

Syllabus of 4 + 1 Year Integrated UG and PG Programme

w. e. f 2024-25 Academic Year



GRADUATE SCHOOL

Mahatma Gandhi University

P. D. Hills P O

Kottayam, Kerala

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Schools offering Majors

SL.No	School/Centre
1	School of Bio Sciences
2	School of Chemical Sciences
3	School of Computer Sciences
4	School of Environmental Sciences
5	School of Gandhian Thought and Development Studies
6	School of International Relations and Politics
7	School of Pure and Applied Physics
8	School of Social Sciences

Sl. No.	Major	Intake
SCIENCE		
1	Bio Sciences	6**
2	Chemistry	6
3	Computer Science	6
4	Environmental Science	6
5	Physics	6
SOCIAL SCIENCES		
1	Development Studies	5
2	Gandhian Studies	5
3	History	10
4	International Relations and Politics	10

Majors offered and Intake *1 seat shall be sanctioned over and above the intake in each major in the 3rd semester for students who opt for a change of major after two semesters.

**Progression to PG Shall be based on the specialization selected by students as Biochemistry (2 seats) Biotechnology (2 seats) and Microbiology (2 seats) based on merit.

Schools offering Minors/MDCs/AECs/VACs/SECs

SL.No	School/Centre
1	School of Artificial Intelligence And Robotics
2	School of Behavioural Sciences
3	School of Biosciences
4	School of Chemical Sciences
5	School of Computer Sciences
6	School of Data Analytics
7	School of Energy Materials
8	School of Environmental Sciences
9	School of Food Science And Technology
10	School of Gandhian Thought And Development Studies
11	School of Gender Studies
12	School of Indian Legal Thought
13	School of International Relations And Politics
14	School of Letters
15	School of Mathematics And Statistics
16	School of Nanoscience And Nano Technology
17	School of Pedagogical Sciences
18	School of Polymer Science And Technology
19	School of Pure And Applied Physics
20	School of Social Sciences
21	School of Tourism Studies
22	International and Inter University Centre for Nanoscience and Nanotechnology
23	K N Raj School of Economics

**Scheme for 4 + 1 Integrated UG and PG Programme
Graduate School
Mahatma Gandhi University**

Course Code	Title	Credits	Hours per Week		Level	Type
			Theory	Practicals		
SEMESTER I						
	Major	4			Foundation (100-199)	
MG1DSCUG N121	Introduction to Gender Studies	4	50	10	“	Minor
MG1DSCUG N141	Understanding Gender in Indian Society	4	60	0	“	Minor
MG1MDCUG N101	Gendering the world	3	35	10	“	MDC
	AEC (Eng)	3			“	
	AEC (Mal)	3			“	
SEMESTER II						
	Major	4			“	
MG2DSCUG N121	Gender and Media	4	50	10	“	Minor
MG2DSCUG N141	Gender and Development	4	50	10	“	Minor
MG2MDCUG N101	Gender in Kerala	3	55	5	“	MDC
	AEC (Eng)	3			“	
	AEC (Mal)	3			“	
SEMESTER III						
	Major	4			Intermedia te (200- 299)	
	Major	4			“	
	Major	4			“	
MG3DSCUG N221	Engendering Keralam	4	45	15	“	Minor
MG3MDCUG	Gender and Science	3	45	0	“	MDC

N201						
MG3VACUG N201	Gender Justice and Advocacy	3	35	10	“	VAC
SEMESTER IV						
	Major	4			“	
	Major	4			“	
	Major	4			“	
MG4DSCUG N241	Introduction to Feminist Theory	4	50	10	“	Minor
MG4SECUGN 201	Gender Budgeting and Gender Auditing	3	45	0	“	SEC
MG4VACUG N201	Gender and Environment	3	40	5	“	VAC
	Internship/Fieldwork	2				
SEMESTER V						
	Major	4			Higher (300-399)	
	Major	4			“	
	Major	4			“	
	Major	4			“	
MG5SECUGN 301	Gender Data Analysis	3	30	15	“	SEC
MG5VACUG N301	Gender and Public Health	3	35	10	“	VAC
SEMESTER VI						
	Major	4			“	
	Major	4			“	
	Major	4			“	
	Major (E)	4			“	
	Major (E)	4			“	
MG6SECUGN 301	Interdisciplinarity and Academic Writing	3	40	5	“	SEC
Total Credits		133				

SEMESTER VII						
	Major	4			Advanced (400-499)	
	Major (E)	4			“	
	Major (E)	4			“	
MG7DSCUG N441	Feminist and Queer Research Methodology	4	50	10	“	Minor
MG7DSEUG N421	Political Economy of Gender	4	55	5	“	Minor
MG7DSEUG N441	Gender, Sexuality and Intersectionality	4	50	10	“	Minor
SEMESTER VIII						
	Major	4			“	
	Major (E)	4			“	
	Research Project	12			“	
	Major*	4			“	
	Major*	4			“	
	Major*	4			“	
Total Credits		44				
SEMESTER IX						
	Major	4			PG Level (500-599)	
	Major	4			“	
	Major	4			“	
	Major	4			“	
	Major	4			“	
SEMESTER X						
	Research Project	20			“	
	Major**	4			“	

	Major**	4			“	
	Major**	4			“	
	Major**	4			“	
	Major**	4			“	
Total Credits		40				


*Only for 4-Years Honours Students

**Only for students who opt for theory courses instead of Research Project

Note: General foundations courses shall be offered by different schools. Students can flexibly choose the courses across disciplines.

Level	Foundation (100-199)	Intermediate (200-299)	Higher (300-399)	Advanced (400-499)	PG Level (500-599)
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Type	Major	Minor	MDC	SEC	VAC	AEC
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	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Gender Studies		
Programme	4+1 Integrated UG and PG Programme		
Course Title	INTRODUCTION TO GENDER STUDIES		
Course Type	Minor		
Course Level	100-199		
Course Code	MG1DSCUGN121		
Course Overview	This interdisciplinary foundational course introduces the key concepts and theoretical approaches in gender studies. It examines how major societal institutions like the family, polity, economy, religion and education are re/producing the gender in particular ways. It tries to explore the concepts of power, privilege, diversity and exclusion to examine how we think about gender/sex and sexualities.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	50		10
Pre-requisite	Foundational knowledge about gender related concepts and social science research.		

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	Understand the key concepts and theoretical approaches in the field of gender studies	U, An	1
2	Examine the major historical and contemporary debates	U, R, E	1,2,6

	within gender studies		
3	Identify the intersectional aspects of identity and experiences and to discuss the ways in which these are impacted by the systems of power and privilege	R, U, An, E	3,4,6
4	Apply the analytical and communication skills related to gender studies to foster equity, diversity and inclusion in any context	A, An, E, C	3,5,6,7

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

	Module 1	Hours	CO No
	Introduction to Gender Studies	20 Hrs	
1.1	Historical roots of Gender Studies and Women's Studies	4	1
1.2	Key Concepts- sex- sex assigned at birth- gender- femininity- masculinity- patriarchy-sexuality	4	1
1.3	Gender socialization-Gender roles- gender identities-expressions	4	1,2,3
1.4	Traditional and contemporary ideas of gender	4	1
1.5	Perspectives on the impact of gender on society	4	3, 4
	Module 2		
	Understanding Sex and Gender	20 Hrs	
2.1	Sex-Gender distinctions- similarities-continuum	4	1,3
2.2	gender as a subject -gender as a category of analysis	4	2,3
2.3	biological essentialism- social constructionism-performative perspectives	4	2,3
2.4	Identification as non-binary- cisgender- intersex-transgender-queer	4	1,2
2.5	Intersectional aspects of Identity and Experiences - views on power and privilege	4	2,3
	Module 3	10 Hours	

	Understanding Sexualities		
3.1	Heteronormativity- heterosexuality-homosexuality	4	1,3
3.2	Gender spectrum- gay- lesbian- bisexual- pansexual- asexual-queer	3	2,4
3.3	sexual violence-rape culture- consent	3	2,3
	Module 4	10 Hours	
	Feminisms and Gender related Movements		
4.1	Defining Feminisms- Waves of Feminism	3	2, 4
4.2	Overview of Global Women’s Movements and Queer Move-ments	3	2,4
4.3	Theoretical models challenging the historical privilege of White-ness and the West in Gender Studies- Orientalism- the Subaltern School-Intersectionality- Contemporary debates	4	1,2,3,4

Mode of Transaction	Classroom activities: Authentic learning, case-based learning, collaborative learning, group assignment, group activities.
Mode of Assessment	1. Continuous Internal Assessment (CIA) 2. Assignment 3. Seminar 4. Semester End examination

Learning Resources

Hooks, Bell. (2000). *Feminism is for everybody: Passionate politics*. Pluto Press.

L. Ayu Sarasawati, Barbara Shaw, and Heather Rellihan, Eds. (2017). *Introduction to Women’s and Gender Studies: Interdisciplinary Approaches*. New York: Oxford.

Lorde, Audre. (1983). There is no hierarchy of oppressions. *Bulletin: Homophobia and education*, 14(3/4), 9.

Michael Kimmel and Amy Aronson (2017). *The Gendered Society Reader*, 6th Edition, Oxford University Press.

Fixmer-Oraiz, N., & Wood, J. T. (2019). *Gendered Lives* (13th ed.). Boston, MA: Cengage.

Kang, Miliann (2012). *Introduction to Women, Gender, Sexuality Studies*. University of Massachusetts - Amherst

Videos

We Should All Be Feminists - Chimamanda Ngozi Adichie TED talk

The Urgency of Intersectionality - Kimberlé Crenshaw TED talk


The Gender Tag TED Talk

What is Female Masculinity?

Judith Butler and Gender Performativity

Relevance of Learning the Course/ Employability of the Course

Students will learn how to use gender and intersectionality as a category of analysis to comprehend cultural production, social institutions and structures and everyday circumstances. Students will be equipped to pursue research and research positions that require gender training and skills in feminist research and practice.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Gender Studies		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Understanding Gender in Indian Society		
Course Type	Minor II		
Course Level	100-199		
Course Code	MG1DSCUGN141		
Course Overview	Understanding Gender is one of the key skills every one needs in our society in order to eliminate all kind of Gender discrimination and to create a Gender just society. India is a complex and diverse society where all kind of social institutions intersect each other and produce multiple forms of inequalities based on gender.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	60		0
Pre-requisite	As per the requirement of the course		

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	Acquainted with the conceptual framework, terminolo-	U	2

	gies related to Gender and Society.		
2	Capable to explain the link between gender and society and between varying socio- cultural, economic and political institutions and process.	E	1, 2
3	Competent to critically think over upon contemporary and ongoing debates around gender and inequalities	A	6
4	Aware about various social issues and social movements in India in relations to Gender	R	4
5	Reflect upon strategies taken by various institution to reduce gender based inequalities in India	U, E	3, 5, 7

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
Important Concepts in Gender - Sex/Gender, Patriarchy, Sexuality, Femininity and Masculinity, Gender Stereotyping, Gender Identity, Socialization, Gender division of labour, Gender roles and Gender role perception, Gender Gap, Gender Discrimination, Gender bias, Gender equity and equality, Gender Mainstreaming, Gender Neutral, Gender needs, Gender inclusion	15	1
Module 2	Hours	
Understanding Social and society - Social structure, Social stratification, Social change, Deviance, Race and Ethnicity, Power and Authority, Globalization. Difference between Culture and society, Economy and society, and Politics and society	15	1, 2
Module 3	Hours	
Understanding Indian Society and its diversity - Gender, Patriarchy, Caste, Class, Ethnicity, Race and Religion. Condition of women and Transgenders during colonial and postcolonial period.	15	3, 4

Status of women and transgenders in India during ancient, medieval and modern period.		
Module 4	Hours	
Relevance of feminism in understanding Indian society - important movements Understanding the root causes of gender based oppression and inequalities in India. Analyzing Gender and Society in India Various interventions to eradicate the gender based oppression and inequalities in India.	15	3, 4, 5

Mode of Transaction	Classroom activities: Field activities: Lab based activities:
Mode of Assessment	Exam, Seminar, and Assignment


Learning Resources

1. Tanika Sarkar and Sumit Sarkar, eds. 2008. Women and Social Reform in Modern India: A Reader. Bloomington and Indianapolis: Indiana University Press.
2. Eleanor Newbiggin. 2013. The Hindu Family and the Emergence of Modern India: Law, Citizenship and Community. Cambridge: Cambridge University Press.
3. Durba Ghosh. 2007. Sex and the Family in Colonial India: The Making of Empire. Cambridge: Cambridge University Press.
4. Radha Kumar. 2015. The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800 - 1990. New Delhi: Zubaan.
5. Kamla Bhasin. 2004. Exploring Masculinity, New Delhi: Women Unlimited.
6. Kamla Bhasin. 2009. Feminism and its Relevance in South Asia, New Delhi: Women Unlimited.
7. Kamla Bhasin. 1993. What is Patriarchy, New Delhi: Kali for Women.
8. Kamla Bhasin. 2003. Understanding Gender, New Delhi: Women Unlimited.
9. V. Geetha. 2002. Gender, Stree: Calcutta

10. Neera Desai, Maithreyi Krishna Raj. 1987. Women and Society in India, Delhi: Ajanta Publication.

Relevance of Learning the Course/ Employability of the Course
To understand basic concepts in Gender To get broad idea about Indian society and its complex nature to produce gender based oppression. Students can work with NGO's, Kudumbasree, and various other government institutions

11.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Gender Studies		
Programme	4+1 Integrated UG and PG		
Course Title	Gendering the World		
Course Type	Multidisciplinary Course (MDC)		
Course Level	100-199		
Course Code	MG1MDCUGN101		
Course Overview	<p>The course introduces the key concepts and perspectives on gender. It critically examines how gender intersects with various aspects of our everyday life. Through an interdisciplinary approach, students will explore how gender identities, roles, and relations are shaped by social, political, economic, and cultural forces across different regions and historical periods. The course will critically examine how gender mediates our interactions with social structures and major institutions.</p>		
Semester	I	Credit	3
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work// fieldwork
	35		10
Pre-requisite	No prerequisites		

COURSE OUTCOMES (CO)

CO	Expected Course Outcome	Learning	PSO
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No.	<i>Upon completion of this course, students will be able to;</i>	Domains	No.
1	Identify, describe, and explain the major concepts and perspectives used in Gender Studies.	U, R	1,2
2	Apply their understanding of gender to personal experiences, popular media, and current events and be able to analyze everyday life using a gender lens.	U, A	3,4
3	Critically examine, interpret, and explain how gender mediates the interactions with social structures and major institutions.	Ev, An	3,6
4	Explain how the skills they learned in class will be applicable in their future careers and effectively intervene in gender advocacy and activism.	C, S	2,7

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S))

COURSE CONTENT

Module 1: Introduction	15 Hours	CO 1,2
<ul style="list-style-type: none"> I. Seeing the World through a Gendered Lens II. Basic Concepts <ul style="list-style-type: none"> A. Patriarchy B. Sex and Gender C. Femininity, Masculinity and Queerness III. Feminist Perspectives 		
Module 2: Gender in Everyday Life	10 Hours	CO 2,3,4
<ul style="list-style-type: none"> I. Gender and Family II. Gender and Health III. Gender and Workplace IV. Interactions with State, Media and Judiciary V. Gender-based Violence 		
Module 3: Gender, Sexuality and Queer Studies	10 Hours	CO 1,3,4
<ul style="list-style-type: none"> I. Gender Spectrum II. Heterosexuality, Homosexuality and Sexual Diversity III. Bodies and Gender IV. Intersectionality 		

Module 4: Representations, Rights and Policies	10 Hours	CO 3,4
I. Gender and Political Participation II. Feminist Movements III. Gender, Sexuality and Law		

Mode of Transaction	Classroom activities 1. Lectures 2. In-class activities 3. Presentations Field activities Field Trip to a government agency or non-governmental organisation working on gender-related issues
Mode of Assessment	20% - Participation in In-class activities 20% - Group Project 20% - Assignments 40% - Exam


Learning Resources

1. Geetha, V. Gender. Sthree Samya, 2012.
2. Tharu, Susie, A. Suneetha, and Uma Maheswari Bhugubanda, editors. A World of Equals: A Textbook on Gender. Orient BlackSwan, 2022.
3. John, Mary E., editor. Women's Studies in India: A Reader. Penguin Books India, 2008.
4. Devika, J. "കുലസ്ത്രീയും 'ചന്തെപ്പപ്പണ്ണും' ഉണ്ടായെങ്ങനെ?" Thirissur: Kerala Sasthra Sahithya Parishath, 2015.
5. Revathi, A. The Truth About Me: A Hijra Life Story. Penguin Books, 2010.
6. Aadi. Pennappam - Poems. Dhvani Books, 2022.
7. Soundararajan, Thenmozhi. The Trauma of Caste: A Dalit Feminist Meditation on Survivorship, Healing, and Abolition. North Atlantic Books, 2022.

Relevance of Learning the Course/ Employability of the Course

The course provides an understanding of how gender operates in our daily lives and how it mediates our relationships with social structures and processes. The course will be beneficial to students in their future career options in governmental and non-governmental agencies, media, advocacy and research where they can use gender as a category of analysis.

8.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School Name	School of Gender Studies					
Programme	4 + 1 Integrated UG and PG Programme					
Course Name	GENDER AND MEDIA					
Type of Course	Minor					
Course Level	100-199					
Course Code	MG2DSCUGN121					
Course Summary & Justification	<p>This course offers a deep dive into the intersection of gender and media, exploring foundational concepts and theoretical frameworks from gender studies and media studies. It examines how gender is portrayed and perpetuated through media representations, critically analyzing the ethical and social implications across various media platforms. The course delves into body image issues, body positivity movements, and media's role in promoting diversity and acceptance. Additionally, it explores feminist critiques of media representation, addressing issues of censorship and visibility. The course also considers gendered media cultures and the impact of movements like #MeToo, advocating for more inclusive media practices and envisioning radical futures for media landscapes.</p>					
Semester	2			Credit		4
Total Student Learning Time (SLT)	Learning Approach	Lecture	Tutorial	Practical	Others	Total Learning Hours
	Authentic learning Collaborative learning Case based learning	50	10	-		60
Pre-requisite	As per the requirement of the course					

Others- Library, seminar and assignment preparations, test, journal, discussion etc.

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	To understand and critique the representation of gender in various media forms	U, An, E, I	1, 7, 8, 10
2	To explore intersectional perspectives on gender and media.	An, E	1, 3, 7, 8, 10
3	To analyze the role of media in shaping and challenging gender norms	U, An, E, I, ,	1, 5
4	To gain practical skills in media analysis and production with a focus on gender inclusivity.	U, An, A, E	8, 10
<p><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></p>			

COURSE CONTENT		Hrs	CO.No.
UNIT 1 – Framing Gender and Media: An Introduction		15	
1.1	Historical Perspectives: The portrayal of gender in early cinema and visual culture.		1, 3
1.2	Intersection of Gender and Media Studies - Unmasking Dominant Paradigms		1, 3
1.3	Historical Perspectives - Portrayal and Evolution of Gender Roles in Media - Representation and Stereotypes - Cultural Discourse - Cultural Constructions.		1,2,3
1.4	Intersectional Analysis: Understanding how race, caste, class, and sexuality intersect with gender in media.		2,3

UNIT 2 - Ethical and Social Implications of Gender Portrayals in Media		15	
2.1	Gender in Print media - Advertisements- Film and Television - Digital Media		1,2,3
2.2	Body Images- Unrealistic Beauty Standards - Impacts		1,2,3
2.3	Body Positivity Movements - Fat Acceptance Movement - Resistance		1, 3
2.4	Queering the gazes		2,3, 4
2.5	Role of media in promoting body diversity and acceptance - Social media campaigns		1, 2, 3, 4
UNIT 3- Gender Equality and Representation in Cinema and Visual Culture		15	
3.1	Feminist Critiques of the 'Gaze' in Media- Politics of Representation		1, 3
3.2	Hegemonic Masculinities - The Divine Feminine Tropes- Madonna–Whore Dichotomy		3
3.3	Queering the gazes - Exploring Censorship, Erasure, Misrepresentation and Visibility		2, 5
3.4	Representation Tests -Bechdel’s Test- Duvernay Test- Landau Test - The Vito Russo Test		1, 3
UNIT 4 – Gendered Media Cultures , Resistance and Countercultures		15	
4.1	News production - Ideologies and Politics- Gendered media culture - Glass Ceiling in Media Industries		1, 3, 5
4.2	Resurfacing Forgotten Cultures/Images: Feminist and Queer Reconstructions		2, 5
4.3	#MeToo Movement - Transformative Voices - Women in Cinema Collective		3
4.4	Shaping future media landscapes- Inclusive media contents- Visions and Radical Futures		1, 2 3, 4

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Authentic learning, case-based learning, collaborative learning, seminar, group activities.
Assessment Types	Mode of Assessment 1. Continuous Internal Assessment (CIA) 2. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar 3. Assignments A. Semester End examination

REFERENCES

Visual Pleasure and Narrative Cinema, Laura Mulvey, 1975

Films and Feminism Essays in Indian Cinema Jasbir Jain and Sudha Rai (Ed.), Rawat Publications.

Gopalan, Lalitha. "Avenging women in Indian cinema." Screen 38, no. 1 (1997): 42-59

Rosie Thomas. 2005. 'Not Quite (Pearl) White: Fearless Nadia, Queen of the Stunts' in Raminder Kaur and Ajay J. Sinha (eds). Bollyworld: Popular Indian Cinema through a Transnational Lens, pp.35-69. New Delhi: Sage Publications Relevant screenings

Gender Setting New agendas for Media Monitoring and Advocacy, Margaret 44 Gallagher, Zed books, London, 2001.

The polity reader in Gender Studies, Polity Press, Rawat Publications, New Delhi, 2002.

Who's News? The Media and Women's Issues, Ammu Joseph and Kalpana Sharma, Sage Publications, New Delhi, 2006.

Beyond French Feminisms Debates on Women, Politics and Culture in France Roger Celestin (Ed.), Palgrave, Macmillan, New York 2003.

Women's Bodies Discipline and Transgression, Jane Arthurs and Jeam Grims-haw, Cassel, London.

Sexuality, Gender and Rights: Exploring Theory and Practice in South and South Asia, Ed. Geetanjali Misra and Radhika Chandiramani, Sage Publications, New Delhi, 2005

Making the News: Women in Journalism, Ammu Joseph, Sage Publications, New Delhi.

The Routledge Companion to Feminism and Post Feminism, Sarah Gamble (Ed), Routledge, 2001.

The Body in the Mirror: Women and Representation in Contemporary India, Meenakshi Thapan, P.337364, Mapping Histories : Essays Presented to Ravinder Kumar, Ed. Neera Chandhoke, Tulika, New Delhi, 2000.

Women in Malayalam Cinema: Naturalising Gender Hierarchies, (Ed.) Meena T Pillai, Orient BlackSwan, New Delhi, 2010.

Young Malayali men and Their Heroes, Caroline and Filippo Osella, P.224 – 261, South Asian Masculinities, Ed. Radhika Chopra, Caroline Osella and Fillippo Osella, Women Unlimited, 2004.

Real and Imagined Women: Gender, culture, post colonialism : Rajeswari Sunder Rajan, P. 129146, Routledge, London and New York, 1995.

Vasudevan, Ravi. 1996. 'You Cannot Live in Society--and Ignore It: Nationhood and Female Modernity in Andaz' in Patricia Uberoi (ed). Social Reform, Sexuality and the State, pp. 83-108. New Delhi: Sage Publications.

Gabriel, Karen. "Reading Rape: Sexual Difference, Representational Excess, and Narrative Containment." Narratives of Indian Cinema, ed. Manju Jain. Delhi: Primus Books (2009): 145-166.

Geeta Kapur. 2000. 'Revelation and Doubt in Sant Tukaram and Devi' in When was Modernism, pp.233-264. New Delhi: Tulika Books.

Uma Maheswari Bhrugubanda. "Devotion and horror in a women's genre: exploring subalternity in cinema." *Critical Quarterly* 56.3 (2014): 21-33.

Parama Roy. 1998. 'Figuring Mother India: The Case of Nargis' in *Indian Traffic Identities in Question in Colonial and Postcolonial India*, pp. 152-176. University of California Press.

Dwyer, Rachel. "Representing the Muslim: the 'courtesan film' in Indian popular cinema." (2004): 78-92. Chakravarty, Sumita S. *National identity in Indian popular cinema, 1947-1987*. University of Texas Press, 2011.

M.S.S. Pandian. "Culture and subaltern consciousness: An aspect of MGR phenomenon." *Economic and political weekly* (1989): 62-68.

Vanita, Ruth. "From a Man (Mard) to a Human Being (Insan): Jealous Husbands, Female Sexuality and Discourses of Love in Three Major Hindi Films." *Gandhi's Tiger and Sita's Smile: Essays on Gender, Sexuality, and Culture*. Yoda Press, 2005.

Gupta, Charu, 2006, *The Icon of Mother in late Colonial India* in ed. Crispin Bates, *Beyond Representation: Colonial and Post Colonial Constructions of Indian Identity*

Chakravarty, Uma, 1998, *Rewriting History*, Zubaan

Gopinath, Gayatri. "Queering Bollywood: Alternative sexualities in popular Indian cinema." *Journal of Homosexuality* 39, no. 3-4 (2000): 283-297.

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Muraleedharan, T. "Queer bonds: male friendships in contemporary Malayalam cinema." *Queering India: Same-Sex Love and Eroticism in Indian Culture and Society* (2002). , Routledge

Ruth Vanita. "Social Deviant, Disabled Victim or Normative Human Being? Love Rewrites Plot in *Dosti* and *Tamanna*." In *Gandhi's Tiger and Sita's Smile: Essays on Gender, Sexuality and Culture*. Delhi: Yoda Press, 2005.

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Relevance of Learning the Course/ Employability of the Course

	MAHATMA GANDHI UNIVERSITY Graduate School		
	4 + 1 Integrated UG and PG Programme		

School	School of Gender Studies		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Gender and Development		
Course Type	Minor		
Course Level	100-199		
Course Code	MG2DSCUGN141		
Course Overview	<p>This course delves into the dynamic field of Gender and Development. It will explore how this field has changed over time, examining key concepts like gender mainstreaming and empowerment and dive into specific areas like education, work, and employment to see how gender plays out in real-world policies. The course begins with exploring key theoretical approaches to gender and development, development theory and its feminist critique. The course will equip the students to address the issue of how to make the field of gender and development more inclusive and equitable by paying attention to global inequalities and how they intersect with gender. The program is inter and multi – disciplinary approach to evidence-based research to re-examine development theories, feminist perspectives, and policy practices in both India and the global context. Upon completion of the course, the students will gain a progressive understanding of the critical issues in development, like increasing gender gap, unemployment, feminization of poverty and different aspects of development.</p>		
Semester	2	Credit	4

Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/field work
	50	10
Pre-requisite	As per the requirement of the course	

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	Understand the key concepts, theoretical and ongoing debates, frameworks, and strategies for promoting gender equality and development practices	R, U, An, I	1
2	Develop critical skills to engage with the diverse socio-economic and cultural contexts within development practices	U, A, An, E, S	1, 2,5, 6
3	Critically evaluate the roles of state and non-state institutions in development practices, analyzing their strengths, limitations, and potential for collaboration	R, A, An, E	1, 2, 5
4	Analyze the effectiveness of development interventions in diverse rural settings by examining the roles of institutions and initiatives, and evaluating their impact on policy development	R, An, E, C	2, 5, 6
5	Evaluate the design and implementation of government programs and policies aimed at gender mainstreaming and women empowerment, and will suggest potentials for further improvement	R, A, An, E, C	1, 2, 5, 6

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1: Introduction to Gender Studies	Hours	CO No
What is Sex; What is Gender; The Gender Spectrum; Gender Division of Labour; Masculinity and Femininity; Patriarchy; The Private-Public Division; Gender Justice and Gender equality and Equity; Women empowerment	15	1, 2
Module 2: Fundamentals of Development	Hours	
Concept of Development; Empowerment; Social Exclusion and Inclusive Development; Empowerment and Mainstreaming; Gender and Development; Development approaches: WID, WAD, GAD; Strategic gender needs and practical gender needs; Development Experience of Indian Economy; Planning and Development	15	1, 2, 3, 5
Module 3: Advanced Theories in Gender and Development	Hours	
Biological Determinism; Concept of Sexuality; Performativity Theory; Queer Theories; Theories of Development: Paul Narcoz Rosenstein, Walt Whitman Rostow; Poverty; Graded Inequality; Marginalities	15	1, 2
Module 4: Gender, Development and Planning Process	Hours	
Development from a Gender perspective; Gender Issues in development; Gender inclusive planning , budgeting and analysis; Role of government in development; Rural Development & Issues; SDG's and MDG's; Gender Budgeting; Indian and Kerala experiences; Women Component plan, Gender mainstreaming policies, Feminization of Poverty, Challenges and opportunities for a gender inclusive planning and development	15	2, 3, 4, 5

Mode of Trans-action	<p>Classroom activities: Authentic learning, case-based learning, collaborative learning, seminar, group activities</p> <p>Field activities: Policy Analysis</p>
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Mode of Assessment	<ol style="list-style-type: none"> 1. Continuous Internal Assessment (CIA) 2. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar 3. Assignments 4. Field Work 5. Semester End examination
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Learning Resources

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3. Balakrishnan, Rajiv and Muchkund Dubey. (2008). Social Development in India: Paths, Tread and the Road Ahead. New Delhi: Pearson Longman
4. Benjamin Higgins, Economic Development: Problems, Principles and Policies, UBS Publishers, W. W. Norton (January 1, 1968)
5. Boserup, Ester. (1970). Woman's role in economic development. New York :St. Martin's Press
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11. Foucault, Michel, 1926-1984, The history of sexuality. New York :Pantheon Books
12. Gary S. Fields. —*Poverty, Inequality, and Development*l: Cambridge University Press.
13. Government of India, Economic Surveys (Annual), Economic Division, Ministry of Finance, New Delhi.
14. Gupta, Dipankar. (Ed.). 1991. Social Stratification. Oxford University Press, Oxford.
15. Kabeer, Naila. (1994) Reversed Realities: Gender Hierarchies in Development Thought. Verso, London.
16. Kamla Bhasin, What is Patriarchy?, Kali For Women, New Delhi, 1993
17. Kothari, Rajni. (2003). Social Exclusion: Historical, Institutional and Ideological Dimensions. In A.K.Lal (ed.) Social Exclusion: Essays in Honour of Dr. Bindeswar Pathak. New Delhi: Concept Publishing Company. Pages 11- 23.

18. Mahendra Dev, *Inclusive Growth in India: Agriculture, Poverty, and Human development*, Oxford, New Delhi, 2008.
19. Menon, Nivedita. "Sexuality, caste, governmentality: Contests over 'gender' in India." *Feminist Review* 91, no. 1 (2009): 94-112.
20. Misra, S.K. and V.K. Puri (71st Revised Edition, 2015) —*Indian Economy — Its Development Experience*, Himalaya Publishing House, Mumbai.
21. Oakley, Ann. *Sex, gender and society*. Routledge, 2016.
22. Pande, Rekha (2018) 'The History of Feminism and Doing Gender in India.' *Revista Estudos Feministas*, Florianópolis, 26(3): e58567.
23. Ram Ahuja, *Social Problems in India*, Rawat, Jaipur, 1992.
24. Ram Prasad Panda, *Eco-conservation and Tribal development*, Sonali Publication, New Delhi, 2005.
25. Reed, Evelyn, 1985, *Is biology Women's Destiny?*. Pathfinder Press
26. Samita Sen and Nandita Dhawan. 2011. "Feminisms and the Politics of Gender". In Nirmala Bannerjee, Samita Sen and Nandita Dhawan (eds).
27. Sen, Amartya. (1997). *Social Exclusion: Concept, Application and Scrutiny*. New Delhi: Critical Quest.
28. Simone de Beauvoir, *The Second Sex*, Translated & Edited by H. M. Parshley, London, Vintage, 1997.
29. Taneja Mayer, *Economic Growth and Development*, Indian Publisher (common shop having this book), Reprint Edition, 2014
30. Tiwari, M. & Ibrahim, S. (Eds.) (2014). *The Capability Approach: From Theory to Practice*. Palgrave Macmillan, Hampshire
31. T.S. Saraswathi and Baljit Kaur: *Human Development and Family Studies in India: an Agenda for Research and Policy*, Sage Publications, 1993

Relevance of Learning the Course/ Employability of the Course
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1. Promotes Social Justice and Equality
2. Improves Development Outcomes
3. Enhances Critical Thinking
4. Opens Career Opportunities:
 - Working with NGO's, UN Agencies or Government institutions
 - Researchers and advocators for gender inclusive policies
 - Working with marginalized communities
 - Research and Academia

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Gender Studies		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Gender in Kerala		
Course Type	Minor		
Course Level	100-199		
Course Code	MG2MDCUGN101		
Course Overview	The course offers an overview of how gender shapes and mediates everyday life in Kerala. The course explores the gendered experiences of individuals within social institutions such as state, family, religion, education, and economy in the state. Most importantly, using historical and contemporary works, the course will encourage students to question the claims surrounding the Kerala model of development from a gendered standpoint.		
Semester	III	Credit	4
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work// fieldwork
	55		5
Pre-requisite	No prerequisites		

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	Identify, describe, and explain the major concepts and perspectives used in Gender and Queer studies in Kerala.	U, R	
2	Apply their understanding of gender to personal experiences, popular media, and current events and be able to analyze everyday life using a gender lens.	U, A	
3	Critically examine, interpret, and explain how gender mediates the interactions with social structures and major institutions.	Ev, An	
4	Explain how the skills they learned in class will be applicable in their future careers and effectively intervene in gender advocacy and activism.	Ev, C	

COURSE CONTENT

Module 1 : Introduction	15 Hours
<ul style="list-style-type: none"> I. A Gender History of Kerala II. Gender and Modernity III. Feminist Perspectives in Kerala 	
Module 2: Understanding Kerala Society as a Gendered Space	15 Hours
<ul style="list-style-type: none"> I. Gender and Social Institutions (Family, Health, Education, Workplace) II. Social Space/Public Space/Safe Space III. Gender and Intersectionality IV. Representations 	
Module 3: Economic and Cultural Negotiations	15 Hours
<ul style="list-style-type: none"> I. Gender and workspace transformations II. Domestic Work and Care Work III. The State of Women in Kerala (social, economic and political) IV. Engendering Local Development 	
Module 4 : Gender, Development and Resistance in Kerala	15 Hours
<ul style="list-style-type: none"> I. Body as a site of Work, Resistance and Violence II. Gender and Institutionalized Trade Unions III. Gender and Queer Social Movements in Kerala 	

Mode of Transaction	Classroom activities <ol style="list-style-type: none"> 1. Lectures 2. In-class activities 3. Presentations Field activities Lab based activities
Mode of Assessment	20% - Participation in In-class activities 20% - Group Project 20% - Assignments 40% - Exam

Learning Resources

1. Abraham, J. (2011). 'Why did you send me like this?': Marriage, Matriliney and the 'Providing Husband' in North Kerala, India. *Asian Journal of Women's Studies*, 17(2), 32-65.
2. Abraham, J. (2017). 'Matriliney did not become patriliney!' The transformation of Thiyya 'tharavad' houses in 20th-century Kerala. *Contributions to Indian Sociology*, 51(3), 287-312.
3. Arathi, P. M. (2019). Silent Voices: A Critical Analysis of Surrogacy's Legal Journey in India. *Social Change*, 49(2), 344-352.
4. Arathi, P. M. (2022). Questions of Women's Health and Reproductive Justice. *Public Health in India: Policy Shifts and Trends*, 145.
5. Arunima, G. (1995). Matriliney and its Discontents. *India International Centre Quarterly*, 22(2/3), 157-167.
6. Arunima, G. (2003). There comes Papa: Colonialism and the transformation of matriliney in Kerala, Malabar, c. 1850-1940. (*No Title*).
7. Arunima, G. (2010). Pennuezhuthu: 'Women's Writing' and the Politics of Gender in Contemporary Kerala. *Globalization in India: Contents and Discontents*, 171-82.
8. Carmel, C. K. (2019). Janu and Saleena narrating life: Subjects and spaces. In *Dalit Text* (pp. 105-120). Routledge India.
9. Devika, J., & Kodoth, P. (2001). Sexual violence and predicament of feminist politics in Kerala. *Economic and Political Weekly*, 3170-3177.
10. Devika, J. (2002). Domesticating Malayalees: Family planning, the nation and home-centered anxieties in mid-20th century Kerala.
11. Devika, J., & Sukumar, M. (2006). Making space for feminist social critique in contemporary Kerala. *Economic and Political Weekly*, 4469-4475.

12. Devika, J. (2006). Negotiating women's social space: public debates on gender in early modern Kerala, India. *Inter-Asia Cultural Studies*, 7(1), 43-61.
13. Devika, J. (2009). Bodies gone awry: The abjection of sexuality in development discourse in contemporary Kerala. *Indian Journal of Gender Studies*, 16(1), 21-46.
14. Devika, J. (2016). The 'Kudumbashree Woman' and the Kerala model woman: Women and politics in contemporary Kerala. *Indian Journal of Gender Studies*, 23(3), 393-414.
15. Devika, J. (2005). The aesthetic woman: Re-forming female bodies and minds in early twentieth-century Keralam. *Modern Asian Studies*, 39(2), 461-487.
16. Dimithrova, K. G. (2021). Life in A Metro: The Challenges and Hardships Faced by Transgender Persons in Kochi. *Journal of Multidisciplinary Cases (JMC) ISSN 2799-0990*, 1(02), 1-5.
17. Eapen, M., & Kodoth, P. (2002). Family structure, women's education and work: Re-examining the high status of women in Kerala.
18. Eswaran, A., & Hameeda, C. K. (2013). The waste picking community: Some issues and concerns. *Economic and Political Weekly*.
19. Fathima, R. (2023). *Rehana Fathima: Sannidhyam, Samaram, Shareeram*, Gooseberry Books.
20. George, S. (2013). Towards recognition through professionalisation: Organising domestic workers in Kerala. *Economic and Political Weekly*, 69-76.
21. George, S. (2013). Enabling subjectivities: Economic and cultural negotiations—a gendered reading of the handloom sector and the special economic zone of Kerala. *Indian Journal of Gender Studies*, 20(2), 305-334.
22. George, S. (2019). Towards building safe and fair migration practices within the domestic workers' communities in Kerala.
23. George, S. (2019). Globalization, workspace transformation and informal workers: A reversal of gender roles. *Perspectives on Neoliberalism, Labour and Globalization in India: Essays In Honour of Lalit K. Deshpande*, 273-297.
24. Janu, C. K., & Bhaskaran, R. S. (2004). Mother forest: the unfinished story of CK Janu. (*No Title*).
25. Jayasree, A. K. (2004). Searching for justice for body and self in a coercive environment: sex work in Kerala, India. *Reproductive health matters*, 12(23), 58-67.
26. Jayasree, A. K., & Bindu, M. V. (2020). Contextualizing Healthcare Needs of the Transgender Community in Kerala: A Strategic Approach. In *Handbook of Research on New Dimensions of Gender Mainstreaming and Women Empowerment* (pp. 242-260). IGI Global.
27. Jeffrey, R. (1978). Matriliney, marxism, and the birth of the communist party in Kerala, 1930–1940. *The Journal of Asian Studies*, 38(1), 77-98.
28. Kodoth, P. (2002). Framing custom, directing practices: authority, property and matriliney under colonial law in nineteenth century Malabar.
29. Kodoth, P. (2001). Courting legitimacy or delegitimizing custom? Sexuality, sambandham, and marriage reform in late nineteenth-century Malabar. *Modern Asian Studies*, 35(2), 349-384.
30. Kodoth, P. (2008). Gender, caste and matchmaking in Kerala: A rationale for dowry. *Development and Change*, 39(2), 263-283.

31. Kuriakose, A., & Alex, G. J. Queering Space,(Trans) Forming Kerala: An analysis of the Cultural Politics in the Emergent Queer Pride Parades and Allied Trans-Beauty Pageants.
32. Kuriakose, A. Masculinity without Men: Reflections on the Invisibilisation of Female-to-Male Transgender Identities in Kerala. *Gender and Politics: Emerging Trends and Issues*.
33. Lindberg, A. (2001). *Experience and identity: A historical account of class, caste, and gender among the cashew workers of Kerala, 1930–2000*. Lund University.
34. Nandi, R. (2021). Solidarity at the Crossroads: Struggles and Transformations of Domestic Workers in Kerala. *Social Reproduction, Solidarity Economy, Feminisms and Democracy: Latin America and India*, 145-167.
35. Nayak, N. (2013). Organizing the unorganized workers: Lessons from SEWA experiences. *Indian Journal of Industrial Relations*, 402-414.
36. Nayak, N. (2008). Women’s struggles in fisheries: What have we gained?. *Yemaya* 27: 2, 3.
37. Neethi, P. (2012). Globalization lived locally: investigating Kerala's local labour control regimes. *Development and Change*, 43(6), 1239-1263.
38. Raj, R. (2013). Dalit women as political agents: A Kerala experience. *Economic and Political Weekly*, 56-63.
39. Santhosh, OK and Manoj M.V.(2014) *Chengara Samaravum, Ente Jeevithavum: Saleena Prakkanam*, DC Books.
40. Saradamoni, K. (1982). Women's status in changing agrarian relations: a Kerala experience. *Economic and Political Weekly*, 155-162.
41. Saradamoni, K. (1991). Filling the rice bowl: Women in paddy cultivation. *(No Title)*.
42. Saradamoni, K. (1994). Women, Kerala and some development issues. *Economic and Political weekly*, 501-509.
43. Saradamoni, K. (1999). Matriliney transformed: Family, law and ideology in twentieth century Travancore. *(No Title)*.
44. Sharma, B., & Geetha, K. A. (2021). Casteing gender: Intersectional oppression of Dalit women. *Journal of International Women's Studies*, 22(10), 0-7.
45. Sukumar, M. (2012). Engendering local development plans: Gender budgeting initiative by a local government institution in Kerala, India. In *Universitas Forum* (Vol. 3, No. 1).

Relevance of Learning the Course/ Employability of the Course



MAHATMA GANDHI UNIVERSITY
Graduate School

4 + 1 Integrated UG and PG Programme

School	SCHOOL OF GANDHIAN THOUGHT AND DEVELOPMENT STUDIES		
Programme	Gandhian Studies		
Course Title	Socio Political Thought of Gandhi		
Course Type	Major		
Course Level	III		
Course Code	MG3DSCUGS201		
Course Overview	<p>The curriculum encompasses Gandhi's core philosophical concepts including Satyagraha (truth-force), Ahimsa (non-violence), Swaraj (self-rule), Sarvodaya (welfare of all), and his critique of modern civilization. Students will analyze how Gandhi synthesized traditional Indian values with universal human principles to create a unique framework for social and political transformation. The course examines Gandhi's contributions to political theory, economic thought, environmental consciousness, interfaith dialogue, and social justice movements.</p>		
Semester	3	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60		
Pre-requisite	<ul style="list-style-type: none"> ● Basic understanding of Indian history and political systems (recommended: Introduction to Indian History or equivalent) ● Foundational knowledge in political science or philosophy (recommended: Introduction to Political Theory or Introduction to Philosophy) ● Familiarity with major political ideologies (liberalism, socialism, nationalism) 		

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	Demonstrate comprehensive knowledge of Gandhi's major philosophical concepts and their historical development	Analyse	
2	Analyze the interconnections between Gandhi's personal experiences, spiritual beliefs, and political strategies	Understand	
3	Evaluate the influence of various philosophical traditions (Hindu, Jain, Christian, Western) on Gandhi's thought	Compare	
4	Assess Gandhi's contributions to political theory, particularly regarding non-violent resistance and participatory democracy	Application	

COURSE CONTENT

Module 1. GANDHI ON STATE AND NATION	Hours	CO No
1. Introduction to Gandhian Political Thought 2. Gandhi's Views on State and Citizenship (Ramrajya) 3. Gandhi's Views on Democracy (Gramswaraj) 4. Gandhi's Concept of Nationalism	15	1
Module 2. INDIVIDUAL AND THE STATE	Hours	
1. Rights and Duties 2. Means and Ends 3. Liberty and Equality 4. Power and Authority	15	2,3 & 4
Module 3. POLITICAL IDEOLOGIES	Hours	
1. Gandhi's Views on Colonialism and Imperialism 2. Gandhi's Views on Liberalism and Constitutionalism 3. Fascism 4. Gandhi's Views on Socialism and Communism 5. Gandhi's View on Humanity	15	2,3
Module 4. PEACE AND CONFLICT RESOLUTION	15	1.2 & 3
1. <i>Gandhi on Structural Violence</i> 2. <i>Gandhi's Constructive programme</i> 3. <i>Satyagraha as a Means of Conflict Resolution</i> 4. <i>Gandhian sarvodaya for world peace</i> 5. <i>World Order</i>		

Mode of Transaction	Classroom activities: <input type="checkbox"/> Lecturing, Interactive discussion sessions using available Technical advancements. These sessions offer a thorough understanding of the subject and its applications.
Mode of Assessment	Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods used

Learning Resources

1. A Raghuramaraju, Debating Gandhi: A Reader. Ed, South Asia Books, 2005.

2. Dalton, Dennis: Gandhi's Power: Nonviolence in Action, Rep. PA, South Asia Books, 2007
3. Anne Vergati, Gandhian Philosophy: Its Relevance Today (Hard Bound) [edit], South Asia Books, 2008
4. William N. Bush, Gandhian Vision Of Rural Development: Its Relevance In Present Time (Hard Bound), South Asia Books, 2005. [edit]
5. Ray, B.N., Gandhigiri: Satyagraha After Hundred Years, South Asia Books,2005

Relevance of Learning the Course/ Employability of the Course
<p>Gandhi's socio-political thought remains profoundly relevant in addressing 21st-century challenges. His emphasis on non-violent conflict resolution provides essential frameworks for diplomacy, peace-building, and social activism in an era marked by increasing polarization and violence. Gandhi's economic philosophy of sustainable development and local self-reliance offers valuable insights for addressing climate change, inequality, and corporate globalization.</p>

School of Gandhian Thought and Developmental Studies
Priyadarsini Hills, Kottayam,
Kerala, India, Pin: 686560

Understanding Gandhi: Writings and Interpretations

Type of Course: Major

Semester: III

Credit: 4

Programme: 4+1 Integrated U.G. and P.G. Programme

School: School of Gandhian Thought and Development Studies

Total Learning Time: 45

Course Level: 200-299

Course Code: MG3DSCUGS202

Instructor: Dr Abhilash G Nath

Prerequisites: 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	Explain: How Gandhi became what we know today.	Understand	1
2	Appraise: the role of physical, organic, social, cultural, historical, and linguistic factors that shaped Gandhi's personality.	Evaluate	3
3	Examine: how Gandhi engaged with himself and the world and how his contemporaries, critics, and interpreters engaged with his ideas.	Analyse	3
4	Assess: and foster an appreciation for the values and principles that can enrich students' understanding and experience of the world.	Analyse	7

Introduction:

Gandhi emerged as a charismatic leader and politician from a complex constellation of heterogeneous elements. Like other historical figures, his development was influenced by physical, organic, social, cultural, historical, and linguistic factors. This course aims to retrace these elements to understand how Gandhi became the towering figure we know today. The course will explore his evolution through his writings and speeches by situating Gandhi within his historical context. It will also focus on how Gandhi engaged with himself and the world and how his contemporaries, critics, and interpreters engaged with his ideas.

Module 1: Introduction to Autobiography

- 1) Purpose and significance of Gandhi's Autobiography, *The Story of My Experiments with Truth*.
- 2) Analysis of Gandhi's writing style and narrative techniques.
- 3) Examination of his self-presentation and its impact on readers.
- 4) Comparative analysis of Gandhi's self-portrayal with historical accounts.

Learning Outcome (CO1)

Understand the narrative style, personal insights, and historical relevance of Gandhi's autobiography.

Module 2: Early Life and Influences – Development of Core Philosophies

- 1) Gandhi's childhood and family background.
- 2) Educational experiences in England and formative career in South Africa.
- 3) Religious, ethical, and political influences shaping his philosophy.
- 4) Core concepts of *Ahimsa* (non-violence) and *Satyagraha* (truth-force).
- 5) Personal vows and experiments with lifestyle changes.
- 6) Key reflections and transformative moments in Gandhi's life.

Learning Outcome (CO2)

Analyse the early life experiences and influences that shaped Gandhi's foundational philosophies.

Module 3: Key Political Texts and Speeches – Values and Themes

- 1) Gandhi's *Hind Swaraj* and its critique of modern Civilization.
- 2) Key pamphlets and articles from *Young India* and *Harijan*.
- 3) Landmark speeches: Banaras Hindu University (1916), Dandi March (1930), and Quit India (1942).
- 4) Exploration of *Swaraj* (self-rule) and its implications for India's independence.
- 5) Examination of non-violence as a political and moral strategy.
- 6) Gandhi's views on colonialism, nationalism, industrialization, and self-reliance.

Learning Outcome (CO3)

Evaluate the values and themes of Gandhi's political writings and speeches, and their impact on his ideology.

Module 4: Contemporary Critiques and Interpretations

- 1) B. R. Ambedkar's critique of Gandhi on caste and untouchability.
- 2) Subhas Chandra Bose's differing perspectives on resistance methods.
- 3) Feminist interpretations of Gandhi's views on gender and domesticity.
- 4) Postcolonial analysis of Gandhi's take on modernity and tradition.
- 5) Environmental readings of Gandhi's philosophy of simplicity and sustainability.
- 6) Global perspectives: Gandhi's influence on Martin Luther King Jr., Nelson Mandela, and other global leaders.

Learning Outcome (CO4)

Critically analyze Gandhi's ideas through diverse contemporary perspectives, highlighting their relevance and limitations.

This structure offers a well-rounded exploration of Gandhi's life, philosophies, and legacy through textual and contextual analysis, fostering a nuanced understanding of his enduring influence.

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)

Learning Resources

- Bhargava, Rajeev, ed., (2009), *Politics and Ethics of the Indian Constitution*, Oxford University Press
- Bondurant, Joan V., (1988), *Conquest of Violence: The Gandhian Philosophy of Conflict*, Princeton University Press
- Brown, Judith M., (1991), *Gandhi: Prisoner of Hope*, Yale University Press
- Chatterjee, Margaret., (1983), *Gandhi's Religious Thought*, University of Notre Dame Press
- Chatterjee, Margaret., (1992), *Gandhi and His Jewish Friends*, Macmillan
- Dalton, Dennis., (1993), *Mahatma Gandhi: Nonviolent Power in Action*, Columbia University Press
- Gandhi, Mahatma., (1927), *An Autobiography or The Story of My Experiments with Truth*, Navajivan Publishing House
- Gandhi, Mahatma., (1928), *Satyagraha in South Africa*, Navajivan Publishing House
- Gandhi, Mahatma., (1993), *The Story of My Experiments with Truth*, Mahadev Desai (trans), Beacon Press
- Gandhi, Mahatma., (1997), *Hind Swaraj or Indian Home Rule*, Cambridge University Press
- Gandhi, Mahatma., (2002), *The Essential Gandhi: An Anthology of His Writings on His Life, Work, and Ideas*, Louis Fischer (ed), Vintage
- Guha, Ramachandra., (2015), *Gandhi Before India*, Vintage
- Guha, Ramachandra., (2018), *Gandhi: The Years That Changed the World, 1914-1948*, Knopf
- Hardiman, David., (2003), *Gandhi in His Time and Ours: The Global Legacy of His Ideas*, Columbia University Press
- Iyer, Raghavan., (1973), *The Moral and Political Thought of Mahatma Gandhi*, Oxford University Press

- Kumarappa, J.C., (1958), *The Economy of Permanence: A Quest for a Social Order Based on Non-Violence*, Sarva-Seva Sangh Prakashan
- Nanda, B.R., (1958), *Mahatma Gandhi: A Biography*, Oxford University Press
- Parekh, Bhikhu, (1989), *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, Sage Publications
- Parekh, Bhikhu., (1989), *Gandhi's Political Philosophy: A Critical Examination*, University of Notre Dame Press
- Parekh, Bhikhu., (2001), *Gandhi: A Very Short Introduction*, Oxford University Press
- Parel, Anthony J., (2006), *Gandhi's Philosophy and the Quest for Harmony*, Cambridge University Press
- Prabhu, R.K., and U.R. Rao, eds. (1967), *The Mind of Mahatma Gandhi*, Navajivan Trust
- Rudolph, Lloyd I., and Susanne Hoeber Rudolph., (2006), *Postmodern Gandhi and Other Essays: Gandhi in the World and at Home*, University of Chicago Press
- Tully, Mark., (2008), *India's Unending Journey: Finding Balance in a Time of Change*, Rider
- Wolpert, Stanley., (2002), *Gandhi's Passion: The Life and Legacy of Mahatma Gandhi*, Oxford University Press

Relevance of Learning the Course/ Employability of the Course
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The course is designed to help students critically examine Gandhi's life and ideas, fostering a deeper understanding of his values and principles and their relevance to personal and societal enrichment.
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**MAHATMA GANDHI UNIVERSITY
Graduate School**

4 + 1 Integrated UG and PG Programme

School	School of Gandhian Thought and Development Studies		
Programme	4+1 Integrated UG and PG Programme		
Course Title	Gandhian Economics		
Course Type	Major		
Course Level	200-299		
Course Code	MG3DSCUGS203		
Course Overview	<p>This course enables students to acquire a fundamental understanding of both Gandhian economics and Conventional economics. The course aims to impart a fundamental understanding of non-violent economics and explore alternatives to traditional development or economics. In addition to this, the course offers a more profound comprehension of Gandhian economic concepts and fosters the ability to scrutinize and contrast these concepts with those of conventional economics. It also seeks to analyse the extent to which these alternatives align with the principles of Gandhian economics.</p>		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60 Hours		

Pre-requisite	Basic Understanding about economics and Gandhian Philosophy
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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	explain the major pre-Gandhian economic thought in India	Understand	
2	appraise post Gandhian development in non-violent economics	Evaluate	
3	compare Gandhian economics with mainstream/conventional economics	Evaluate	
4	analyse to what extent development /economics alternatives align with the principles of Gandhian economics	Analyse	

COURSE CONTENT

Module 1: Economics and pre-Gandhian economic thought in India	Hours	CO No
<ul style="list-style-type: none"> • Meaning, Definition and Scope of economics- Economic school of thought - Mercantilism, Physiocracy, Classical economic thought - Science and Ideology in Economics - Rationality and Ethics in Economics • Ram Mohan Roy on Economic modernization- Satish Chandra Mukherjee on Rural communitarianism - G.V.Joshy on Inter-sectoral imbalance - Gokhale on Development and welfare - Dadhabhai Navroji on India's Moral poverty, poverty and drain of resources- Romesh Chandra Dutt on Imperialism, land tax and famines 	10	
Module 2: Economic dimension of Gandhian ideas	Hours	
<ul style="list-style-type: none"> • Ethical man Vs Economic man- Truth and Nonviolence- Means and Ends- Simple living and limiting wants- Co-operation- Self-sufficiency- Nonviolent production and consumption- <i>Sarvodaya</i> • Swadeshi- definition, Swadeshi and international trade, Bread labour - Meaning and Definition, Nature of production and motivation in bread labour 	20	

<ul style="list-style-type: none"> • Khadi and Village industries: Concept and relevance- Gandhi's ideas on Mechanization and industrialization- Gandhian concept of Decentralization, and Trusteeship 		
Module 3: Post Gandhian Development in Non-violent Economics	Hours	
<ul style="list-style-type: none"> ➤ Non-violent economics: Conceptual analysis- Vinoba's six-fold dan - Bhoodan, Gramadan, Shramadan, Budhidan, Sampthi dan and Jeevadan. ➤ J.C.Kumarappa's contribution- Work, wages and economies in nature- Man, Free will and Human development- Values and valuation- Living and standards of living- Non-violent work, Resistance to development induced displacement, ➤ E.F.Shumacher's contribution- The problem of production- Violence and nonviolence in the use of resources- Natural capital- Buddhist economics, Appropriate/Intermediate technology-Maximum wellbeing with minimum consumption. 	15	
Module 4: Solidarity Economics and Degrowth	Hours	
<ul style="list-style-type: none"> • Solidarity economics and economy: Definition and characteristics - Non-violence and sustainable development - Economic benefits of non-violence. • Degrowth and deindustrialization 	15	

Mode of Transaction	<p>Classroom activities:</p> <ol style="list-style-type: none"> 1. Lecture-Discussion Session 2. Focused Reading and Reflection 3. Seminar <p>Field activities: Nil</p> <p>Lab based activities: Nil</p>
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Mode of Assessment	<ol style="list-style-type: none"> 1. Assignment 2. Book Review 3. Seminar Presentation 4. Internal Test
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Learning Resources

- Bhatia, H.L.(2009),History of Economic thought, New Delhi, Vikas Publishing.
- Brahmanand ed. (1970), Communitarianism Society and Panchayati Raj, Varanasi, Navchetna Prakashan
- Das, Amritananda (1979), Foundations of Gandhian economics, New Delhi, Allied Publishers
- Dash, Anup (2016) An Epistemological Reflection on Social and Solidarity Economy. Forum for Social Economics, Vol. 45, No. 1.
- D’Alisa, Giacomo,Federico Demaria and Giorgos Kallis.(ed.) (2014), Degrowth: A vocabulary for a new era, London, Routledge
- Diwan, Romesh and Mark Lutz (ed.)(1985), Essays in Gandhian economics, New Delhi, Gandhi Peace Foundation
- Eric, Dacheux and Daniel Goujon (2011) The solidarity economy: An alternative development strategy?.” International Social Science Journal , vol. 62, no. 203-204.
- Gandhi, M.K. (1957), Economic and industrial life and relations,Vol.I,II,III, Ahemadabad,Navajeevan Publishing house
- (1909) Hind swaraj, Ahemadabad, Navajeevan Publishing house
- Industrialise and perish, Ahemadabad, Navajeevan Publishing house
- Ganguly, B.N(1978), Indian Economic thought: Nineteenth Century perspective, New Delhi, Tata McGraw-Hill
- Gurusamy M.P (1988), Gandhian approach to economics, Tiruchandur, Guru-Themozhi
- Hausman, M Daniel (1994), The philosophy of economics: An anthology, Cambridge, Cambridge University Press
- Hawken , Paul, Amory Lovins and Hunter Lovins(1999), Natural Capitalism: Creating the Next Industrial Revolution, Boston, Little Brown & Company
- Kumarappa, J.C (1984),Economy of permanence, Varanasi, Sarva-Seva Sangh Prakashan
- (1962), Gandhian Economic thought, Varanasi, Sarva-Seva Sangh Prakashan
- (1958), Why the village Movement Varanasi, Sarva-Seva Sangh Prakashan
- Nair, N.V. (2020) Solidarity Economics and Gandhian Economics: Can they supplement

each other. Gandhi Marg, 42(1&2), pp.83-106.

Pyarelal (1948), Towards New Horizons, Ahmedabad, Navajeevan Publishing House

Ray, Sunil Neetu Chowdhary, and Rajeev K. Kumar (2020) Theorizing Cohesive Development: An Alternative Paradigm, New York :Routledge.

Robinson, Joan and John Eatwell (1974), Introduction to modern Economics, Maidenhead, McGraw-Hill

Ruskin, John, Unto this last ,Ahmedabad, Navajeevan Publishing House

Schumacher, E.F (1973) Small is beautiful, London: Blond and Briggs

----- (1979) Good work , New York Harper & Row

----- (2011) A Guide for the Perplexed, London, Vintage Books

----- (1974)The age of plenty Edinburgh, St. Andrew Press

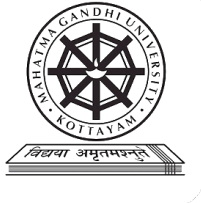
Sen, Amartya (1990), On ethics and economics, New York, Oxford University Press

Sen, Sunanda (2010), Globalization and Development, New Delhi, National Book Trust, India

Tater, Sohan Raj, Economics of nonviolence: Theory to action, 1997 - 2017 *HereNow4U*, Version 3.5

Relevance of Learning the Course/ Employability of the Course
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Throughout history, in times of crisis, whether it be a financial or environmental crisis such as famines, floods, earthquakes, or an epidemic or pandemic, the economic principles of Gandhi are often resurrected as potential alternatives. What is required is an economic vision that has the ability to establish connections that support and maintain life, rather than relying solely on the market. This shift in paradigm necessitates education focused on the preservation of life and the environment.
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	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Gandhian Thought and Development Studies
Programme	4+1 Integrated UG and PG Programme
Course Title	Educational Thoughts of Gandhi
Course Type	Minor
Course Level	200-299
Course Code	MG3DSCUGT231
Course Summary & Justification	This course is designed as a minor course for 4 + 1 UG and PG Programme. Main intention of the course is to have a deep

	understanding of the various Alternative Thoughts and Practices in general and Gandhian Educational Thoughts in specific. 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.		
Semester	3	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	60 Instructional hours		
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	explain the concept of education and its importance from societal point of view	Understand	
2	Assess the contributions of Gandhi on education	Evaluate	
3	judge the alternative thoughts and practices in different parts of the world	Evaluate	
4	appraise educational policies in post independent India based on Gandhian Ideals	Evaluate	

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’s early experiments on education	25 hours
<ul style="list-style-type: none"> ● Gandhi’s early educational experiments – Tolstoy farm, Phoenix settlement, Champaran school ● Influences on Gandhi ● Education and constructive programmes ● Aims of education from Gandhian Perspective 	
Module 3 - Gandhi on Education	20
<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 4 – Alternative thoughts – a comparison with Gandhi	17 Hrs
<ul style="list-style-type: none"> ● Paulo Friere on education ● Ivan Illich – Deschooling society ● Everet Reimer - learning web ● Grundtvig- Danish Folk school movement ● Jidhu Krishnamurti ● 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</p>
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	<p>intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Students will undertake thematic/topical study from various topics on alternative thoughts, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Case Study: An in-depth and comprehensive study of a single or few cases on alternative educational practices would be taken up and submit a study report.</p> <p>Field visits: an institution with demonstrated experience of practicing alternative thoughts could be identified and visit to make a detailed report</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test – One MCQ based and on extended answer type 2. Book review – every students to review a seminal work on Alternative Education and submit a report 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar 4. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report <p>Semester End examination (60 Marks)</p>

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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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- 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.
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- 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.
- Whithead, A.N. & Gifa. (1951). *The Aims of Education*, London: William & Horgate,
- Winch, C. (1986). *Philosophy of human learning*, London: Routledge,.
- Winch, C. (1996). *Key Concepts in the philosophy of education*. London: Routledge.

	4 + 1 Integrated UG and PG Programme
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School	SCHOOL OF GANDHIAN THOUGHT AND DEVELOPMENT STUDIES		
Programme	GANDHIAN STUDIES		
Course Title	GANDHI AND THE NATIONAL MOVEMENT		
Course Type	Major		
Course Level	200-299		
Course Code	MG4DSCUGS201		
Course Overview	<p>This course examines the role of Mohandas Karamchand Gandhi in the Indian national movement for independence from British rule. It delves into his philosophies, strategies, and the broader socio-political context of the time. Students will gain an understanding of how Gandhi's leadership and vision influenced the course of Indian history and inspired global movements for civil rights and freedom.</p>		
Semester	IV	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60		
Pre-requisite	A basic understanding of the National Movement in 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	Understand the historical context of British colonial rule in India.	Understand	
2	Explore the early Sathyagrahas of Gandhi	Identify	
3	Analyse key events and movements within the Indian independence struggle.	Analyse	
4	Examine Gandhi's methods of nonviolent resistance and civil disobedience.	Understand	
5	To differentiate between the political ideas and ideological differences between Gandhi and his contemporaries	Identify	
6	Assess the impact of Gandhi's leadership on India's independence and global movements.	Assess	

COURSE CONTENT

Module 1	Hours	CO No
Socio Political Context of the 19th and Early 20th Centuries in India		
<ul style="list-style-type: none"> • Early Nationalist Movements: Revolt of 1857 - Formation of Indian National Congress • Early Nationalist Leaders: Dadabhai Naoroji, Lala Lajpat Rai, Bipin Chandra Pal, Bala Gangadhar Tilak, Gopal Krishna Gokhale • Rise of Revolutionary Movements and their leaders – Role of World War I in shaping the Indian Political Consciousness – Homo Rule Movement • Impact of Montague -Chelmsford Reforms and Rowlatt Act 	15	1
Module 2 Gandhi and the National Movement	Hours	
<ul style="list-style-type: none"> • Early Sathyagrahas of Gandhi: Champaran (1917), Kheda (1918), and Ahmedabad Mill Strike (1918) • Gandhi and the Indian National Congress • Non-Cooperation Movement (1920-22) • Civil Disobedience Movement (1930-34) • Quit India Movement (1942) • Gandhi in Kerala 	15	2&3
Module 3 Interactions with Contemporaries and Ideological Differences	Hours	

<ul style="list-style-type: none"> • Gandhi, Women and the National Movement • Gandhi and Indian National Congress Leaders: Collaboration and conflicts with Jawaharlal Nehru, Sardar Patel, and Maulana Azad – Role in shaping Congress Policies and Strategies • Gandhi and Revolutionary Leaders: Relationship with Subhas Chandra Bose - Criticisms and support from revolutionaries like Bhagat Singh- Differences in methods and ideologies. • Gandhi and the Muslim League: Gandhi's interactions with Muhammad Ali Jinnah - Efforts to maintain Hindu-Muslim unity- Differences leading to the partition of India. 	15	4 & 5
Module 4 Lasting Impact of Gandhi's Ideology	Hours	
<ul style="list-style-type: none"> • Gandhi's vision for post-independent India- • Global Movements Influenced by Gandhi and Contemporary Relevance: Impact on civil rights movements in the USA (Martin Luther King Jr.)-Influence on anti-apartheid struggle in South Africa (Nelson Mandela). • Critiques and Reappraisals of Gandhi's Legacy • Contemporary Relevance of Gandhi 	15	6

Mode of Transaction	<p>Classroom activities:</p> <ul style="list-style-type: none"> • Lecture-discussion session using PPT: These sessions offer a thorough understanding of Gandhi's role in the national movement, his strategies, interactions with contemporaries, and the lasting impact of his ideologies • Role Plays on key events in the National Movement: Students will develop critical thinking skills and an understanding of the complexities and challenges of different resistance strategies. • Research and Presentations on Global Impact: Assign students to research how Gandhi's methods inspired other global leaders and movements (e.g., Martin Luther King Jr., Nelson Mandela, the Civil Rights Movement). Have them present their findings and Students will
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	<p>recognize the global significance of Gandhi's philosophy and its application in various contexts.</p> <p>Field activities: Nil</p>
Mode of Assessment	<p>An Assignment on the key events or figures involved in the National Movement (10 scores)</p> <p>A Research cum Seminar Presentation on Gandhi and the National Movement (10 scores)</p> <p>An Internal Examination (20 scores)</p>

Learning Resources

- Ayer, S.A. Subhas Chandra Bose and the Resolution of the National Planning Committee. Bombay: Thacker & Co., 1944.
- Brown, Judith M. Gandhi's Rise to Power: Indian Politics 1915-1922. Cambridge: Cambridge University Press, 1972.
- Brown, Judith M. Gandhi and Civil Disobedience: The Mahatma in Indian Politics 1928-1934. Cambridge: Cambridge University Press, 1977.
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- Chandra, Bipan. India's Struggle for Independence: 1857-1947. New Delhi: Penguin Books, 1988.
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Bayly, C.A. "The Origins of Swadeshi (Home Industry): Cloth and Indian Society, 1700-1930." *Journal of Social History* 20, no. 3 (1987): 491-512.

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Brown, Judith M. "The Roots of Mass Nationalism: Reactions to Colonial Rule in India and Africa." *African Affairs* 70, no. 281 (1971): 242-260.

Chatterjee, Partha."Colonialism, Nationalism, and Colonialized Women: The Contest in India." *American Ethnologist* 16, no. 4 (1989): 622-633.

Guha, Ranajit. "The Prose of Counter-Insurgency." *Subaltern Studies II*. New Delhi: Oxford University Press, 1983.

Hardiman, David."Civil Disobedience and Gandhi's Role." *Modern Asian Studies* 28, no. 3 (1994): 707-733.

Heehs, Peter."The Emergence of Nationalism in India." *History Today* 38, no. 11 (1988): 21-27.

Metcalf, Thomas R. "The British and the Raj: Indian Nationalism and the Partition of India." *Modern Asian Studies* 15, no. 2 (1981): 287-296.

Other References

Government of India. *Collected Works of Mahatma Gandhi*. 100 Vols. New Delhi: Publications Division, Government of India, 1958-1994.

Nehru, Jawaharlal. *The Discovery of India*. New Delhi: Oxford University Press, 1946.

Relevance of Learning the Course/ Employability of the Course
This course provides the learner with a structured and comprehensive overview of Gandhi's role in the Indian National Movement, interactions with contemporaries, global influence, and contemporary relevance.

School of Gandhian Thought and Developmental Studies
Priyadarsini Hills, Kottayam, Kerala, India, Pin: 686560
Gandhian Studies

Gandhi and Continental Philosophy – Heidegger, Levinas, and Derrida

Type of Course: Major

Semester: VI

Credit: 4

Programme: 4+1 Integrated U.G. and P.G. Programme

School: School of Gandhian Thought and Development Studies

Total Learning Time: 45

Course Level: 200-299

Course Code: MG4DSCUGS202

Instructor: Dr Abhilash G Nath

Prerequisites: 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	Explain: the philosophical intersections between Gandhi's ethical and political thought and the Continental philosophy of Heidegger, Levinas, and Derrida.	Understand	1
2	Appraise: how concepts of being, ethics, and deconstruction shape contemporary issues of justice, nonviolence, and self-rule.	Evaluate	3
3	Examine: the relevance of these thinkers in understanding Gandhi's approach to human action, responsibility, and resistance.	Analyse	3
4	Assess: the implications of their ideas in addressing global challenges such as colonialism, modernity, and the pursuit of ethical governance.	Analyse	7

Introduction:

The course “Gandhi and Continental Philosophy – Heidegger, Levinas, and Derrida” offers an innovative exploration of Gandhian thought alongside three pivotal Continental philosophers, highlighting intersections between Indian and Western traditions. By juxtaposing Gandhi’s ethical and political philosophy with Heidegger’s existential ontology, Levinas’ ethics of responsibility, and Derrida’s deconstruction, the course fosters a critical understanding of the universal relevance of Gandhi’s ideas in addressing questions of being, ethics, and justice. This comparative framework is particularly relevant in the contemporary global context, marked by ecological crises, political conflicts, and ethical dilemmas, where Gandhian concepts like *Ahimsa* (nonviolence), *Swaraj* (self-rule), and *Satyagraha* (truth-force) resonate profoundly. By engaging with Heidegger’s critique of modernity, Levinas’ call to ethical responsibility, and Derrida’s emphasis on the openness of meaning and justice, students are encouraged to rethink dominant paradigms and envision transformative socio-political possibilities. This interdisciplinary approach not only enriches philosophical inquiry but also underscores the enduring significance of Gandhian ideals in a fragmented world.

Module 1: Gandhi and Heidegger – The Question of Being (18 Hours)

1. Heidegger's Concept of Being
 - a) Discuss Heidegger's notion of Being (Sein) and its centrality in *Being and Time*.
 - b) Relate this to Gandhi's understanding of self-realization and human existence in harmony with the cosmos.
2. Being-in-the-World and Gandhian Praxis
 - a) Explore Heidegger's idea of *Dasein* (being-in-the-world) and Gandhi's emphasis on engaged, situated action for truth and justice.
3. Technology and Modernity
 - a) Examine Heidegger's critique of technology and Gandhi's rejection of industrial modernity, emphasizing small-scale, sustainable practices.
4. Authenticity and Satyagraha
 - a) Analyse Heidegger's concept of authenticity alongside Gandhi's emphasis on self-discipline, truth, and ethical living.

Module 2: Gandhi and Levinas – The Question of Ethics (18 Hours)

1. Levinas on Ethics as First Philosophy
 - a) Explore Levinas' prioritization of ethics over ontology and Gandhi's framing of ethics as foundational to politics.
2. The Face of the Other
 - a) Discuss Levinas' concept of the "Face" as a call to responsibility and relate it to Gandhi's insistence on recognizing the humanity of every individual, even adversaries.
3. Nonviolence and Infinite Responsibility
 - a) Compare Levinas' idea of infinite responsibility to Gandhi's principle of *Ahimsa* (nonviolence) as a universal ethical imperative.
4. Hospitality and Community
 - a) Examine Levinas' idea of hospitality and Gandhi's vision of inclusive communities built on mutual respect and cooperation.

Module 3: Gandhi and Derrida – The Question of Deconstruction (18 Hours)

1. Derrida's Deconstruction and Gandhi's Radical Critique of Modernity
 - a) Introduce Derrida's concept of deconstruction and its resonance with Gandhi's critique of colonialism, materialism, and hierarchical systems.

2. Satyagraha and *Différance*

a) Analyze Gandhi's *Satyagraha* (truth-force) as a performative act of resistance and its parallels with Derrida's *différance*, focusing on the interplay of presence and absence.

3. Nonviolence and Justice

a) Examine Derrida's reflections on justice as the impossible and Gandhi's nonviolent praxis aimed at achieving justice beyond law and power structures.

4. Hospitality, Forgiveness, and Swaraj

a) Explore Derrida's ideas of unconditional hospitality and forgiveness in light of Gandhi's advocacy for *Swaraj* (self-rule) as a spiritual and ethical ideal.

<p>Pedagogic Methods</p>	<p>Lecture Student Presentations Group Discussions Article Writing</p>
<p>Mode of Assessment</p>	<p>Internal Assessment</p> <p>4. Internal Test – (20 Marks) 5. Book review – Every Student should Review a Work in a Subject Studied as Part of the Course and Submit a Report (10 Marks) 6. Seminar Presentation – (10 Marks)</p> <p>Semester End Examination (60 Marks)</p>

Learning Resources

Allen, Amy. *The Politics of Our Selves: Power, Autonomy, and Gender in Contemporary Critical Theory*. Columbia University Press, 2008.

Bhargava, Rajeev, ed., (2009), *Politics and Ethics of the Indian Constitution*, Oxford University Press

Bhattacharyya, D.C. *The Philosophy of Gandhi*. Keshava Publications, 1982.

Bondurant, Joan V., (1988), *Conquest of Violence: The Gandhian Philosophy of Conflict*, Princeton University Press

Brown, Judith M., (1991), *Gandhi: Prisoner of Hope*, Yale University Press

Chatterjee, Margaret., (1983), *Gandhi's Religious Thought*, University of Notre Dame Press

Chatterjee, Margaret., (1992), *Gandhi and His Jewish Friends*, Macmillan

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Derrida, Jacques. *Writing and Difference*. Translated by Alan Bass, University of Chicago Press, 1978.

Easwaran, Eknath. *The Bhagavad Gita*. Nilgiri Press, 2007.

Erikson, Erik H. *Gandhi's Truth: On the Origins of Militant Nonviolence*. W.W. Norton & Company, 1969.

Fritsche, Johannes. *Heidegger: A Very Short Introduction*. Oxford University Press, 2000.

Gandhi, Mahatma. *Ahimsa*. By Arundhati Roy, HarperCollins India, 2004.

Gandhi, Mahatma. *Gandhi on Non-Violence*. Edited by Thomas Merton, New York Review of Books, 1964.

Gandhi, Mahatma. *Hind Swaraj*. Navajivan Publishing House, 1909.

Gandhi, Mahatma. *The Collected Works of Mahatma Gandhi*. Volume I-98, Publications Division, Government of India, 1958-1994.

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Gandhi, Mahatma., (1928), *Satyagraha in South Africa*, Navajivan Publishing House

Gandhi, Mahatma., (1993), *The Story of My Experiments with Truth*, Mahadev Desai (trans), Beacon Press

Gandhi, Mahatma., (1997), *Hind Swaraj or Indian Home Rule*, Cambridge University Press

Gandhi, Mahatma., (2002), *The Essential Gandhi: An Anthology of His Writings on His Life, Work, and Ideas*, Louis Fischer (ed), Vintage

Guha, Ramachandra., (2015), *Gandhi Before India*, Vintage

Guha, Ramachandra., (2018), *Gandhi: The Years That Changed the World, 1914-1948*, Knopf

Hardiman, David., (2003), *Gandhi in His Time and Ours: The Global Legacy of His Ideas*, Columbia University Press

Heidegger, Martin. *Being and Time*. Translated by John Macquarrie and Edward Robinson, Harper & Row, 1962.

Inwood, Michael. *The Philosophy of Martin Heidegger*. Oxford University Press, 1999.

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Kumarappa, J.C., (1958), *The Economy of Permanence: A Quest for a Social Order Based on Non-Violence*, Sarva-Seva Sangh Prakashan

Kurlansky, Mark. *Nonviolence: The History of a Dangerous Idea*. Modern Library, 2006.

Levinas, Emmanuel. *Totality and Infinity: An Essay on Exteriority*. Translated by Alphonso Lingis, Duquesne University Press, 1969.

Nanda, B.R., (1958), *Mahatma Gandhi: A Biography*, Oxford University Press

Nanda, Meera. *Gandhi and Postmodernism: Problems of Satyagraha and Swaraj in the New Millennium*. Oxford University Press, 2003.

Parekh, Bhikhu, (1989), *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, Sage Publications

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Parekh, Bhikhu., (2001), *Gandhi: A Very Short Introduction*, Oxford University Press

Parel, Anthony J., (2006), *Gandhi's Philosophy and the Quest for Harmony*, Cambridge University Press

Peperzak, Adriaan T. *The Ethics of Emmanuel Levinas*. Stanford University Press, 1997.

Prabhu, R.K., and U.R. Rao, eds. (1967), *The Mind of Mahatma Gandhi*, Navajivan Trust


Roy, Arundhati. *Ahimsa: A Nonviolent History*. HarperCollins, 2004.

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Other Essays: Gandhi in the World and at Home, University of Chicago Press
 Tully, Mark., (2008), *India's Unending Journey: Finding Balance in a Time of Change*, Rider
 Wolpert, Stanley., (2002), *Gandhi's Passion: The Life and Legacy of Mahatma Gandhi*, Oxford University Press

Relevance of Learning the Course/ Employability of the Course

This course, *Gandhi and Continental Philosophy – Heidegger, Levinas, and Derrida*, is profoundly relevant for understanding the convergence of Eastern and Western philosophical traditions in addressing contemporary ethical, political, and existential challenges. By juxtaposing Gandhi's emphasis on nonviolence, self-rule (*Swaraaj*), and ethical living with Heidegger's inquiry into Being, Levinas' prioritization of ethics over ontology, and Derrida's deconstruction of hierarchical structures, the course fosters a unique philosophical dialogue. It equips students to critically analyse issues like modernity, technological dominance, power dynamics, and human responsibility through an interdisciplinary lens. In a global context characterized by crises of identity, inequality, and environmental degradation, this exploration offers transformative insights into building a more inclusive, ethical, and sustainable world.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme
School Name	School of Gandhian Thought and Development Studies
Programme	4+1 Integrated UG and PG Programme
Course Title	Basic Research Methodology and Academic Writing
Type of Course	Major
Course Level	200-299

Course Code	MG4DSCUGS203		
Course Summary & Justification	This course is designed as a foundational course for developing understandings about the research methods in social sciences. The course provides fundamental information about meaning characteristics, types and processes of research which will be helpful for learners as a pre requisite for learning advanced courses in both quantitative and qualitative research paradigms.		
Semester	IV	Credit	4
Total Student Learning Time/Instructional hours for theory, practical and assessment	60 Instructional hours		
Pre-requisite	Preliminary Knowledge of nature social science inquiry		

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	Upon completion of this course, students will be able to;		
1	Describe the meaning, purpose, scope and types of research in social science.	Understand	
2	Utilise appropriate research method for social science inquiry	Apply	
3	Design tools, sample and data collection for social science research	Apply	
4	Articulate research findings into different forms of academic writing	Create	

COURSE CONTENT	Hours	CO No
Module 1 - Introduction to Research in Social Sciences	10	1
<ul style="list-style-type: none"> Meaning, purpose and scope of research in social sciences Epistemological issues in Social Science Research Characteristics of Research in Social Sciences Major Stages in Research Process - Problem, Hypotheses, Sampling, Research tools and techniques 		
Module 2 - Types of Research	10	2

<ul style="list-style-type: none"> • Classification based on purpose: Basic , Applied and Action • Classification based on Time : Cross-sectional, Longitudinal • Classification based on Research paradigms in Social Sciences: quantitative and qualitative 		
Module 3 - Methods of Research in Social Sciences	25	2,3
<ul style="list-style-type: none"> • Experimental Research • Ex post Facto Research • Survey • Case Study • Historical • Ethnography • Content analysis 		
Module 4 - Academic writing	27	4
<ul style="list-style-type: none"> • Academic writing - meaning and importance • Academic writing and popular writing • Types of academic writing • Stages in academic writing • Writing process - originality check and use of softwares 		

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 types and processes in social science research 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 Methods and techniques of social research and demonstrate their understanding.</p> <p>Seminar: Students will undertake thematic/topical study from various topics in Social Sciences, prepare write-up and make</p>
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	<p>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>Workshops: hands on experience will be given to write a research title, hypotheses, design sample and tools and preparing research proposal.</p>
Mode of Assessment	<p>Internal Assessment (40 Marks)</p> <ol style="list-style-type: none"> 1. Internal Test - One MCQ based and one extended answer type 2. Assignment - every students to submit an assignment 3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar 4. Preparation of a research proposal <p>Semester End examination (60 Marks)</p>

References

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- Borg, W.R. and Gall, M.D. (1983). Educational Research - An Introduction, New York: Longman, Inc.
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- Cohen, Lewis and Manion Lawrence (1994) Research Methods in Education. New York : Holt Rinchart and Winston Inc.
- Creswell,J.W. (2011)Research Design. New Delhi Sage
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- Pamela,M.,Richard, M.(1994). Beginning Qualitative Research- A Philosophic and Practical Guide. The Falmer Press London. Washington D.C.
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- Shank, G.D. (2002). Qualitative Research. Columbus, ott: Merill, Prentice Hall.
- Somekh,B., lewin,C. (2005). Research Methods in the Social Sciences. London: Sage
- Stake, Robert E. (1995). The Art of Case Study Research. Thousand Oaks: C.A:Sage.
- Travers, Robert M.W. (1978). An Introduction to Educational research (4th edition). London: MacMillan.

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Walliman, N(2011). *Your Research Project*. New Delhi: Sage

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.). New York: 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* (New York: 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).

School of Gandhian Thought and Developmental Studies
Priyadarsini Hills,
Kottayam, Kerala,
India,
Pin: 686560MA Gandhian Studies

Gandhi and Continental Philosophy – Heidegger, Levinas, and Derrida

Type of Course: Minor

Semester: VI

Credit: 4

Programme: 4+1 Integrated U.G. and P.G. Programme

School: School of Gandhian Thought and Development Studies

Total Learning Time: 45

Course Level: 200-299

Course Code: MG4DSCUGT251

Instructor: Dr Abhilash G Nath

Prerequisites: Language Skills, Curiosity, and a Positive Attitude

CO No.	Expected Course Outcome	Learning Domain	PSO No.
	Upon completion of this course, students will be able to;		
1	Explain: the philosophical intersections between Gandhi's ethical and political thought and the Continental philosophy of Heidegger, Levinas, and Derrida.	Understand	1
2	Appraise: how concepts of being, ethics, and deconstruction shape contemporary issues of justice, nonviolence, and self-rule.	Evaluate	3
3	Examine: the relevance of these thinkers in understanding Gandhi's approach to human action, responsibility, and resistance.	Analyse	3
4	Assess: the implications of their ideas in addressing global challenges such as colonialism, modernity, and the pursuit of ethical governance.	Analyse	7

Introduction:

The course "Gandhi and Continental Philosophy – Heidegger, Levinas, and Derrida"

offers an innovative exploration of Gandhian thought alongside three pivotal Continental philosophers, highlighting intersections between Indian and Western traditions. By juxtaposing Gandhi's ethical and political philosophy with Heidegger's existential ontology, Levinas' ethics of responsibility, and Derrida's deconstruction, the course fosters a critical understanding of the universal relevance of Gandhi's ideas in addressing questions of being, ethics, and justice. This comparative framework is particularly relevant in the contemporary global context, marked by ecological crises, political conflicts, and ethical dilemmas, where Gandhian concepts like *Ahimsa* (nonviolence), *Swaraj* (self-rule), and *Satyagraha* (truth-force) resonate profoundly. By engaging with Heidegger's critique of modernity, Levinas' call to ethical responsibility, and Derrida's emphasis on the openness of meaning and justice, students are encouraged to rethink dominant paradigms and envision transformative socio-political possibilities. This interdisciplinary approach not only enriches philosophical inquiry but also underscores the enduring significance of Gandhian ideals in a fragmented world.

Module 1: Gandhi and Heidegger – The Question of Being (18 Hours)

5. Heidegger's Concept of Being

- c) Discuss Heidegger's notion of Being (Sein) and its centrality in *Being and Time*.
- d) Relate this to Gandhi's understanding of self-realization and human existence in harmony with the cosmos.

6. Being-in-the-World and Gandhian Praxis

- b) Explore Heidegger's idea of *Dasein* (being-in-the-world) and Gandhi's emphasis on engaged, situated action for truth and justice.

7. Technology and Modernity

- b) Examine Heidegger's critique of technology and Gandhi's rejection of industrial modernity, emphasizing small-scale, sustainable practices.

8. Authenticity and Satyagraha

- b) Analyse Heidegger's concept of authenticity alongside Gandhi's emphasis on self-discipline, truth, and ethical living.

Module 2: Gandhi and Levinas – The Question of Ethics (18 Hours)

5. Levinas on Ethics as First Philosophy

- b) Explore Levinas' prioritization of ethics over ontology and Gandhi's framing of ethics as foundational to politics.

6. The Face of the Other

- b) Discuss Levinas' concept of the "Face" as a call to responsibility and relate it to Gandhi's insistence on recognizing the humanity of every individual, even adversaries.

7. Nonviolence and Infinite Responsibility

- b) Compare Levinas' idea of infinite responsibility to Gandhi's principle of *Ahimsa* (nonviolence) as a universal ethical imperative.

8. Hospitality and Community

- b) Examine Levinas' idea of hospitality and Gandhi's vision of inclusive communities built on mutual respect and cooperation.

Module 3: Gandhi and Derrida – The Question of Deconstruction (18 Hours)

5. Derrida's Deconstruction and Gandhi's Radical Critique of Modernity

- b) Introduce Derrida's concept of deconstruction and its resonance with Gandhi's critique of colonialism, materialism, and hierarchical systems.

6. Satyagraha and *Différance*

b) Analyze Gandhi's *Satyagraha* (truth-force) as a performative act of resistance and its parallels with Derrida's *différance*, focusing on the interplay of presence and absence.

7. Nonviolence and Justice

b) Examine Derrida's reflections on justice as the impossible and Gandhi's nonviolent praxis aimed at achieving justice beyond law and power structures.

8. Hospitality, Forgiveness, and Swaraj

b) Explore Derrida's ideas of unconditional hospitality and forgiveness in light of Gandhi's advocacy for *Swaraj* (self-rule) as a spiritual and ethical ideal.

Learning Outcomes:

- 1) Analyse the philosophical intersections between Gandhi and Continental thinkers Heidegger, Levinas, and Derrida.
- 2) Critically engage with concepts of being, ethics, and deconstruction in the Gandhian context.
- 3) Examine Gandhi's contributions to ethical and political philosophy through comparative analysis.
- 4) Assess the relevance of Gandhian and Continental ideas in addressing contemporary global challenges.

Pedagogic Methods	Lecture Student Presentations Group Discussions Article Writing
Mode of Assessment	Internal Assessment 7. Internal Test – (20 Marks) 8. Book review – Every Student should Review a Work in a Subject Studied as Part of the Course and Submit a Report (10 Marks) 9. Seminar Presentation – (10 Marks) Semester End Examination (60 Marks)

Learning Resources

Allen, Amy. *The Politics of Our Selves: Power, Autonomy, and Gender in Contemporary Critical Theory*. Columbia University Press, 2008.
Bhargava, Rajeev, ed., (2009), *Politics and Ethics of the Indian Constitution*, Oxford University Press
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Relevance of Learning the Course/ Employability of the Course
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<p>This course, <i>Gandhi and Continental Philosophy – Heidegger, Levinas, and Derrida</i>, is profoundly relevant for understanding the convergence of Eastern and Western philosophical traditions in addressing contemporary ethical, political, and existential challenges. By juxtaposing Gandhi's emphasis on nonviolence, self-rule (<i>Swaraj</i>), and ethical living with Heidegger's inquiry into Being, Levinas' prioritization of ethics over ontology, and Derrida's deconstruction of hierarchical structures, the course fosters a unique philosophical dialogue. It equips students to critically analyse issues like modernity, technological dominance, power dynamics, and human responsibility through an interdisciplinary lens. In a global context characterized by crises of identity, inequality, and environmental degradation, this exploration offers transformative insights into building a more inclusive, ethical, and sustainable world.</p>
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Approved

Approved by exercising power as provided
in chapter III, section 10 (17) of the
Mahatma Gandhi University Act 1985.
Issue orders and report to the Syndicate /
Academic Council.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Gender Studies		
Programme	4 + 1 Integrated UG and PG Programme		
Course Title	Engendering Keralam		
Course Type	Minor		
Course Level	200-299		
Course Code	MG3DSCUGN221		
Course Overview	<p>This course aims to understand the socio-cultural, political, and economic history of Keralam through a gendered lens. Using feminist and intersectionality theories, this course explores how gender has influenced and continues to influence important processes such as colonialism, social reforms, political participation, and social movements in Keralam.</p> <p>Students will engage in debates around reformist movements, matriliney, women's education, feminist interventions, and the LGBTQIA+ movement. The course also includes critical discussions on the role of state mechanisms, such as Kudumbashree, gender budgeting, and the "Engendering Development" approach. Special attention will be given to the intersections of caste, class, religion, and sexuality in understanding the gendered realities of contemporary Keralam.</p>		
Semester	III	Credit	4
Total Student	Instructional hours for theory	Instructional hours for practical/lab work/fieldwork	

Learnin g Time	45	15
Pre- requisite	No prerequisites	

Course Outcome (CO)

CO No.	Expected Course Outcome <i>Upon completion of this course, students will be able to;</i>	Learning Domains	PSO No.
1	Understand how gender relations are constructed, maintained, and challenged in the socio-political and cultural space of Kerala.	U.R	
2	Trace key historical trajectories and social reform movements in Kerala through a gendered lens, including women's participation and resistance.	U.A	
3	Engage with Feminist, Queer, and intersectional frameworks to understand gender relations and social change in Kerala.	EV.AN	
4	Identify how gender is represented and contested in Kerala's popular sensibilities.	EV.AN	
5	Develop Research and Advocacy Skills Design and critique gender-sensitive research and policy interventions relevant to Kerala's socio-political context.		

Module 1: Introduction Gendered Modernities and Kerala	15 Hours
<ul style="list-style-type: none"> I. Gender and the Making of Modern Kerala II. Colonial Modernity and the Kerala Renaissance III. Role of Women in Social and Religious Reform movements IV. Gendered Politics of Education 	
Module 2: Gender and the Kerala Public Sphere	15 Hours
<ul style="list-style-type: none"> I. Nationalist Movement and Women's Participation II. Women in Political Struggles and Communist Movements III. Gendered Dimensions of the Agrarian Movements. 	
Module 3: Gendered Movements and Resistance in Kerala	15 Hours
<ul style="list-style-type: none"> I. Women's Movements from the 1980s. II. Women's Movement: Differences and Dissents III. LGBTQAI Movements IV. Intersectionality and Gender V. Gender and The New Media 	
Module 4: Gender, State's Policy, and Development	15 Hours
<ul style="list-style-type: none"> I. Health and Reproductive Rights II. Representation and Gender Budgeting in Local Governance III. Kudumbashree: Empowerment through Redistribution and Recognition. 	

IV. Kerala Model: Feminist Perspectives.

Essential Readings

Module-1

- Jeffrey, Robin. *Politics, women, and well-being: How Kerala became a model*. Springer, 2016.
- Devika, Jayakumari. "*Individuals, householders, citizens: Malayalis and family planning, 1930-1970*." (*No Title*) (2008).
- Nisar, M., and Meena Kandasamy. *Ayyankali: A Dalit leader of organic protest*. Other Books, 2007.
- Saradmoni, Kunjulekshmi. "Matriliny transformed: Family, law and ideology in twentieth-century Travancore." (*No Title*) (1999).
- Bhaskaranunni, P. "*Pathonpatham Noottandile Keralam [Nineteenth Century Kerala]*." Thrissur: Kerala Sahitya Akademi 2000.
- Devika, Jayakumari. "Imagining Women's Social Space in Early Modern Keralam." (2002).

Module-2

- Arunima, Gopinath. "There comes papa: Colonialism and the transformation of matriliney in Kerala, Malabar, c. 1850-1940." (*No Title*) (2003).
- Velayudhan, Meera. "The labour side of the story: Informalisation and new forms of mobilisation of Kerala's women workers." *Social Change* 50, no. 1 (2020): 109-120.
- Kumar, Swapna K, Sibi. "Making Space for Women: Role of Early Malayalam Magazines and Newspapers in Kerala", *International Journal of Advanced Research In Social Sciences and Humanities* (IJARSSH) Volume 5, Issue 1, January-December 2017, pp. 1-7,
- Antony, Teena. "Women's History: An Overview of Early Malayalam Periodicals for Women." *Samyukta: A Journal of Gender and Culture* 5, no. 2 (2020).

Module-3

Devika, Jayakumari. "En-gendering individuals: the language of re-forming in twentieth-century Kerala. New Delhi: Orient Longman, 2007

T. Venugopalan – "*Women's Movements in Kerala: Reform and Resistance*" – provides detailed insight into 1980s women's protests and organisational shifts.

P.Geetha, Pranayam, Laigikatha, Adhikaram. Current Books: Trissur, 2006.

Devika.J."Bodies Gone Awry: The Abjection of Sexuality Discourse in Contemporary Kerala",
Indian Journal of Gender Studies,2009 16(1): 21-46.

Raj, Rekha. "Dalit Women as Political Agents: A Kerala Experience." Economic and Political Weekly, Review of Women's Studies, 48, no. 18 (May 4, 2013): 60n Journal of Gender Studies,2009 16(1): 21-46.

Module -4

N R, Nitya. "The Role of Women in Grassroots Governance in Kerala", *EPW. Vol. 60, No. 10, No.10, March 2025.*

Arathi, P. M. Questions of Women's Health and Reproductive Justice. *Public Health in India: Policy Shifts and Trends*, 145, (2022).

Jayasree, A. K., & Bindu, M. V. Contextualizing Healthcare Needs of the Transgender Community in Kerala: A Strategic Approach. In *Handbook of Research on New Dimensions of Gender Mainstreaming and Women Empowerment* (pp. 242- 260). (2020). IGI Global

https://www.researchgate.net/publication/242530988_Gendering_Governance_or_Governing_Women_Politics_Patriarchy_and_Democratic_Decentralisation_in_Kerala_State_India



General Readings

Crenshaw, Kimberlé Williams. "Mapping the margins: Intersectionality, identity politics, and violence against women of colour." In *The Public Nature of Private Violence*, pp. 93-118. Routledge, 2013.

Fraser, Nancy. "From redistribution to recognition." *The New Social Theory Reader: Contemporary Debates*. London & New York: Routledge (2001): 285-293.

Fraser, Nancy. "Social justice in the age of identity politics: Redistribution, recognition, and participation." In *Geographic thought*, pp. 72-89. Routledge, 2008.

Chakravathy, Uma. *Gendering Caste through a Feminist Lens*. Calcutta: Stree, 2003.

Nellimukal, Samuel, Dr. "Keralathile SamoohyaParivarthanam: Samoohya Charithra Padanam" (Malayalam), Kottayam, K S B, 2003.

Menon. Dilip M . *Caste and Colonial Modernity: Reading Saraswatheevijayam*. Studies in History 13:291.1997.

Devika J. *Imagining Women's Social Space in Early Modern Keralam* .working Paper. Trivandrum: Centre for Development Studies. 2002

Nandan. *Kuriyedath Tatri* (Malayalam).Kottayam: DC Books.2001

Bhaskaran, Janu."Mother Forest: The Unfinished Story of C. K. Janu ", translated by N.Ravi Shanker. Kali for Women, 2007

Bose Sathese Chandra and Shiju Sam Vaugheseeds, "Kerala Modernity: Ideas, Spaces and Practices in Transition, Orient Black Swan: Hyderabad,2015.

Devika, J. and Kodoth, Praveena (Aug2001). 'Sexual Violence and the Predicament of Feminist Politics in Kerala', *Economic and Political Weekly*.Vol 36, No.33,pp-3170-77


Bhaskaranunni,P. *Keralam Irupatham Noottandinte AArambhathil. (Kerla:In the beginning of Twentieth Century).* Thrissur: Kerala Shitya Academy.

Mohan,Sanal P.“Women in Religiosity: Dalit Christianity in Kerala.” *Economic and Political Weekly* 52, no. 42/43, 52 (2017):50-57



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Approved

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Gender Studies
Programme	4 + 1 Integrated UG and PG Programme
Course Title	Gender Justice and Advocacy
Course Type	VAC
Course Level	200-299
Course Code	MG3VACUGN201

Course Overview	<p>This course explores the theoretical and practical dimensions of gender justice, focusing on feminist jurisprudence, advocacy strategies, and landmark court judgments. It intends to critically engage with the inequality and discrimination faced by women, transgenders, sexual and gender minorities in our society and its various institutions. It aims to encourage students to critically reflect upon legal and administrative structures and analyse in relation to gender based inequality from the perspective of the marginalised sections of our society. The course will provide students an understanding of how law and state institutions operate in the society and provide them the tools to become aware and responsible citizens. It will also help students to engage with various advocacy programs which focus on Gender Justice and contribute in the area of women's rights. The course covers the ethical and strategic dilemmas faced by women's rights activists; techniques and strategies central to women's rights practices, including fact-finding, interviewing, monitoring, litigation, report writing, and media work; and the role of nongovernmental organisations (NGOs) in transnational legal and policy processes. The course attempts to engage students in "real-world" skill building exercises like press release writing, media interviews, and qualitative interviews with victims of and witnesses to human rights violations.</p>		
Semester	3	Credit	3
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work
	35		10
Pre-requisite			

COURSE OUTCOMES (CO)

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

1	Learn important concept and theories related to Gender Justice and feminist jurisprudence.	R, U	1,2
2	Analyse the existing women's rights advocacy organizations and critically approach the contemporary advocacy programs through the lens of gender justice.	An	4,5,6
3	Evaluate the diverse levels at which interventions for gender justice can or need to take place, including the possibility complementary or contradictory roles to be played by local, national and international actors.	E	4, 5, 7
4	Apply and sharpen the skills necessary to gender justice and advocacy, including interview skills, planning and executing a human rights mission, effectively working with the media, and annual strategic planning for a human rights campaign.	A, S	3, 7
5	Equipped to understand national and international law which ensure gender justice.	U	1
6	Study the relationship between women's movement and law	R, E, U, An	4

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1 - Introduction to Gender Justice and Feminist Jurisprudence	Hours 12	CO No
Concepts of gender justice: Equality, equity and intersectionality. Feminist jurisprudence: Liberal, radical and postcolonial perspectives. Historical evolution of gender justice. Gender and social change, patriarchy and sexual violence. Different theories of feminism and feminist jurisprudence. Inclusion and exclusion, gender discrimination, human rights and women's rights.		1, 6



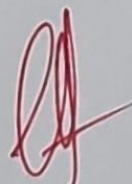
Module 2 - Gender Justice in Indian Legal Frameworks	Hours 20	
<p>Convention on Elimination of All forms of Discrimination Against Women 1979, Declaration on Elimination of Violence Against Women, 1993. Constitutional provisions: Articles 14, 15, 21, and 39</p> <p>Gender justice in personal laws: Hindu, Muslim, and Christian perspectives. Violence against women: Legal protections and gaps (e.g., domestic violence, sexual assault).</p> <p>Judicial activism and feminist critiques of Indian laws. Reservation for women in local government under 73rd & 74th constitutional amendments, judicial approaches to equality. National Human Rights Commission and National Commission for Women, composition, power and functions. Important PILs.</p> <p>Laws which address gender, sexualities and intersections- The Protection of Women from Domestic Violence Act, 2005. The Pre-conception and Pre-natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994. The Dowry Prohibition Act, 1961. The Commission of Sati (Prevention) Act, 1987. The Immoral Traffic (Prevention) Act, 1956. The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013</p>		2, 3
Module 3 - Advocacy for Gender Justice - Role of NGOs and Media	Hours 12	
<p>Feminist advocacy: Strategies and challenges. Role of NGOs civil society, and media in gender justice.</p> <p>International frameworks: CEDAW, Beijing Declaration, and their relevance to India. Building inclusive advocacy for marginalized groups (Dalit women, queer communities, etc.) UN Amnesty International, Oxfam, Majlis (Flavia Agnes) Vimochana (1979) and others.</p>		4, 2

Mode of Transaction	<p>Classroom activities: Develop an advocacy campaign proposal (2,500 words) addressing a specific gender justice issue in India. Workshop on drafting public interest litigation (PIL) for gender justice. Guest lecture by a feminist lawyer or activist followed by a Q&A session.</p> <p>Field activities: Field visit to district court.</p>
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Mode of Assessment	
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Learning Resources:


1. MacKinnon, C.A. (1987). *Feminism Unmodified: Discourses on Life and Law*. Harvard University Press.
2. Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics and Violence against Women of Colour. *Stanford Law Review*, 43(6), 1241-1299.
3. Chatterjee, Ishita (2019). *Gender Justice And Feminist Jurisprudence*. Central Law Publications.
4. Chawla, Monika (2006). *Gender Justice: Women and Law in India*. Deep & Deep Publications.
5. Kannabiran, Kalpana ed. (2014). *Women and Law: Critical Feminist Perspectives*. Sage Publications.
6. Duara, Juliette G. (2018). *Gender Justice and Proportionality in India: Comparative Perspectives*. Routledge Advances in South Asian Studies.
7. Gopalan, Sarla (2002). *Towards Equality: The Unfinished Agenda – Status of Women in India*. National Commission for Women, Govt. of India.
8. Amita Dhanda and Parashar, Archana ed. (1999). *Engendering Law Essays in Honour of Lotika Sarkar*. Eastern Book Depot.
9. Ratna Kapur and Cossman, Brenda (1996). *Subversive Sites: Feminist Engagements with Law in India*. Sage Publications.
10. TOWARDS EQUALITY Report of the Committee of Status in India Government of India (1974).
11. Tandon, Usha ed. (2015). *Gender Justice: A Reality or Fragile Myth*. Regal Publications.
12. Moira Gatens, "A Critique of the Sex/Gender Distinction" in A Phillips ed. *FEMINISM AND SUBJECTIVITY*, pp. 139-154
13. Carol Pateman, "Feminist Critique of the Public and Private" in A Phillips ed. *Feminism and Equality*, pp. 103-123



14. India Report under CEDAW 2011 available at <http://www2.ohchr.org/english/bodies/cedaw/docs/AdvanceVersions/CEDAW-C-IND-4-5_en.pdf>
15. National Family Health Survey-4 (2017), available at <https://dhsprogram.com/pubs/pdf/FR339/FR339.pdf>
16. Lotika Sarkar, "Women's Movement and the Legal Process" Occasional Paper 24, CWDS, <http://www.cwds.ac.in/wp-content/uploads/2016/09/WomensMovement.pdf>
17. Rajesh Talwar, Rajesh (2016) "Introduction" in *The Third Sex and Human Rights*.
18. Menon, Nivedita (2012). *Seeing Like a Feminist*. Zubaan and Penguin books.
19. Agnes, Flavia (1996). *Women and Law in Colonial India: A Social History*. Kali for Women.
20. Kannabiran, Kalpana (2021). *Law, Justice and Human Rights in India: Short Reflections*. Orient BlackSwan.
21. *Shayara Bano vs. Union of India (2017) 9 SCC 1*
22. *Vishaka vs. State of Rajasthan. (1997). AIR 1997 SC 3011*
23. Ramachandran, V. (2025). *Immoral Traffic: An Ethnography of Anti-Prostitution Law and Global Anti-Prostitution Law and Global Anti-Trafficking Campaigns*. Cambridge University Press.
24. Smart, Carol (1989). *Feminism and the Power of Law (1989) – Chapter 1: "The Quest for a Feminist Jurisprudence"*
25. Chakravarti, Uma (2003). *Gendering Caste: Through a Feminist Lens – Chapter 3: "Caste, Gender, and the Law"*

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Issue orders and report to the Syndicate /
Academic Council.

	MAHATMA GANDHI UNIVERSITY Graduate School
	4 + 1 Integrated UG and PG Programme

School	School of Gender Studies		
Programme	4+1 Integrated UG and PG Programme		
Course Title	GENDER AND SCIENCE		
Course Type	MDC		
Course Level	200-299		
Course Code	MG3MDCUGN201		
Course Overview	<p>This course critically interrogates the dominant portrayal of science as a gender-neutral and objective discipline by examining how scientific knowledge is historically situated within structures of power and exclusion. It explores the systemic marginalization of women and other oppressed groups from scientific institutions and practices, and how scientific discourse both reflects and reinforces gendered assumptions about the body, nature, and technology. Through a survey of feminist critiques and alternative epistemologies—such as standpoint theory, situated knowledge, and decolonial science—the course highlights how science can be reimagined to prioritize inclusivity, ethics, and social justice. Emphasizing interdisciplinary approaches, the course invites students to engage with the complex entanglements between science, gender, and social power, and to envision transformative frameworks for knowledge production and public policy.</p>		
Semester	3	Credit	3
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/field work

A

	45	0
Pre-requisite	As per the academic requirements prescribed	

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	Understand the connections between gender, science and technology	U, An	1,3
2	Analyze how gender biases, stereotypes and social norms re/shape our scientific thinking, practices and its related opportunities.	R, E	3, 6
3	Understand the historical perspectives and foundational concepts in the feminist theory of science and technology	R, U, An	1, 5,7
4	Evaluate the gendered representation and participation in the scientific fields through a feminist and intersectional perspective	E, R, U	3,5
5	Develop skills in critical thinking, analysis and academic writing on topics related to gender and science.	S, A, An, E, C	2,4,5,7

*(Learning Domains: Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E) , Create (C), Skill (S))

COURSE CONTENT

Module 1	Hours	CO No
Introduction - Science as a Gendered Endeavour	15 Hrs	

1.1	What is science? Who defines it?	3	1,2,3
1.2	Historical exclusion of women and marginalized groups from science	3	3
1.3	The myth of objectivity in science	4	3,4
1.4	Feminist critiques of science	5	1,2,3
Module 2			
Gendered Bodies, Medicine and Technology		15 Hrs	
2.1	Medicalization of women's bodies	3	1, 2,3,4
2.2	Reproductive technologies and control	4	2, 4
2.3	Race, caste, and gender in medical research	4	3, 4
2.4	Disability and the politics of the 'normal' body	4	3,4
Module 3		15 Hours	
Feminist Epistemologies and Reimagining Science			
3.1	Standpoint theory and situated knowledges	4	1,2,3
3.2	Decolonizing science	3	3,4,5
3.3	Queer and Trans perspective in science	4	3,4,5
3.4	Towards inclusive, participatory and ethical science	4	2,3,4



Mode of Transaction	Classroom activities: Authentic learning, case-based learning, collaborative learning, group assignment, group activities.
Mode of Assessment	1. Continuous Internal Assessment (CIA) 2. Assignment/term-paper 3. Seminar 4. Semester End examination

Learning Resources:

1. Sandra Harding (1986), *The Science Question in Feminism* (Ch. 1 & 3)
2. Londa Schiebinger (1989), *Has Feminism Changed Science?*
3. Evelyn Fox Keller (1985), *Reflections on Gender and Science* (Selections)
4. Emily Martin (1991), "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles" (*Signs*)
5. Barbara Ehrenreich & Deirdre English (1973), *Witches, Midwives, and Nurses*
6. Rayna Rapp (1999), *Testing Women, Testing the Fetus* (Ch. 2 & 5)
7. Kim Q. Hall (2011), *Disability, the Body and Feminist Philosophy* (Selections)
8. Gita Ramaswamy (1997), "Abortion and Female Foeticide: A Caste-Gender Critique"
9. Donna Haraway (1988), "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective"
10. Patricia Hill Collins (1990), *Black Feminist Thought* (Ch. on Epistemology)
11. Sumi Madhok (2018), "Vernacular Rights Cultures"
12. Banu Subramaniam (2014), *Ghost Stories for Darwin* (Selections)

Relevance of Learning the Course/ Employability of the Course

Learning this course is crucial in today's world where science and technology profoundly shape everyday life, yet remain deeply entangled with historical and ongoing inequalities. By unpacking the myth of scientific objectivity and exposing how gender, caste, race, and class influence who gets to produce knowledge and whose knowledge is valued, the course equips students with critical tools to question dominant paradigms. It fosters an understanding of the ethical and social implications of science, making visible the often-overlooked contributions and perspectives of marginalized communities. This knowledge is particularly relevant for students aspiring to work in research, policy, education, health, or development, as it enables them to advocate for more just, inclusive, and context-sensitive scientific practices. Ultimately, the course cultivates responsible and reflective thinkers who can engage with science not just as a body of facts, but as a deeply political and social enterprise.

