • Meaning and Dimensions of Peace • Negative and Positive Peace • Peace Studies, Peace Education-Origin, Various Approaches • Peace Building & Peace keeping 	
Module 2 –World View of Non-Violence	27 ours
<ul style="list-style-type: none"> • Gandhian Approach to Peace • World View of Non-Violence • Practical and Theoretical Aspects of Ahimsa • Conflict Prevention, Management and Transformation 	
Module 3 – Development, Peace and Violence	20
<ul style="list-style-type: none"> • Displacement • State and Violence • Resistance and New Social Movements • Critique of ‘Security’ • Biopolitics 	
Module 4 – Gender, Caste and Peace	21 Hrs
<ul style="list-style-type: none"> • Sexuality and Violence • Patriarchy and Violence • Domestic violence • Women’s Human Rights • Caste Hierarchy and Violence 	


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>
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	<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>67. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>68. Book review – every student has to prepare a review of a major work related to the course and submit it (10 Marks)</p> <p>69. 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>70. 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

1. Adebajo, Adekeye and Sriram, Chandra Lekha, *Managing armed conflicts in the 21st century* (London: Frank Cass, 2001)
2. Agamben, Giorgio, *State of exception* (Chicago: University of Chicago Press, 2005)
3. Birgit Brock-Utne, *Feminist Perspectives on Peace and Peace Education* (New York: Pergamon, 1989).
4. Chhabra, Satbeer. *Gender Perspectives in Peace Initiatives: Opportunities and Challenges*, (New Delhi: 2006).
5. Galtung , Johan, *Essays in Peace Research Vol 1-5*, (Copenhagen, Christian Eljiers)
6. Galtung, Johan, "Cultural Violence" *Journal of Peace Research*, 27, 3, 1990.
7. John, M.S, " Understanding Peace Education", *Gandhi Marg*, 1990
8. John, M.S, " Concepts and a Approaches to Peace", *Gandhi Marg*, 1993
9. Rita Manchanda (ed.) *Women, War and Peace in South Asia* (New Delhi: Sage, 2001).
10. Berdal, Mats R., *Building peace after war* (Abingdon: Routledge, 2009).
11. Brown, Michael E. *Ethnic conflict and international security*, (Princeton, N.J: Princeton University Press, 1993)
12. Darby, John and Mac Ginty, Roger, *Contemporary Peacemaking: conflict, peace processes and post-war reconstruction*. 2nd ed. (Basingstoke: Palgrave Macmillan, 2008).

13. Dean, Mitchell, *Governmentality: power and rule in modern society*, (London: Sage Publications, 1999).
14. Francis, Diana, *Rethinking war and peace*, (London: Pluto, 2004).
15. Holbrooke, Richard C., *To end a war*, (New York: Modern Library, 1999).
16. Zartman, I. William and Rasmussen, J. Lewis, *Peacemaking in international conflict: methods and techniques*, (Washington, D.C.: United States Institute of Peace Press, 1997).

	MAHATMA GANDHI UNIVERSITY		
	Name of course - Gandhian Economic Thought and Development		
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	M A Development Studies		
Course Name	Gandhian Economic Thought and Development		
Type of Course	Core		
Course Code	GDM21C11		
Course Summary & Justification	<p>The course Gandhian Economic Thought and Development (GETD) is designed to analyse and interpret Gandhian's view of human-centred economic growth and development, and its significance to the neoclassical economic outlook for modern growth. As this course is primarily aimed at students who specialize in Gandhian studies, in this course we extensively cover all dimensions of economic thinking and its related theories to understand how Gandhi's economic prospects conflict with and complement the various development perspectives. The course is made up of five modules. The first module focuses on the different schools of economic thought that allow students to distinguish and analyse the economic principles of Gandhi. The second module looks at the fundamentals of Gandhi's economic thinking. The third module looks at the key sources of Gandhi's economic principles. The fourth module analyses the economic circumstances and context in which the Gandhian school of economic thought emerged and became popularised in India during the post-independence period. The last module presents alternative development perspectives in the modern economy that complement Gandhi's economic visions for development.</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	None		

Expected Course Outcomes (COs)

After the course student will be able to:

No.	Expected Course Outcome	Learning Domains	PSO No.
01	Demonstrate the underlying principles of various schools of economic thought to distinguish how the Gandhian economy contradicts them.	Analyse	2
02	Describe the economic circumstances and context in which Gandhian school of economic thought emerged and was popularized.	Analyse	2
03	Describe the core principles of Gandhian school of economic thought	Understand	
04	Explain the main sources of Gandhi's economic outlook.	Understand	8
05	Demonstrate the importance and application of Gandhian economic thought in today's global economy.	Analyse	2

Module 1. Economic basis to understand and analyze Gandhian outlook on economic development.

- Introduction to economic thought in ancient civilizations such as India, China, Middle East and Europe.
- Mercantilism and Cameralism
- The Natural Law-Natural Rights Tradition
- Cantillon, Turgot and the Physiocrats
- Classical approach to economic growth and practice.
- Marxian perspective on development
- Marginalism and neoclassical economics
- Schumpeterian perspectives on capitalism

Module 2. Pillars of Gandhian school of economic thought.

- Sarvodaya
- Bread Labour
- Swadeshi
- Trusteeship
- Village industrialism and cottage industries
- Appropriate technologies
- Decentralisation

Module 3. How Gandhi envisioned his philosophies of economics.

- The book by John Ruskin entitled "Unto This Last"
- Henry David Thoreau's theory and technique of Nonviolent Resistance (Satyagraha)
- Works by Leo Tolstoy.
- Underlying principles in Hinduism, Jainism and Bhagavat Gita.
- Dadabhai Naoroji's writings on poverty.
- Romesh Chunder Dutt's writings about imperialism, land tax and famines.
- Ram Mohan Roy's views about social and economic reform and modernization.
- The concepts of Satish Chandra Mukherjee about rural communitarianism.
- Gopal Krishna Gokhale's economic prospects for growth and wellbeing.

Module 4. The economic circumstances and context in which Gandhian school of economic thought emerged and was popularized.

- Impact of colonialism in India's economy.
- Land, labour, agriculture and agrarian relations in India during independence.
- Technology Choices in India during British rule.
- Nonviolent economic perspectives based on Gandhian philosophy by Gandhi's successors.
- Case study on the contribution of Vinoba Bhave, J C Kumarappa and E F Schumacher in universalising Gandhian economic philosophies.

Module 5. Significance of Gandhian economic thought and their application in the current globalized economy.

- Failure of growth-centred development policies and growing economic inequality.
- Steady State Economy
- Degrowth and deindustrialization
- Green Growth
- Alternative methods for evaluating economic growth - Gross National Happiness (GNH), Green GDP, Adjusted Net Savings (ANS), Genuine Progress Indicator (GPI); Better Life Index (BLI); Happy Planet Index (HPI)
- Human Capabilities Approach
- Social Safety Nets and Redistribution of Wealth

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.

Chacko, K. C. (1986). *Metaphysical Implications of Gandhian Thought*. Mittal Publications.

Corbridge, S. (2002). Development as freedom: the spaces of Amartya Sen. *Progress in Development Studies*, 2(3), 183-217.

Daly, H. E. (2007). *Ecological economics and sustainable development*. Edward Elgar Publishing.

Dasgupta, A. K. (1996). *Gandhi's economic thought*. Routledge.

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Dasgupta, S. (1989). The Core of Gandhi's Social and Economic Thought. In *Gandhi's Significance for Today* (pp. 189-202). Palgrave Macmillan, London.

Diwan, R. (1982). The economics of love; or An attempt at Gandhian economics. *Journal of Economic Issues*, 16(2), 413-433.

Dugger, W. M. (1982). An Ayresian view of Gandhian economics. *Journal of Economic Issues*, 16(2), 441-444.

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Govindu, V. M., & Malghan, D. (2005). Building a creative freedom: JC Kumarappa and his economic philosophy. *Economic and Political Weekly*, 5477-5485.

Gruzalski, B. (1999). Beyond Growth: The Economics of Sustainable Development. *Environmental Ethics*, 21(1), 93-96.

Gudavarthy, A. (2008). Gandhi, Dalits and Feminists: Recovering the Convergence. *Economic and Political Weekly*, 83-90.


Gupta, S. S. (1994). *Economic Philosophy of Mahatma Gandhi* (Vol. 10). Concept Publishing Company.

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Heilbroner, R. L., Veblen, T., Marx, K., Keynes, J. M., Smith, A., Ricardo, D., & Malthus, T. R. (1969). *The worldly philosophers: The great economic thinkers*. Allen Lane The Penguin Press.

- Iyengar, S. (2005). *Gandhi's Economic Thought and Modern Economic Development: Some Reflections*. Centre for Social Studies.
- Kaur, A., & Singh, B. (2015). Relevance of Gandhian economic thought: an appraisal. *International journal of advanced Research in management and social sciences*, 4(1), 115-123.
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- Kothari, A., Demaria, F., & Acosta, A. (2014). Buen Vivir, degrowth and ecological Swaraj: Alternatives to sustainable development and the green economy. *Development*, 57(3), 362-375.
- Kumarappa, J. C. (1946). The Gandhian approach to economics. *India Quarterly*, 2(4), 352-360.
- Kumarappa, J. C. (1951). *Gandhian economic thought*. AB Sarva Seva Sangh Prakashan.
- Lindley, M. (2007). *JC Kumarappa: Mahatma Gandhi's Economist*. Popular Prakashan.
- Mahajan, O. P. (1986). Gandhian Economic Theory. *Indian Economic Journal*, 33(4), 174.
- Mishra, S. N. (1969). A model of Gandhian economy. *Indian Economic Journal*, 17(1), 101.
- Misra, O. P. (1995). *Economic thought of Gandhi and Nehru: a comparative analysis*. MD Publications Pvt. Ltd..
- Molotch, H. (1998). Beyond growth: The economics of sustainable development. *Contemporary Sociology*, 27(3), 254.
- Muraca, B. (2012). Towards a fair degrowth-society: Justice and the right to a 'good life' beyond growth. *Futures*, 44(6), 535-545.
- Naidu, M. V. (1987). Gandhian Perspectives and Modern Ideologies on Industrialism. *Peace Research*, 33-45.
- Naidu, M. V. (2006). Gandhian Views on the Fundamentals of the Industrial State. *Peace Research*, 38(2), 3.
- Naidu, M. V. (2006). Gandhian " Practical-Idealism": Nonviolence. *Peace Research*, 38(2), 35-69.
- Ninan, A. S. (2009). Gandhi's technoscience: sustainability and technology as themes of politics. *Sustainable Development*, 17(3), 183-196
- Nussbaum, M. C. (2001). *Women and human development: The capabilities approach* (No. 3). Cambridge University Press.
- O'Neill, D. W. (2012). Measuring progress in the degrowth transition to a steady state economy. *Ecological economics*, 84, 221-231.
- Pandey, J. (1988). Democratic Ideal State and The Hind Swaraj. *The Indian Journal of Political Science*, 49(1), 40-46.
- Rivett, K. (1959). The economic thought of Mahatma Gandhi. *The British Journal of Sociology*, 10(1), 1-15.

- Rohmetra, S. (2011). Market Economy and Gandhian Ethics. *The Indian Journal of Political Science*, 627-634.
- Rosen, G. (1982). Gandhian economics: A Schumpeterian perspective. *Journal of Economic Issues*, 16(2), 435-438.
- Santos, T. D. (1970). The structure of dependence. *The American Economic Review*, 60(2), 231-236.
- Schumacher, E. F. (2011). *Small is beautiful: A study of economics as if people mattered*. Random House.
- Schumpeter, J. A. (2006). *History of economic analysis*. Routledge.
- Sengar, B. K. (2001, January). Gandhian approach to tribals. In *Proceedings of the Indian History Congress* (Vol. 62, pp. 627-636). Indian History Congress.
- Wadia, P. A. (1947). The Gandhian approach to economics. *India Quarterly*, 3(2), 167-170.

	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	13 hours
<ul style="list-style-type: none"> • Nature, Definitions, Characteristics • Social Change, Equity and Social Justice • Structural determinants 	
Module 2 – Types of Social Movements	31 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	11 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 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 visit to make a detailed report.</p>
Mode of Assessment	<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 Social</p>

	<p>Movement and prepare a report (10 Marks)</p> <p>Semester End examination (60 Marks)</p>
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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 Past: 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 - 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	GDM21E12		
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	
04	Assess Contemporary issues and Challenges of	Evaluate	8

	implementation of decentralized governance and development.		
05	Judge Panchayat raj system and its operation at grassroots level	Evaluate	2
06	Suggest appropriate remedies for issues in decentralized planning and development in Kerala Context	Create	

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- Kudumbrasree, 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
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.

Burns, Danny et al. (1994): *The Politics of Decentralization: Revitalizing Local Democracy*, London: Macmillan.

Chaturvedi, T.N. and Abhijit Datta (1984): *Local Government*, New Delhi: IIPA. Concept.

Devas, Nick (2004): *Urban Governance Voice and Poverty in the Developing World*, New York: George, Jose (2003): *Decentralized Administration and Participatory Planning in Kerala*, Mumbai: Himalaya Publishing House.

Golahait, S.B. (2010): *Rural Development Programmes in India: Problems and Prospects*, New Delhi: Altar.

Hooja, Rakesh and K.K. Parnani (eds.) (2006): *Development Administration and Rural Development*, New Delhi: Aalekh.

Isaac, T.M.Thomas (2000): *Local Democracy and Development: People's Campaign for Decentralized Planning in Kerala*, New Delhi: Leftword.

Jain, Gopal Lal (1997): *Rural Development*, New Delhi: Mangaldeep.

Jain, S. P. (ed.) (2001): *Emerging Institutions for Decentralized Rural Development*, Hyderabad: NIRD.

Maheshwari, S R (1984): *Local Government in India*, New Delhi: Orient Longman.

Manohar K. Murali, Seetharama Rao and Janardhan Rao (ed.) (1994): *Political Economy of Rural Development*, New Delhi: Kanishka.

Misra, Harekrishna (2011): *Governance of Rural Information and Communication Technologies: Mohanty, Manoranjan, et al. (eds.) (2007): Grassroots Democracy in India and China*, New Delhi: Sage.

Narasaiah, Lakshmi (2003): *Approaches to Rural Development*, New Delhi: Discovery.

Narayana, E.A. (1990): *Voluntary Organizations and Rural Development in India*, New Delhi: Palgrave MacMillan.

Oakley Peter, et. al (1984): *Approaches to Participation in Development*, Geneva: ILO.

Oakley, Peter (1991): *Projects with People: The Practice of Participation in Rural Development*, Geneva: ILO.

Opportunities and Challenges, New Delhi: Academic Foundation.

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.

Singh, Katar (2009): *Rural Development: Principles, Policies and Management*, New Delhi: Palgrave MacMillan.

Singh, Satyajit and Pradeep Sharma (2007): *Decentralization: Institutions and Politics in Rural India*, New Delhi: Oxford University Press.

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

	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 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	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: Harperand 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
Caste and colonialism caste and nationalist movement Major perspective on caste – Gandhi, Lohya and Ambedkar Anti brahmin movement Rise of lower caste movements -Phule and periyar Caste and post independent India – Reservation Ambedkar movement	

Module 3 – Caste and identity politics	17 hrs
<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>	
Module -4 Intersections of Caste Gender Sexuality	10 Hrs
<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 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 , issues of representation</p> <p>Dalit movements – major interventions and initiatives</p> <p>Dalit women interventions</p>	

<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>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 (15 Marks)</p> <p>77. 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*, Kolkata: 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.

Shah, Ghanshyam, Caste and Democratic Politics in India, New Delhi: Permanent Black, 2002.

Shah, Ghanshyam, Social Movements in India, New Delhi: Sage, 2004.

Sheth, D.L., 'The Future of Caste in India: A Dialogue', Contributions to Indian Sociology, n.s., 25: 2, 1991.

Srinivas, M.N., Caste in Modern India and Other Essays, London: Asia Publishing House, 1962.

Srinivas, M.N., Social Change in Modern India, Berkeley and Los Angeles: University of California Press, 1966.

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.

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

Buhler, George, *The Laws of Manu*, Oxford: Clarendon Press, 1880.

Cohn, Bernard S., 'The Census, Social structure and Objectification in South Asia', in his *An Anthropologist among the Historians and Other Essays*, Delhi: Oxford University Press, 1990.

Constable, Philip, 'Early Dalit literature and culture in late nineteenth-early twentieth century Western India', *Modern Asian Studies*, vol. 31, no. 2, 1997

Deliege, R., 'Replication and consensus: Untouchability, caste and ideology in India', *Man*, 27: 1, 1992. Deliege, Robert, 'The myths of origin of the Indian untouchables', *Man*, 28: 3, 1993.

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.

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Juergensmeyer, Mark, *Religion as Social Vision: The Movement against Untouchability in the 20th Century Punjab*, Berkeley and Los Angeles: University of California Press, 1982.

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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.

Menon, Dilip, *Caste, Nationalism and Communism in South India: Malabar 1900- 1948*, Cambridge: Cambridge University Press, 1994

Mishra, S.N., *Facets of Dr. Ambedkar*, IIPA Publication, 2004.

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Nigam, Aditya, 'Mandal Commission and the Left', *Economic and Political Weekly*, December 1-8, 1990. Omvedt, Gail, *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*, New Delhi, Thousand Oaks, London: Sage, 1994.

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Quigley, Declan, *The Interpretation of Caste*, Oxford: Clarendon, 1993.

Robb, Peter, ed., *Dalit Movements and the Meanings of Labour in India*, Delhi: Oxford University Press, 1993.

Shah, Ghanshyam, *Caste and Democratic Politics in India*, New Delhi: Permanent Black, 2002. Shah, Ghanshyam, *Social Movements in India*, New Delhi: Sage, 2004.

Sheth, D.L., 'The Future of Caste in India: A Dialogue', *Contributions to Indian Sociology*, n.s., 25: 2, 1991. Srinivas, M.N., *Caste in Modern India and Other Essays*, London: Asia Publishing House, 1962.

Srinivas, M.N., *Social Change in Modern India*, Berkeley and Los Angeles: University of California Press, 1966.

	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	Apply	3

	understanding of media violence.		
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	28 ours
<ul style="list-style-type: none"> ● The Idea of Genocide ● Urban Violence ● Gender 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 	
Module 4 – Reading of Chapters from Select Works	22 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 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>78. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>79. Book review – every student has to prepare a review of a major work related to the course and submit it (10 Marks)</p> <p>80. 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>81. 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>

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: Verso.

Collins, Randall (2008). *Violence: A Micro-Sociological Theory*, Oxford and Princeton: Princeton University Press.

- Das, Veena and Nandy, Ashism (1985). "Violence, Victimhood and the Language of Silence", *Contributions to Indian Sociology*, 19 (1), pp.177-195.
- Das, Veena, Kleinman, Arthur, Ramphela, Mamphela and Reynolds, Pamela (eds.) (2000). *Violence and Subjectivity*, New York: University of California Press.
- Guru, Gopal (2011). *Humiliation: Claims and Context*, New Delhi: Oxford University Press.
- Kleinman, Arthur, Das, Veena and Lock, Margaret M. (eds.) (1997). *Social Suffering*, New York: University of California Press.
- Potter, W. James (1999), *On Media Violence*, Thousand Oaks, London and New Delhi: Sage Publications.
- Schmidt, Bettina E and Schroder, Ingo W. (2001). *Anthropology of Violence and Conflict*, London, New York: Routledge.
- Zizek, Slavoj (2008) *Violence*, London: Picador.

	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 Domains	PSO No.
	Upon completion of this course, students will be able to;		
1	List: and Remember some of the Ruptures in Philosophy	Remember	1
2	Explain: and Understand the Genealogy of Rupture	Understan	3

3	Make Use of: A Comparative Approach to Gain Insight	Apply	3
4	Categories: and Analysis based on their Philosophical	Analyse	7
5	Assess and Evaluate: Using a Comparative Approach	Evaluate	7
6	Judge: Using the Insights Gained through a Comparative	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

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*.

<p>Pedagogic Methods</p>	<p>Lecture Student Presentations Group discussions Article writing</p>
<p>Mode of Assessment</p>	<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	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.		
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		

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	Remember	1

	welfare Society		
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 – Varnashramadharm ● 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> <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>
Mode of Assessment	<p>Internal Assessment</p> <p>82. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p>

	<p>83. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks)</p> <p>84. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>85. 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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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	GDM21C12		
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 be able to;</i>		
1	<i>Explain</i> the use of Different Quantitative Techniques in Social Sciences	Understand	1

2	<i>Appraise</i> the usefulness of Quantitative Techniques in Social Research	Evaluate	2
3	<i>Make use of</i> different Statistical Techniques to analyse data	Apply	4
4	<i>Categories</i> Descriptive, Inferential, Parametric and Non Parametric Statistical Techniques	Analyse	2
5	<i>Utilise</i> different Statistical Techniques Appropriate for Data Collected and Nature of Variables	Apply	4
6	<i>Interpret</i> the results of various values arrived out of statistical analysis	Apply	4
7	<i>Develop</i> Statistical Models in research works in social sciences	Create	4
8	<i>Make use of</i> 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> <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>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <p>86. Internal Test – One MCQ based and one extended answer type (10 Marks)</p>

	<p>87. Assignment – every students to submit an assignment (10 Marks)</p> <p>88. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>89. Problem solving tasks of various statistical techniques (10 Marks)</p> <p>Semester End examination (60 Marks)</p>
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References

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	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	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.		
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	<i>Make use of</i> various theoretical knowledge into practice through a miniature piece of research	Apply	3
2	<i>Design</i> Research Proposals	Create	7
3	<i>Utilise</i> various tools and techniques of data collection	Apply	7
4	<i>Develop</i> skills writing research thesis	Create	7
5	<i>Infer</i> from data collected from primary and secondary sources	Apply	7
6	<i>Select</i> 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
Mode of Assessment	<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>

	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	<i>Assume</i> the role of a full time professional through various academic/administrative/field based activities	Understand	3
3	<i>Plan</i> various projects in the broader context of social life	Apply	3
4	<i>Develop</i> skills in interpersonal communication and other relevant social skills	Analyse	7
5	<i>Solve</i> 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
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).



MAHATMA GANDHI UNIVERSITY

Name of course - Constitutional Development in India

School Name	School of Gandhian Thought and Development Studies		
Programme	MA Gandhian Studies		
Course Name	Constitutional Development in India		
Type of Course	Elective Course		
Course Code	GDM21E18	Saty agra ha	4 4 60 0
Course Summary & Justification	<p>This course is designed as an Elective course for the fourth Semester PG Programme. This course enables the learner to understand the Constituent Assembly debates which made the biggest and most valuable contribution to the Indian Democratic System. The learners will also able to make debate on the Indian Constitution's ideology. This course helps the learners to appraise Dr. BR Ambedkar's philosophical contribution to Indian democracy and as Chairman of the Constitutional Committee, how he shaped our country into a Sovereign, Democratic, and Socialist Republic. This course also helps the learners to identify Dr.B.R.Ambedkar not just as the father of the Constitution but also as a philosopher of social justice and human welfare.</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 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	Outline the processes in the framing of the constitution	Remember	1
2	Examine the role of the Constituent Assembly and drafting committee Report	Understand	3
3	Categorize the basic features and institutions of the constitution	Apply	3
4	Assess the role of constituent assembly debates in the drafting of the constitution	Analyse	7
5	Appraise the philosophical contribution of Dr. B. R. Ambedkar in Indian Democracy, Human Rights and Social Justice	Evaluate	7
6	Construct constitutional rationality and morality to become responsible citizens	Create	7

COURSE CONTENT

Module 1 – Formation of the Indian Constitution	12 hours
<ul style="list-style-type: none"> • The Government of India Act 1919 • The Round Table Conference (RTC) (1930 and 1932) • The Joint Committee Report Constitutional Development 1935 to 1947 • Constitutional Development 1935 to 1947 • All India Federation • Provisional Autonomy • Cripps offer (Plan) • The Wavell Plan • The Cabinet Mission Plan • The Indian Government • The Constituent Assembly. 	

Module 2 – Constituent Assembly Debates	35 hours
<ul style="list-style-type: none"> ● Constitutional Assembly Debates ● Draft Constitution ● Declaration of the Constitution 	
Module 3 – Indian Constitution and Dr.B.R.Ambedkar	15 Hrs
<ul style="list-style-type: none"> ● Role Of B. R. Ambedkar in Framing the Constitution of India ● Basic Philosophy of Indian Constitution & B.R. Ambedkar ● Parliamentary Democracy ● Social & Political Justice ● Reservation Policy ● Fundamental Rights ● State Socialism ● Civil Services 	
Module 4 – Constitution and Contemporary India	12 Hrs
<ul style="list-style-type: none"> ● Constitutional Rationality ● Responsible Citizenship ● Constitutional Morality ● Reinforcement of Values of the Constitution ● Citizenship Rights ● Issues of Minorities, Dalits and the Women ● Concerns for the Future. 	

Mode of Transaction	<p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Constitution of India</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>
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	<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 constitutional legacy, 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>Debates and Interactive Sessions: Conduct of debates and discussions on the various aspects of the Indian Constitution and making suggestions for policy making in relevant areas.</p>
<p>Mode of Assessment</p>	<p>Internal Assessment</p> <p>90. Internal Test – One MCQ based and on extended answer type (10 Marks each)</p> <p>91. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks)</p> <p>92. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>93. Debates and Interactive Sessions – each student should conduct/participate in a debate/interactive sessions related to the Constitution of India(10 Marks)</p> <p>Semester End examination (60 Marks)</p>

Suggested Reading List

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Political Weekly , Jan. 31 - Feb. 6, 1998, Vol. 33, No. 5 (Jan. 31 - Feb. 6, 1998), pp. PE3-
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	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/development studies		
Course Name	Gandhian ethics		
Type of Course	Elective course		
Course Code	GDM21E19	Satyagrah	4
Course Summary & Justification	This course will provide deep understanding about major ethical concerns in Gandhian thought .It also give lights on the various philosophical aspect of Gandhi .		
Semester	4	Credits	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 the 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 philosophical perspective of Gandhian thought	Remember	1
2	Explain Basic ethical values in Gandhian philosophy	Understand	3
3	Make use of the Gandhian approach to society and individual realisation in to one's own search for	Apply	3

	knowledge		
4	Categories contributions of Gandhi in various disciplines	Analyse	7
5	assess different critical positions on Gandhi	Evaluate	7
6	judge Gandhi's world view	Evaluate	7
7	Reflect on the ways in which freedom and truth connected to individual self-realisation	Evaluate	3

COURSE CONTENT

Module 1 Ethics An introduction	10 hours
<p>Define ethics and morality</p> <p>Ethical basics – duty ,intuition and end</p> <p>Conventional and Reflective Morality Aristotle's conception of virtue and well-being</p> <p>Kant's conception of Good Will, duty and Categorical Imperative</p> <p>Joseph Butler's theory of Conscience and Self Love</p> <p>J.S. Mill's Utilitarianism Freedom and Responsibility</p>	
Module 2 – Indian ethics	15 hours
<p>puruṣārtha (Cārvāka and Āstikaviews)</p> <p>Vedic Concepts : ṛta, satya, yajña, ṛṇa</p> <p>Ethics in Śrīmadbhagavadgītā : niṣkāmakarma and sthitaprajña</p> <p>Buddhist Ethics: pañcaśīla and brahmavihāra</p> <p>Jaina Ethics: pañcavrata: mahāvratā and anuvratā, and triratna</p> <p>Yoga Ethics: yama and niyama</p> <p>Ethical concept of Hindu tradition</p> <p>Conceptualizing social</p>	

Module 3 – Gandhi – Man and his times	17hrs
<p>Gandhi as a pragmatist</p> <p>Major Influences – hindu , budhism and jaina philosophy ,Christianity</p> <p>Political and social thought of Gandhi</p> <p>Gandhi’s ontology</p>	
Module 4- Gandhian ethics	15Hrs
<p>Truth and freedom</p> <p>Ends and Means</p> <p>Non violent social order</p> <p>Satyagraha</p> <p>Trusteeship</p> <p>Concept of seven sins:</p> <p>Sarvodaya:</p> <p>Dignity of Labor</p>	
Module 5 – criticism against Gandhi’s philosophy 15hrs	
<p>Module 5 – criticism against Gandhi’s philosophy</p> <p>Subaltern criticism on Gandhi</p> <p>Criticism on non-violence</p> <p>Lack of originality</p> <p>Marxist and feminist criticism on Gandhi</p> <p>Mill Lohyaand Ambedkar</p>	

Mode of Transaction	Lecture-Discussion Session: Teacher provides a platform for review of experiences, develop insights feminist methodology and the critical
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	<p>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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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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Basant K. L, (1955) Contemporary Indian Philosophy, New Delhi: Motilal Banarsidass.

Bhardwaj. K.K. (2004) Gandhian Thought, New Delhi Sudha Publications Pvt. Ltd.

Dr. Jacob P, (October 1999) Gandhiji Life and Philosophy, Thiruvananthapuram: Centre for Gandhian studies University of Kerala.

Dr. Mukhi. H.R. (2005) Gandhian Thought New Delhi: SBD Publishers, Distributors.

Gandhi. M.K. (1991), *An Autobiography or the Story of My Experiments with Truth*, Ahamedbad: NavjivanMudranaly.

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Mahadevan T.M.P. &G.V.Saroia (1985), *Contemporary Indian Philosophy*, New Delhi: Sterling Publishers Private Limited.

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Varma R. (2012) *Non-Violent Resistance*, New York: Dover Publications.

	MAHATMA GANDHI UNIVERSITY		
	Name of course - Introduction to Continental Philosophy – Part Two		
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies		
Course Name	Introduction to Continental Philosophy – Part Two		
Type of Course	Elective		
Course Code	GDM21E20		
Course Summary & Justification	<p>This course, organised around one of the main debates in Continental philosophy, will introduce students to rationalism and empiricism. It aims to develop further the ideas and themes introduced in part one of the syllabi titled, Introduction to Continental Philosophy. It introduces students to ideas developed during a remarkable period of World history, the age of the Renaissance, and the Enlightenment in Europe. The course focuses on debates on human nature, “innate ideas,” the existence of God, mind-body dualism, the question of the soul, and the possibility and limit of metaphysics. These problems still play a crucial role in shaping our modern sensibilities. It addresses these concerns while keeping in mind the debates around epistemology or how human beings arrive at knowledge.</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	Language Skills, Curiosity, and a Positive Attitude		

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	List: and Remembersome of the Thinkers and their Views	Remember	1
2	Explain: and Understandthe Genealogical and Cultural Contexts of their Thinking.	Understand	3
3	Make use of: A Comparative Approach to Clarify and Develop helpful Insight for Understanding.	Apply	3
4	Categories: To Analysis and Comprehend their Positions based on their Ideological Assumptions.	Analyse	7
5	Assess: and Evaluate Their Ideologies.	Evaluate	7
6	Judge: To Evaluate their Significance in Contemporary.	Evaluate	7
7	Solve: Problems Concerning Life and Society; And Affirm Life by Cultivating an Open Mind and Critical Reflection.	Evaluate	3

Rationalism

Descartes

16Hrs

Introduction to Descartes Philosophy
Rationalism and the Method of Doubt: Scepticism
Ontological Argument: Substance, Quality, Quantity
Cogito Ergo Sum
Existence of God (Trademark Argument)
Mind-Body Dualism
External World

Spinoza

14Hrs

Introduction to Spinoza
Substance, Attributes, and Modes
Knowledge and Epistemology
The Question of Freedom

Empiricism

Thomas Hobbes

14Hrs

Hobbes and Realism
Arguments on Human Nature
The Birth of Liberal Political Order
The Social Contract and the Individual

John Locke

14Hrs

Refutation of Innate Ideas

Locke, Mind and its Content
 The Nature of Human Understanding
 Liberalism and the Idea of Spontaneous Order
 Origin, Source, and Limits of Knowledge

David Hume

14Hrs

Origin of Knowledge
 Cause-Effect Relation
 Hume and the Denial of Soul
 Substance, Scepticism

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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Bacon, Francis (2001), *The Essays*, London: Mozambook


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- Springborg, Patricia ed., (2007), *The Cambridge Companion to Hobbes's Leviathan*, Cambridge: Cambridge University Press
- Taliaferro, R. Catesty (1964), *The Concept of Matter in Descartes and Leibniz*, Notre Dame, Indiana: University of Notre Dame Press
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	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	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.		
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 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> <ol style="list-style-type: none"> 4. Internal Test – One MCQ based and on extended answer type (10 Marks each) 5. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks) 6. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) 7. 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>

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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.
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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, Bharatiya Vidya Bhavan, Bombay.
11. Bhattacharya, B., Evolution of the Political Philosophy of Gandhi,

		MAHATMA GANDHI UNIVERSITY	
		Name of course - Gandhi and Continental Philosophy	
Name of the School	School of Gandhian Thought and Developmental Studies		
Programme	MA Gandhian Studies		
Course Name	Gandhi and Continental Philosophy		
Type of Course	Elective		
Course Code	SGTMPE22		
Course Summary & Justification	<p>This course is designed to initiate critical reflection among students on some of the concerns of the Gandhian way of life with insights from continental philosophy. Rather than merely introducing Gandhi or Continental Philosophy, this course would enable students to think for themselves, discuss, evaluate and develop their positions. Philosophy is impractical and useless if it does not transform someone intimately. The course is designed to examine and consider some of the central assumptions of the Gandhian way of life.</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	Language Skills, Curiosity, and a Positive Attitude		
CO No.	Expected Course Outcome		Learning Domains
	<i>Upon completion of this course, students will be able to;</i>		PS O No

1	List: and Remember some of the main concerns of the Gandhian way of Life and Politics	Remember	1
2	Explain: and Understand the Source and Significance of such Concerns and their Relevance in Contemporary Society.	Understand	3
3	Make use of: A Comparative Approach to Clarify and Develop helpful Insight for Understanding and Engaging in Today's World.	Apply	3
4	Categories: To Analysis and Comprehend the Studied Concepts According to Existential (Modalities, Quality Etc.), Epistemological, Political (Relationships) Categories.	Analyse	7
5	Assess: and Evaluate the Significance of Gandhi today.	Evaluate	7
6	Judge: and Evaluate the Strength of Gandhian Views in Addressing some of the Central Concerns of Life in the Modern Age.	Evaluate	7
7	Solve: To Evaluate Problems Concerning Life and Society; Affirm Life by Cultivating an Open Mind and Critical Reflection.	Evaluate	3

Gandhi and Foucault: The Question of Power – 18Hrs

Foucault and the Truth of Power

Gandhi and the Power of Truth

Foucault, Power and the Thought of Outside

Gandhi, Foucault and the Question of Self-Transformation

Gandhi and Deleuze: The Question of Politics – 18Hrs

Deleuze and the Univocity of Being

The Actual and the Virtual of the Being

Fluidities, and Becoming the Other

Nomadology and the War-Machine

the War-Machine and Gandhian Politics

Gandhi and Levinas: The Question of Ethics – 18Hrs

Theology of the Absolute Other

The Self as the Gift of the Other

Non-Violence (*Ahimsa*) and the Question of Responsibility

Gandhi and Derrida: The Question of the Ends of Man – 18Hrs

Language and *Différance*

Deconstruction and the Political

Swadeshi (oriented around *Lokavidya*) as an Alternative for Modernity

Gandhi and the Resurgence of the Subjugated Knowledge

Gandhi, Derrida and the Ends of Life

Pedagogic Methods	Lecture Student Presentations Group discussions Article writing
Mode of Assessment	Internal Assessment 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) Semester End Examination (60 Marks)

Reference

Badiou, Alain (2000), *Deleuze: The Clamor of Being*, Minnesota: University of Minnesota Press

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	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	Analyse	7

	feminist research		
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
Feminist phenomenology of gendered bodies Feminist criticism on dualism and rationality Feminist empiricism Feminist standpoint theories Feminist social constructionism Feminist epistemic virtue theory Feminist criticism of science and feminist science	

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 into focused readings on various themes with questions inviting reflections either individually or in small groups.</p>
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	<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.
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- Bordo, Susan. (1990). Feminism, postmodernism, and gender-skepticism. In Linda Nicholson (Ed.), *Feminism/postmodernism* (pp. 133–156). London: Routledge.
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- 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 - 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>
Mode of Assessment	<p>Internal Assessment</p> <ol style="list-style-type: none"> 8. Internal Test – One MCQ based and on extended answer type (10 Marks each) 9. Book review – every students to review a seminal work on Alternative Education and submit a report (10 Marks) 10. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) 11. 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

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2. Rebuilding Pour 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 Gospal 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 Bartebrmus, Environment, Growth and development (The concepts of sustainability)
31. Pyarelal, Towards New Horizons
