

# **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**

**[www.gs.mgu.ac.in](http://www.gs.mgu.ac.in)**

**[www.mgu.ac.in](http://www.mgu.ac.in)**

## 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
<b>SCIENCE</b>		
1	Bio Sciences	6**
2	Chemistry	6
3	Computer Science	6
4	Environmental Science	6
5	Physics	6
<b>SOCIAL SCIENCES</b>		
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**

<b>SL.No</b>	<b>School/Centre</b>
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**  
**School of Gandhian Thought and Development Studies**  
**Mahatma Gandhi University**  
**Major - Gandhian Studies**

Course Code	Title	Credits	Hours per Week		Level	Type
			Theory	Practical		
<b>SEMESTER I</b>						
MG1DSCUGS101	Engagement with Social Sciences-Ideas, Concepts and Theories	4	4	0	Founda tion (100- 199)	Major
MG1DSCUGT131	Fundamentals of Gandhian Studies	4	4	0	“	Minor A
MG1DSCUGT151	Gandhi and National Movement	4	4	0	“	Minor B
MG1MDCUGT101	Religion and Visual Culture	3	3	0	“	MDC
MG1MDCUGT102	Education in India					
MG1MDCUGT103	Agrarian Crisis: Gandhian Alternatives					
MG1MDCUGT104	Constitutional History of India					
MG1MDCUGT105	Innovation Systems and Sustainable Development					
MG1MDCUGT106	Indian Philosophy: an introduction					
MG1MDCUGT107	Gender Economics					
MG1MDCUGT108	Gandhi and Environment					
MG1MDCUGT109	Introduction to Yoga & Nature Living					
	AEC (Eng)					
	AEC (Mal)	3			“	
<b>SEMESTER II</b>						

MG2DSCUGS101	Introduction to Gandhian Studies	4	4	0	“	Major
MG2DSCUGT131	Gandhian Economics	4	4	0	“	Minor A
MG2DSCUGT151	Peace and Conflict Resolution Studies	4	4	0	“	Minor B
MG2MDCUGT101	Visual Methods in Social Science Research	3	3	0	“	MDC
MG2MDCUGT102	Central Philosophy of Mahatma Gandhi					
MG2MDCUGT103	Tribal Studies					
MG2MDCUGT104	Metaverse: Exploring Virtual Economics and Societies					
MG2MDCUGT105	Introduction to Continental Philosophy: Key Concepts					
MG2MDCUGT106	Gandhian Economics					
	AEC (Eng)	3			“	
	AEC (Mal)	3			“	
<b>SEMESTER III</b>						
MG3DSCUGS201	Social and Political Thoughts of Gandhi	4	4	0	Intermediate (200-299)	Major
MG3DSCUGS202	Understanding Gandhi: Writings and Interpretations	4	4	0	“	Major
MG3DSCUGS203	Gandhian Economics	4	4	0	“	Major
MG3DSCUGT231	Educational thoughts of Gandhi	4	4	0	“	Minor A
MG3MDCUGT201	Gandhi in Films	3	3	0	“	MDC
MG3MDCUGT202	International Trade and Foreign Policy Analysis					

MG3MDCUGT203	Introduction to Philosophy of Science					
MG3VACUGT201	Conflict Management and Microlevel Peace Building	3	3	0	“	VAC
MG3VACUGT202	Adolescence Education					
MG3VACUGT203	Human Rights and Social Justice: Gandhian Perspective					
MG3VACUGT204	Human Rights Discourses					
MG3VACUGT205	Circular Economy and Resource Efficiency					
MG3VACUGT206	Introduction to Philosophy of Science					
MG3VACUGT207	Women and Development					
<b>SEMESTER IV</b>						
MG4DSCUGS201	Gandhi and National Movement	4	4	0	“	Major
MG4DSCUGS202	Gandhi and Continental Philosophy – Heidegger, Foucault and Agamben	4	4	0	“	Major
MG4DSCUGS203	Basics Research Methodology and Academic Writing	4	4	0	“	Major
MG4DSCUGT251	Gandhi and Continental Philosophy	4	4	0	“	Minor B
MG4SECUGT201	Digital Archiving, Archiving indigenous Knowledge	3	2	2	“	SEC
MG4SECUGT202	Skills for effective Presentation					
MG4SECUGT203	Life skills in Gandhian Perspectives					
MG4SECUGT204	Skills and Methods for Conflict Resolution					
	Data Analysis for Stock market					

MG4SECUGT205	analysis					
MG4SECUGT206	Photography and Visual Media					
MG4SECUGT207	Project Planning, Appraisal and Implementation					
MG4VACUGT201	Gandhian Concept of Social and Spiritual Health	3	3	0	“	VAC
MG4VACUGT202	Constitution and Development					
MG4VACUGT203	Design Thinking and Innovation Management					
MG4VACUGT204	Introduction to Continental Philosophy: Rationalism and Empiricism					
MG4INTUGS200	Internship/Fieldwork	2	0	4		
<b>SEMESTER V</b>						
MG5DSCUGS301	Understanding Religion – Hinduism, Buddhism and Jainism	4	4	0	Highe r (300- 399)	Major
MG5DSCUGS302	Peace and Conflict Resolution Studies	4	4	0	“	Major
MG5DSCUGS303	Educational Thoughts of Gandhi	4	4	0	“	Major
MG5DSCUGS304	Gandhian Perspectives on Appropriate Technology and Sustainable Development	4	4	0	“	Major
MG5SECUGT301	Visual Ethnography	3	2	2	“	SEC
MG5SECUGT302	Data Analysis Using SPSS					
MG5SECUGT303	Development Planning: Theory and Practice					
MG5SECUGT304	Data Visualization and Storytelling for Social Impact					

MG5SECUGT305	History of western paintings					
MG5VACUGT301	Behavioral Finance and Investor Psychology	3	3	0	“	VAC
MG5VACUGT302	Continental Philosophy: Idealism, Phenomenology and Existentialism					
<b>SEMESTER VI</b>						
MG6DSCUGS301	Gandhi and Continental Philosophy – Deleuze, Levinas and Derrida	4	4	0	“	Major
MG6DSCUGS302	Hind Swaraj	4	4	0	“	Major
MG6DSCUGS303	Social Statistics	4	4	0	“	Major
MG6DSEUGS304	1. Understanding Human Experience – Research Methodology in Humanities (Course 1)	4	4	0	“	Major (E)
MG6DSEUGS305	2. Sociology of Violence					
MG6DSEUGS306	3. J.C Kumarappa and His Economic Philosophy					
MG6DSEUGS307	4. Social Entrepreneurship					
MG6DSEUGS308	1. Major Conflicts of the world	4	4	0	“	Major (E)
MG6DSEUGS309	2. Historical Approach to environment and development					
MG6DSEUGS310	3. Antyodaya to Sarvodaya					
MG6SECUGT301	Fieldwork: Theory and Practice	3	2	2	“	SEC
MG6SECUGT302	Game theory and Strategic Decision making					
<b>Total Credits</b>		<b>133</b>				

**SEMESTER VII**

MG7DSCUGS401	Advanced Research Methodology	4	4	0	Advanced (400-499)	Major
MG7DSEUGS402	1. Understanding Human Experience – Research Methodology in Humanities (Course 2)	4	4	0	“	Major (E)
MG7DSEUGS403	2. Understanding Religion – Judaism, Christianity and Islam					
MG7DSEUGS405	1. Social Innovation and Transformative Governance	4	4	0	“	Major (E)
MG7DSEUGS406	2. Gandhian Approach to Rural Development					
MG7DSEUGS407	3. Social Movements					
MG7DSCUGT431	Appropriate Technology for Sustainable Development	4	4	0	“	Minor A
MG7DSEUGT432	1. Understanding Human Experience – Research Methodology in Humanities (Course 1)	4	4	0	“	Minor A(E)
MG7DSEUGT433	2. Sociology of Violence					
MG7DSEUGT434	3. J.C Kumarappa and His Economic Philosophy					
MG7DSEUGT435	4. Indigenous Knowledge, Social Innovation, and Entrepreneurship					
	5. Gandhian Approach to Rural Development					
	6. Social Movements					

MG7DSEUGT436						
MG7DSEUGT437						
MG7DSEUGT451	1. Major Conflicts of the world 2. Historical Approach to environment and development 3. Antyodaya to Sarvodaya 4. Understanding Human Experience – Research Methodology in Humanities (Course 2) 5. Understanding Religion – Judaism, Christianity and Islam 6. Technology and Human Rights	4	4	0	“	Minor B (E)
MG7DSEUGT452						
MG7DSEUGT453						
MG7DSEUGT454						
MG7DSEUGT455						
MG7DSEUGT456						
<b>SEMESTER VIII</b>						
MG8DSCUGS401	Satyagraha and Constructive Programme	4	4	0	“	Major
MG8DSEUGS402	1. Cultural Heritage of India 2. Healthcare: Gandhian way 3. Alternative Thoughts on Education 4. NGOs, Civil Society, and Development	4	4	0	“	Major (E)
MG8DSEUGS403						
MG8DSEUGS404						
MG8DSEUGS405						
MG8DSEUGS405						
MG8RPHUGS400	Research Project I	12	0	24	“	Research Project

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MG8DSEUGS406	Healthcare: The Gandhian way*					Major
MG8DSEUGS407	Gandhi and Caste Question in India*					Major
MG8DSEUGS408	Decentralization and Participatory Planning*					Major
<b>Total Credits</b>		<b>44</b>				
<b>SEMESTER IX</b>						
MG09DSCUGS501	Gandhi - Ambedkar Debate	4	4	0	PG Level (500-599)	Major
MG09DSCUGS502	Making of Modern Kerala	4	4	0	“	Major
MG09DSCUGS503	Gandhi and Indian Philosophy	4	4	0	“	Major
MG09DSCUGS504	Gandhi in Cultural and Literary Imaginations	4	4	0	“	Major
MG09DSCUGS505	Project Management and Impact Evaluation for Development	4	4	0	“	Major
<b>SEMESTER X</b>						
MG10RPHUGS500	Research Project	20	0	40	“	
MG10DSCUGS501	Gandhi and Postcolonialism**	4	4	0	“	Major
MG10DSCUGS502	Gandhi and Modernity**	4	4	0	“	Major
MG10DSCUGS50	Gandhi on Religion and	4	4	0	“	Major

3	Secularism**					
MG10DSCUGS50 4	Gandhi and Western Thought – Aristotle, Spinoza and Marx**	4	4	0	“	Major
MG10DSCUGS50 5	Gandhi’s View on Human Nature**	4	4	0	“	Major
<b>Total Credits</b>		<b>40</b>				

\*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	Foundatio n (100- 199	Intermediat e (200-299)	Highe r (300- 399)	Advance d (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**

<b>School</b>	School of Gandhian Thought and Development Studies		
<b>Programme</b>	4+1 Integrated UG and PG Programme		
<b>Course Title</b>	<b>Engagement with Social Sciences-Ideas, Concepts and Theories</b>		
<b>Course Type</b>	Major		
<b>Course Level</b>	Foundation		
<b>Course Code</b>	MG1DSCUGS101		
<b>Course Overview</b>	This course has been designed with the intension of making the students familiarized with recurring ideas, concepts and theories in different social science disciplines. The last module deals with the key concepts that the discipline of Gandhian Studies represent. This paper aims at creating critical understanding of ideas that may be already known or familiar with. The students after completing this course are expected to engage with the major concepts and theories in social science disciplines in a matured academic fashion.		
<b>Semester</b>	1	<b>Credit</b>	4
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>		<b>Instructional hours for practical/lab work// fieldwork</b>
	60		
<b>Pre-requisite</b>	A broader understanding of social science disciplines		

**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	<b>List</b> various theories and concepts of social sciences.	Remember	
2	<b>Explain</b> the significance of many of the central theories, concepts and ideas in social sciences.	Understand	
3	<b>Make use of</b> concepts and theories in examining various social phenomena.	Apply	
4	<b>Categorise</b> various types of various theories and concepts with which one can understand social issues, actions and social behaviour.	Analyse	
5	<b>Assess</b> the effectiveness of certain theoretical approaches in social sciences in making sense of social issues and actions.	Evaluate	
6	<b>Judge</b> the capacity of certain theoretical frameworks to present, analyse and defend various types of social actions.	Evaluate	

#### COURSE CONTENT

Module 1- Major Concepts and Theories	Hours	CO No
<ul style="list-style-type: none"> <li>• Nationalism</li> <li>• State</li> <li>• Citizenship</li> <li>• Democracy and Civil Society</li> <li>• Secularism</li> </ul>	15	CO1 CO 2 CO 4
<b>Module 2-Major Ideas</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• Power</li> <li>• Gender and Difference</li> <li>• Class and Caste</li> <li>• Agency and Structure</li> <li>• Self and other</li> <li>• Epistemology, Ontology</li> <li>• Interdisciplinarity and Multidisciplinarity</li> </ul>	15	CO1 CO 2 CO3 CO 4
<b>Module 3- Major Theoretical Approaches</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• Liberalism</li> <li>• Marxism (s)</li> <li>• Neoliberalism and Globalization</li> <li>• Postmodernism</li> <li>• Postcolonialism and Subaltern Studies</li> </ul>	20	CO 5 CO 6
<b>Module 4-Gandhian Perspectives</b>		
<ul style="list-style-type: none"> <li>• Gandhi on State</li> <li>• Gandhi on Nationalism</li> <li>• Gandhi on Democracy</li> <li>• Gandhi on Secularism</li> </ul>	10	CO 5 CO 6

<b>Mode of Transaction</b>	<p><b>Classroom activities:</b></p> <ol style="list-style-type: none"> <li>1. <b>Class Room Lectures Using PPT.</b> The course instructor introduces the ideas, concepts and theories with applications.</li> <li>2. <b>Further Reading and Preparation of Compendium.</b> The students will be encouraged to read articles, books, book chapters and other materials which would provide further in-depth understanding of a particular idea, concept or theory. A compendium containing relevant materials will be prepared and distributed among the students.</li> <li>3. <b>Conducting focused discussions and special lectures.</b> Focused discussions and special lectures will be conducted for more an effective learning.</li> </ol> <p><b>Field activities: Nil</b></p> <p><b>Lab based activities: Nil</b></p>
<b>Mode of Assessment</b>	<ol style="list-style-type: none"> <li>1. Preparation and presentation of an assignment based on the topics discussed in the course content (10 Score)</li> <li>2. Preparation of a book review (10 Score)</li> <li>3. An internal Test – MCQ Based (10 Score)</li> </ol>

#### Learning Resources

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

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

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

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

Chatterjee, Partha (1993), *The Nation and Its Fragments: Colonial and Postcolonial Histories* (Princeton: Princeton University press).

Fanon, Frantz (1963), *The Wretched of the Earth*. Richard Philcox (trans.) (New York: Gove Press).

Harvey, David (2005) *A Brief History of Neo-Liberalism* (New York: Oxford University Press).

Jameson, Frederic (2003) *Postmodernism or the Cultural Logic of Late Capitalism* (Durham: Duke University Press).

Lenin, V.I. (2010) *Imperialism the Highest Stage of Capitalism* (London: Penguin).

Levi Strauss (2015) *Structuralism and Social Theory* (London: Routledge)

Lomba, Ania (2005) *Colonialism/Postcolonialism* (Oxon: Routledge)

Lyotard, Jean Francois (1984), *The Postmodern Condition: A Report on Knowledge* (Minnesota: University of Minnesota Press)

Marx, Karl and Engels, Friedrich (2018) (With a foreword by Andrew Austin) *The Communist Manifesto* (New York: Clydedale Press)

Michael Foucault (1980) *Power/Knowledge: Selected Interviews and Other Writings, 1972-197* (Pantheon Books).


Oommen, T.K. (1997), *Citizenship, Nationality and Ethnicity* (Cambridge: Polity Press).

Ranajit Guha, (1997) *A Subaltern Studies Reader, 1986-1995* (Minnesota: University of Minnesota Press).

Said, Edward (1978) *Orientalism* (London: Verso).

Spivak, Gayatri Chakravorty (1999), *A Critic of Postcolonial Reason: Towards the History of Vanishing Present*, (Cambridge: Harvard University Press).

<b>Relevance of Learning the Course/ Employability of the Course</b>
This is a beginner's level course with the aim of cultivating basic interest in social sciences. The students from various disciplinary backgrounds will get benefit of doing such a course at the foundation level. This will also enable them to do sustained and focused research in social science disciplines in the future.

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

<b>School</b>	SCHOOL OF GANDHIAN THOUGHT AND DEVELOPMENT STUDIES		
<b>Programme</b>	<b>Gandhian Studies</b>		
<b>Course Title</b>	<b>Fundamentals of Gandhian Studies</b>		
<b>Course Type</b>	<b>Minor</b>		
<b>Course Level</b>	100-199		
<b>Course Code</b>	MG1DSCUGT131		
<b>Course Overview</b>	<p>Gandhi's life lived in conformity with certain basic principles, was integrated and coordinated to make a harmonious whole. Gandhi himself never attempted a systematization of his thought. He was contented to act in a given situation and solve lives' problems, as they arose or presented themselves to him, in the light of his basic moral principles. The understanding of his central philosophy, especially truth and non-violence will provide a new insight to make the society self sufficient and self reliant.</p>		
<b>Semester</b>	1	<b>Credit</b>	4
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>	<b>Instructional hours for practical/lab work// fieldwork</b>	
	60		
<b>Pre-requisite</b>	Basic understanding about social science and the role of Gandhi in the society.		

### COURSE OUTCOMES (CO)

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

1	Understand the fundamental principles of Gandhi.	Understand	
2	Analyse the importance social, economic, moral and political problems.	Analyse	
3	Evaluate the moral values and humanistic approaches of Gandhi	Evaluate	
4	Compare the Gandhian Values with existing social order.	Compare	

## **COURSE CONTENT**

<b>Module 1. Mahatma Gandhi: An overview</b>	<b>Hours</b>	<b>CO No</b>
<b># Socio cultural background before Gandhi</b> <b># Early influences of Gandhi</b> <b># Student Life in London</b> <b># As a barrister in India</b>	15	1
<b>Module 2. Making of the Mahatma</b>	<b>Hours</b>	
<b># Gandhis' Entry in South Africa</b> <b># Formation of a Social &amp; Political Leader</b> <b># Birth of Satyagraha</b> <b># Satyagraha Movements in South Africa</b>	15	2,3 & 4
<b>Module 3. Central Philosophy: An Introduction</b>	<b>Hours</b>	
<b># Ashram Observances</b> <b># Moral &amp; Cultural Values</b> <b># Socio-political and educational ideas</b> <b># Concept of Swaraj</b>	15	
<b>Module 4. Sarvodaya Social Order</b>		
<b># Rights &amp; Duties</b> <b># Ends &amp; Means</b> <b># Emancipation of Women</b> <b># Social Sins</b>	15	

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

## Learning Resources

1. My Experiments with Truth (Autobiography) – M.K Gandhi
2. The collected works of Mahatma Gandhi (All volumes)
3. Relevant edited/compiled works of Gandhi.
4. Bhikhu Parekh – Gandhi, A very short Introduction.
5. ManmohanChandhuri – Exploring Gandhi
6. C.F Andrews – Mahatma Gandhi’s ideas.
7. N.K. Bose – studies in Gandhism
8. J.B. Kripalani – Gandhi His Life and Thought.
9. RR. Diwakar – The Saga of Safyagraha
10. MargaratChallevejee – Gandhians Religions Thought.
11. Mahatma Gandhi – Early Phase - Pyarelal.
12. Gandhian Economic thought – J.C Kumarappa.
13. The Political Thought of Mahatma Gandhi – Gopinath Dharan
14. Constructive Programme – M.K. Gandhi.
15. M.P. Mathai – Mahatma Gandhi’s world view.
16. Datta D.M – The philosophy of Mahatma Gandhi.

### **Relevance of Learning the Course/ Employability of the Course**

This introductory course explores fundamental awareness about Mahatma Gandhi. The course will be helpful for the learner to have insights towards various issues in the present society and to make use of Gandhian alternative suggestions to solve social problems. Through the exploration of key texts and concepts, students will engage with foundational inquiries into participatory approaches for a healthy intervention in the society.



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**Graduate School**

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<b>School</b>	SCHOOL OF GANDHIAN THOUGHT AND DEVELOPMENT STUDIES		
<b>Programme</b>	GANDHIAN STUDIES		
<b>Course Title</b>	<b>GANDHI AND THE NATIONAL MOVEMENT</b>		
<b>Course Type</b>	Minor		
<b>Course Level</b>	100-199		
<b>Course Code</b>	MG1DSCUGT151		
<b>Course Overview</b>	<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>		
<b>Semester</b>	1	<b>Credit</b>	4
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>		<b>Instructional hours for practical/lab work// fieldwork</b>
	60		
<b>Pre-requisite</b>	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
<b>Socio Political Context of the 19<sup>th</sup> and Early 20<sup>th</sup> Centuries in India</b>		
<ul style="list-style-type: none"> <li>• Early Nationalist Movements: Revolt of 1857 -Formation of Indian National Congress</li> <li>• Early Nationalist Leaders: Dadabhai Naoroji, Lala Lajpat Rai, Bipin Chandra Pal, Bala Gangadhar Thilak, Gopal Krishna Gokhale</li> <li>• Rise of Revolutionary Movements and their leaders – Role of World War I in shaping the Indian Political Consciousness – Homo Rule Movement</li> <li>• Impact of Montague -Chelmsford Reforms and Rowlatt Act</li> </ul>	<b>15</b>	<b>1</b>
<b>Module 2 Gandhi and the National Movement</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• Early Sathyagrahas of Gandhi: Champaran (1917), Kheda (1918), and Ahmedabad Mill Strike (1918)</li> <li>• Gandhi and the Indian National Congress</li> <li>• Non-Cooperation Movement (1920-22)</li> <li>• Civil Disobedience Movement (1930-34)</li> <li>• Quit India Movement (1942)</li> <li>• Gandhi in Kerala</li> </ul>	<b>15</b>	<b>2&amp;3</b>
<b>Module 3 Interactions with Contemporaries and Ideological Differences</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• Gandhi, Women and the National Movement</li> <li>• Gandhi and Indian National Congress Leaders: Collaboration and conflicts with Jawaharlal Nehru, Sardar Patel, and Maulana Azad – Role in shaping Congress Policies and Strategies</li> </ul>	<b>15</b>	<b>4 &amp; 5</b>

<ul style="list-style-type: none"> <li>• Gandhi and Revolutionary Leaders: Relationship with Subhas Chandra Bose - Criticisms and support from revolutionaries like Bhagat Singh- Differences in methods and ideologies.</li> <li>• 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.</li> </ul>		
<b>Module 4 Lasting Impact of Gandhi's Ideology</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• Gandhi's vision for post-independent India-</li> <li>• 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).</li> <li>• Critiques and Reappraisals of Gandhi's Legacy</li> <li>• Contemporary Relevance of Gandhi</li> </ul>	<b>15</b>	<b>6</b>

<b>Mode of Transaction</b>	<p><b>Classroom activities:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• 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 recognize the global significance of Gandhi's philosophy and its application in various contexts.</li> </ul> <p><b>Field activities:</b> Nil</p>
<b>Mode of Assessment</b>	<p>An <b>Assignment</b> on the key events or figures involved in the National Movement (10 scores)</p> <p>A <b>Research cum Seminar Presentation</b> on Gandhi and the National Movement (10 scores)</p> <p>An <b>Internal Examination</b> (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.

- Brown, Judith M. *Gandhi: Prisoner of Hope*. New Haven: Yale University Press, 1989.
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- Metcalf, Thomas R., and Barbara D. Metcalf. *A Concise History of Modern India*. 3rd ed. Cambridge: Cambridge University Press, 2012.
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- Taneja, Anup. *Gandhi, Women, and the National Movement(1920-1947)*, New Delhi:Har-Anand Publications,2005.
- Weber, Thomas. *On the Salt March: The Historiography of Gandhi's March to Dandi*. New Delhi: HarperCollins India, 1997.
- Wolpert, Stanley.*Gandhi's Passion: The Life and Legacy of Mahatma Gandhi*. New York: Oxford University Press, 2001.

#### **Journal Articles**

- 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. doi:10.1353/jsh/20.3.491.
- 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.

<b>Relevance of Learning the Course/ Employability of the Course</b>
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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.
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**MAHATMA GANDHI UNIVERSITY**

**Graduate School**

**4 + 1 Integrated UG and PG Programme**

<b>School</b>	School of Gandhian Thought and Development Studies		
<b>Programme</b>	<b>4+1 Integrated UG and PG Programme</b>		
<b>Course Title</b>	<b>Religion and Visual Culture</b>		
<b>Course Type</b>	MDC		
<b>Course Level</b>	100-199		
<b>Course Code</b>	MG1MDCUGT101		
<b>Course Overview</b>	<p>This course seeks to develop a broader understanding of the power of visual images in religious imagination. Taking cues of experiences mainly from the Asian context, this course addresses the question, how contemporary religions in many different ways are affected/influenced by visual culture. This course structured in four major units, is a merging point of four major disciplines; cultural studies, media history, religious studies and anthropology.</p>		
<b>Semester</b>	1	<b>Credit</b>	1
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>	<b>Instructional hours for practical/lab work// fieldwork</b>	
	45		
<b>Pre-requisite</b>	Basic knowledge of religion and visual culture		

**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	<b>Discuss</b> various types of visual culture and their significance in the religious context.	Remember	
2	<b>Explain</b> various religious practices in the light of visual culture.	Understand	
3	<b>Comprehend</b> how various forms of visual culture influence religious beliefs.	Apply	
4	<b>Assess</b> strength and weakness of various theories and approaches of understanding visual culture.	Evaluate	

#### COURSE CONTENT

Module 1- Understanding Visual Culture	Hours	CO No
<ul style="list-style-type: none"> <li>• What is visual culture?</li> <li>• Visuality, Orality and Textuality</li> <li>• Various theories of understanding visual culture</li> <li>• Visuality and power</li> </ul>	15	CO 1 CO 4
Module 2-Understanding Religion	Hours	
<ul style="list-style-type: none"> <li>• Typology</li> <li>• Belonging, believing and behaving</li> <li>• Reveled Religion versus 'Living' Traditions</li> <li>• Darsan: seeing divine images in Hinduism</li> <li>• Visuality in Christian tradition</li> <li>• Orality and visuality in Islamic tradition</li> </ul>	20	CO 2
Module 3- Visuals and Public Display of Religion	Hours	
<ul style="list-style-type: none"> <li>• Murals of Temples</li> <li>• Islamic architecture</li> <li>• Church paintings</li> <li>• Religion and cinema</li> </ul>	20	CO 2 CO 3

Mode of Transaction	Classroom activities:
	<p><b>1. Class Room Lectures Using PPT.</b> The course instructor introduces various concepts, theories and methods to understand and appreciate visual culture.</p> <p><b>2. Film/Documentary Screening:</b> Films/documentaries based on certain forms of visual culture relevant in the context of religion.</p> <p><b>3.Preparation of Compendium.</b> The students will be encouraged to read articles, books, book chapters and other materials which would provide further in-depth understanding of a particular idea, concept or theory. A compendium containing relevant materials will be prepared and distributed among the students.</p> <p><b>4. Conducting focused discussions and special lectures.</b> Focused discussions and special lectures will be conducted for more an effective learning.</p>

	<p><b>Field activities:</b> Visit to churches, temples and mosques in an around Kottayam for watching various forms of visuals preserved there and presentation of report based on that.</p> <p><b>Lab based activities: Nil</b></p>
<b>Mode of Assessment</b>	<ol style="list-style-type: none"> <li>1. Preparation and presentation of an assignment based on the topics discussed in the course content (10 Score)</li> <li>2. Preparation of a film review (10 Score)</li> <li>3. Preparation and presentation of field activity report (10 Score)</li> </ol>

#### **Learning Resources**

Ahmad, Ali Nobil, “Is There A Muslim World” in Ali Nobil Ahmad (ed.), *Cinema in Muslim Societies*, (Oxon: Routledge, 2016)

Donmez-Colin, Gonul, *Women, Islam and Cinema* ( London:Reaktion,2004).

Eck, Diana L., *Darsan: Seeing the Divine Image in India* (New York: Columbia University Press, 1998).

Gruber, Christian and Haugbolle, Sune *Visual Culture in the Modern Middle East: Rhetoric of the Image* (Bloomington and Indianapolis: Indiana University Press,2013).

Khatib, Lina, *Filming the Modern Middle East: Politics in the Cinemas of Hollywood and the Arab World* (London: I.B.Tauris, 2006)

Marks, Laura U., *Enfoldment and Infinity: An Islamic Genealogy of New Media Art*, (Cambridge: MIT Press, 2010)

Nicholas Mirzoeff, ed., *The Visual Culture Reader* (Third Edition) (London: Routledge, 2013).

-----, *An Introduction to Visual Culture* (Second Edition) (London: Routledge, 2009).

Plate, Brent S. (2008), *The Altar and the Screen: Filmmaking and Worldmaking, Religion and Culture*,  
[https://divinity.uchicago.edu/sites/default/files/imce/pdfs/webforum/062008/plate altar and screen.pdf](https://divinity.uchicago.edu/sites/default/files/imce/pdfs/webforum/062008/plate%20altar%20and%20screen.pdf), pp.1-17


Plate, Brent S., *Religion and Film: Cinema and the Re-Creation of the World*, (New York: Columbia University Press, 2017)

Rajagopal, Arvind, *Politics After Television: Hindu Nationalism and the Reshaping of the Public in India* (Cambridge: Cambridge University Press, 2001).

Stam Robert et al., *New Vocabularies in Film Semiotics: Structuralism, Post-Structuralism and Beyond* (London: Routledge, 1992)

**Relevance of Learning the Course/ Employability of the Course**

The scope of the study includes film, documentaries, television productions and music albums, temple murals, church paintings and Islamic architecture. This course actually is a merging point of four major disciplines; cultural studies, media history, religious studies and anthropology. On completion of this course students can pursue their studies/research any of these fields.

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

<b>School</b>	School of Gandhian Thought and Development Studies		
<b>Programme</b>	<b>4+1 Integrated UG and PG Programme</b>		
<b>Course Title</b>	<b>Education in India</b>		
<b>Course Type</b>	<b>MDC</b>		
<b>Course Level</b>	100-199		
<b>Course Code</b>	MG1MDCUGT102		
<b>Course Overview</b>	Education in India is a foundation level course to introduce Education as a discipline and issues and challenges of educational system in contemporary India. The course intends to provide foundations of education, scope of education as a discipline, history of education in modern India and important educational commissions and policies in India		
<b>Semester</b>	1	<b>Credit</b>	3
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>		<b>Instructional hours for practical/lab work// fieldwork</b>
	45		
<b>Pre-requisite</b>	A fundamental understanding about the current educational system in India		

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<i>Upon completion of this course, students will be able to;</i>		
1	<b>explain</b> the meaning, functions, and scope of education as a discipline	Understand	

2	<b>appraise</b> the role of various committees and policies in the evolution of Indian Education System	Evaluate	
3	<b>examine</b> major issues and challenges of education system in contemporary India	Analyse	
4	<b>assess</b> the current status of development of education system in India	Evaluate	

#### COURSE CONTENT

Module 1 – Education as a Discipline	Hours	CO No
<ul style="list-style-type: none"> <li>Meaning, Functions and Aims of Education</li> <li>Types of Education – Formal, Informal and Nonformal</li> <li>Scope of education as a discipline</li> <li>Interdisciplinary nature of education</li> </ul>	10	CO1
Module 2 – Evolution of Education System in Modern India	Hours	
<ul style="list-style-type: none"> <li>Education in Ancient and Medieval India</li> <li>Colonial Policy of Education</li> <li>Education in Post colonial India – Constitutional Provisions, Radhakrishnan Commission, Muthaliar Commission, Kothari Commission, NEP (1986) and National Educational Policy (2020)</li> <li>Education and Kerala Development</li> </ul>	20	CO2
Module 3 – Issues and Challenges of Education in India	Hours	
<ul style="list-style-type: none"> <li>Universalization of School Education</li> <li>GER in Higher Education</li> <li>Quality – Quantity Paradox</li> <li>Equity and Access</li> <li>Implementation of Outcome Based Education</li> <li>Structural Change in School education and Higher Education</li> </ul>	15	CO3 CO4

<b>Mode of Transaction</b>	<p><b>Classroom activities:</b></p> <ol style="list-style-type: none"> <li><b>Lecture-Discussion Session using PPT.</b> Teacher provides a platform for disciplinary knowledge on Education, its meaning, functions and scope.</li> <li><b>Focused Reading and Reflection.</b> Learners would be led to focused readings on various reports and policies on education in India inviting reflections either individually or in small groups.</li> <li><b>Collaborative/Small Group Learning.</b> Learners will work together to analyze and present in groups the contemporary issues and challenges of Indian education system.</li> </ol> <p><b>Field activities: Nil</b></p> <p><b>Lab based activities: Nil</b></p>
<b>Mode of Assessment</b>	<ol style="list-style-type: none"> <li>An assignment on a relevant issue of Indian Education (10 Score)</li> <li>Preparation of a Review on an educational commission report/Policy document related to Indian Education (10 Score)</li> <li>An internal Test – MCQ Based (10 Score)</li> </ol>

#### Learning Resources

Agarwal, P.(2015). From Kothari Commission to Pitroda Commission. *Economic and Political Weekly*. 42 (7): 554–557.

Aggarwal, J.C. (2009). *Landmarks In The History Of Modern Indian Education*, Vikas Publishing House

Delors, J. et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.

Mehta, A. C. (1998): *Education for All in India- Enrolment Projections*. NIEPA and Vikas Publishing House, New Delhi.

MHRD (2000): *Sarva Shiksha Abhiyan: A Peoples Movement for Education for All, Draft Guidelines*. New Delhi: Government of India.

MHRD (2010): *Selected Educational Statistics*: New Delhi: Government of India.

MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.

MHRD, Gov. of India (2020), *National Educational Policy* .New Delhi.

Ministry of Education (2023). *All India Survey on Higher Education 2021-22*. New Delhi: Government of India

Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Bombay: Allied Publications,.

Ottaway, A.K.C. (1953).Education and Society, London: Routledge and Kegan Paul,

Thakur, R. S. and Arun C. Mehta (1999), *Education for All: The Year 2000 Assessment, Core EFA Indicators*, New Delhi.

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

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

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

<b>Relevance of Learning the Course/ Employability of the Course</b>
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<p>Understanding the fundamental nature of educational system in India will be relevant for students of all streams. The course will be specifically relevant for students who are interested to learn education as a discipline at the higher levels. The course will provide the learners with the opportunity to encounter the discipline specific foundational knowledge for learners in education which will be a pre requisite for students who opt for teacher education programmes at graduate and post graduate levels and teaching as a profession.</p>
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**MAHATMA GANDHI UNIVERSITY**

**Graduate School**

**4 + 1 Integrated UG and PG Programme**

<b>School</b>	SCHOOL OF GANDHIAN THOUGHT AND DEVELOPMENT STUDIES		
<b>Programme</b>	GANDHIAN STUDIES		
<b>Course Title</b>	<b>GANDHI AND ENVIRONMENT</b>		
<b>Course Type</b>	MDC		
<b>Course Level</b>	100-199		
<b>Course Code</b>	MG1MDCUGT108		
<b>Course Overview</b>	This course explores Mahatma Gandhi's environmental philosophy, its practical applications, and the criticisms it has faced. Students will gain an understanding of how Gandhi's ideas contribute to contemporary environmental thought and practice, as well as critically assess the relevance and limitations of his philosophy in today's context.		
<b>Semester</b>	2	<b>Credit</b>	3
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>		<b>Instructional hours for practical/lab work// fieldwork</b>
	45		
<b>Pre-requisite</b>	A basic understanding of the Life and Philosophy of Gandhi		

**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	Articulate Gandhi's core environmental principles.	Identify	
2	Understand the relevance of Gandhi's ideas in contemporary environmentalism. References:	Understand	
3	Analyse and present case studies on the application of Gandhi's environmental philosophy.	Analyse	
4	Engage in debates and discussions on the criticisms of Gandhi's environmental philosophy.	Apply	
5	Reflect on the balance between Gandhi's ideals and modern environmental challenges.	Evaluate	

#### COURSE CONTENT

Module 1 Introduction to Gandhi's Environmental Philosophy	Hours	CO No
<ul style="list-style-type: none"> <li>Overview of Gandhi's life and philosophy: Key principles: simplicity, self-sufficiency, and non-violence (Ahimsa) - The concept of Sarvodaya (welfare of all)</li> <li>Nature and Humanity in Gandhi's Thought: Relationship between humans and nature - The idea of trusteeship: stewardship over ownership - Rural economy and sustainability</li> <li>Ethical and Spiritual Dimensions: The role of ethics in environmental conservation - Spirituality and respect for all life forms - Gandhi's critique of industrialization and materialism</li> </ul>	15	1&2
Module 2 Theories and Applications of Gandhi's Environmental Philosophy	Hours	3
<ul style="list-style-type: none"> <li>Sustainable Agriculture and Rural Development: Gandhi's vision of village industries - Case studies of sustainable agricultural practices inspired by Gandhi</li> <li>Environmental Movements Influenced by Gandhi: Chipko Movement - Narmada Bachao Andolan-Silent Valley Movement - The role of women in environmental movements</li> <li>Modern Applications and Innovations: Contemporary initiatives and projects inspired by Gandhi - Analysis of eco-villages and sustainable communities</li> </ul>	15	
Module 3 Criticisms of Gandhi's Environmental Philosophy	Hours	
<ul style="list-style-type: none"> <li>Critiques of Gandhi's Simplicity and Rural Emphasis: Arguments against the practicality of simplicity - Debate on the relevance of village-centric development in a globalized world</li> <li>Economic and Technological Criticisms: Criticism of Gandhi's rejection of industrialization - Discussion on the balance between technological advancement and environmental sustainability</li> <li>Postcolonial and Feminist Critiques: Postcolonial perspectives on Gandhi's</li> </ul>	15	4 & 5

environmental views - Feminist critiques: intersectionality and the role of women			
<b>Mode of Transaction</b>	<p><b>Classroom activities:</b></p> <ul style="list-style-type: none"> <li>● Lecture-discussion session using PPT: These sessions offer a thorough understanding of Gandhi's Environmental Philosophy.</li> <li>● Open forum discussion: Future directions for Gandhi-inspired environmental action.</li> <li>● Group presentations on key learnings from each module</li> </ul> <p><b>Field activities:</b> Nil</p>		
<b>Mode of Assessment</b>	<p>An <b>Assignment</b> on the Environmental Philosophies of Gandhi (10 scores)</p> <p>A <b>Research cum Seminar Presentation</b> on Gandhi in films (10 scores)</p> <p>An <b>Internal Examination</b> (20 scores)</p>		

### Learning Resources

#### Primary Sources:

Gandhi, M.K. (1940). Hind Swaraj or Indian Home Rule. Ahmedabad: Navajivan Publishing House.

Gandhi, M.K. (1958-1994). The Collected Works of Mahatma Gandhi (CWMG). New Delhi: Publications Division, Government of India.

Gandhi, M.K. (1960). An Autobiography or The Story of My Experiments with Truth. Ahmedabad: Navajivan Publishing House.

#### Books and Scholarly Articles

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

Gandhi, M.K. (1997). Village Swaraj. Ahmedabad: Navajivan Publishing House.

Guha, R. (1989). The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. Berkeley: University of California Press.

Hardiman, D. (2003). Gandhi in His Time and Ours: The Global Legacy of His Ideas. London: C. Hurst & Co.

Iyer, R. N. (1973). The Moral and Political Thought of Mahatma Gandhi. New York: Oxford University Press.

Iyer, R. N. (1996). The Essential Writings of Mahatma Gandhi. Oxford: Oxford University Press.

Kothari, A. (1997). Understanding Biodiversity: Life Sustainability and Equity. New Delhi: Orient Longman.

Parekh, B. (1989). Gandhi's Political Philosophy: A Critical Examination. Notre Dame: University of Notre Dame Press.

Parel, A. J. (Ed.). (2006). Gandhi's Philosophy and the Quest for Harmony. Cambridge: Cambridge University Press.

Shiva, V. (1988). *Staying Alive: Women, Ecology, and Development*. London: Zed Books.

Weber, T. (1999). *Gandhi, Gandhism and the Gandhians*. Delhi: Roli Books.

**Articles and Essays**


Chapple, C. K. (1993). "Gandhian Environmentalism." *Environmental Ethics*, 15(3), 275-285.

Ghosh, A. (2009). "Gandhi and the Environment: An Assessment." *Social Scientist*, 37(11/12), 4-25.

Guha, R. (1988). "Ideological Trends in Indian Environmentalism." *Economic and Political Weekly*, 23(49), 2578-2581.

Prasad, P. (2015). "Gandhi's Ecological Vision of Life and the Modern World." *Journal of Gandhian Studies*, 1(1), 23-35.

<b>Relevance of Learning the Course/ Employability of the Course</b>
This course provides a structured and comprehensive approach to studying Gandhi's environmental philosophy, its application, and the criticisms it has faced, offering students a well-rounded understanding of the subject. It also enables the learners to critically assess the relevance of Gandhi's ideas in contemporary environmentalism.

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	<b>4 + 1 Integrated UG and PG Programme</b>

<b>School</b>	School of Gandhian Thought & Development Studies		
<b>Programme</b>	<b>Gandhian Studies</b>		
<b>Course Title</b>	<b>Introduction to Yoga &amp; Natural Living</b>		
<b>Course Type</b>	MDC		
<b>Course Level</b>	100-199		
<b>Course Code</b>	MG1MDCUGT109		
<b>Course Overview</b>	The syllabus of the course covers three modules pertains to philosophical and practical aspects of Yoga & Introduction to Natural Living would foster the unique capabilities of each student to promote her/his holistic development. The General Foundation Course on Yoga & Natural Living is an academic platform for the students that provide flexibility to choose their future learning programmes.		
<b>Semester</b>	1	<b>Credit</b>	3
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>	<b>Instructional hours for practical/lab work// fieldwork</b>	
	45		
<b>Pre-requisite</b>	Interest to learn a way of life in accordance with the laws of Nature		

**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	Introduce the basic concepts of Yoga & Natural Living.		
2	Demonstrate the acquisition of practical knowledge of Yoga scientifically		
3	Demonstrate the acquisition of practical knowledge of Pranayama, Meditation etc to control the distracting tendency of the mind and understand the nature of Self		
4	Demonstrate the acquisition of practical knowledge of different relaxation techniques to calm the		

	mind		
5	Understand the risk factors of life style diseases		
6	Practice a healthy food habits		

#### COURSE CONTENT


<b>Module 1: Introduction to Yoga</b>		<b>Hours</b>	<b>CO No</b>
# Origin and Development of Yoga – An overview # History of Yoga # Basic Philosophy & Principles of Yoga # Introduction to Yoga Practicals		<b>15</b>	
<b>Module 2: Natural Living – An Introduction</b>		<b>Hours</b>	
# Nature Cure-An Overview # Basic Awareness about Panchabhootas # Moral Basis of Vegetarianism # Health & Hygiene		<b>15</b>	
<b>Module 3: Health &amp; Wellness</b>		<b>Hours</b>	
# Basics of Health & Disease # Natural Dietetics # Gandhian Views on Health # Agency Visit/Field Study		<b>15</b>	
<b>Mode of Transaction</b>	<b>Classroom activities: Lecturing, Interactive discussion sessions using available technical advancements. These sessions offer a thorough understanding of the subject and its applications.</b>		
<b>Mode of Assessment</b>	<b>Seminar, Book Review, Assignment &amp; Internal Examination. Continuous evaluation methods used</b>		

#### Learning Resources

1. Radhakrishnan, S. & Moore, C. A. (1967). A source book in Indian Philosophy, Princeton
2. Swami Satyananda Saraswathi, *Four Chapters on Freedom (Commentary on Yoga Sutras of Patanjali)*, Yoga Publication Trust, Munger, 2000.
3. Iyengar, B. K. S., *Light on Yoga*. New Delhi: Harper Collins Publishers, 2000
4. Swami Kavalayananda Gheranda Samhitha, *Commentary by Kaivalyadhama*, Lonavala, Poona, 1997
5. Swami Vivekananda, *Selections from the complete Works*, Mayavathi Memorial, Calcutta, Advaitashram 1987
6. Swami Ramsukh Das, *Srimad Bhagavadgita (Sadhaka Sanjivani)*, Vol I & II, Geetha Press Gorakhpur 1999.
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13. Shilpa Datar and C.G. Venkatesha Murthy, 2019, Mysore Triguna Scale, Journal of Psychosocial Research , Vol. 14, No. 2, , 311-31
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16. Practical Yoga Psychology by Dr. Rishi Vivekananda, Yoga Publication Trust, Munger , first edition 2005.
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<b>Relevance of Learning the Course/ Employability of the Course</b>	
❖	Promotes academic and social ethical values among the students
❖	Helps to develop holistic personality
❖	Acquire the ability to teach basic Yoga practices, basic steps for behavior modifications, hygiene, sanitation and Physical Health and Fitness.
❖	Provides for the scope of job opportunities to work as Integrates Health and wellness Trainer, Yoga Teacher, Yoga Instructor etc

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

<b>School</b>	<b>SCHOOL OF GANDHIAN THOUGHT AND DEVELOPMENT STUDIES</b>		
<b>Programme</b>	<b>Gandhian Studies</b>		
<b>Course Title</b>	<b>Introduction to Gandhian Studies</b>		
<b>Course Type</b>	<b>Major</b>		
<b>Course Level</b>	<b>Foundation</b>		
<b>Course Code</b>	<b>MG2DSCUGS101</b>		
<b>Course Overview</b>	<p>Gandhi's life lived in conformity with certain basic principles, was integrated and coordinated to make a harmonious whole. Gandhi himself never attempted a systematization of his thought. He was contented to act in a given situation and solve lives' problems, as they arose or presented themselves to him, in the light of his basic moral principles. The understanding of his central philosophy, especially truth and non-violence will provide a new insight to make the society self sufficient and self reliant.</p>		
<b>Semester</b>	2	<b>Credit</b>	4
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>		<b>Instructional hours for practical/lab work// fieldwork</b>
	60		
<b>Pre-requisite</b>	Basic understanding about social science and the role of Gandhi in the society.		

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the basic unity of purpose and aim in Gandhian Studies	Understand	

2	Analyse the importance social, economic, moral and political problems.	Analyse	
3	Evaluate the moral values and humanistic approaches of Gandhi	Evaluate	
4	Compare the social context of the past to the present in a Gandhian perspective.	Compare	

#### COURSE CONTENT

<b>Module 1. Introducing Gandhi</b>	<b>Hours</b>	<b>CO No</b>
<b>#. Emergence of Gandhi</b> <b>#. Formative stage</b> <b>#. Student Life</b> <b>#. Timeline: An overview</b>	<b>15</b>	<b>1</b>
<b>Module 2. Making of the Mahatma</b>	<b>Hours</b>	
<b>#. Barrister in India</b> <b>#. Experiments in South Africa</b> <b>#. Return to India</b> <b>#. Personality traits of Gandhi</b>	<b>15</b>	<b>2,3 &amp; 4</b>
<b>Module 3. Central Philosophy of Gandhi</b>	<b>Hours</b>	
<b>#. Ashram Observances</b> <b>#. Truth</b> <b>#. Non-violence</b> <b>#. Satyagraha : An overview</b>	<b>15</b>	
<b>Module 4. Sarvodaya: An introduction</b>		
<b>#. Major influences</b> <b>#. Basic Social observations</b> <b>#. Basic Political observations</b> <b>#. Concept of Swaraj</b>	<b>15</b>	


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

#### Learning Resources

1. My Experiments with Truth (Autobiography) – M.K Gandhi
2. The collected works of Mahatma Gandhi (All volumes)
3. Relevant edited/compiled works of Gandhi.
4. Bhikhu Parekh – Gandhi, A very short Introduction.
5. ManmohanChandhuri – Exploring Gandhi
6. C.F Andrews – Mahatma Gandhi's ideas.
7. N.K. Bose – studies in Gandhism
8. J.B. Kripalani – Gandhi His Life and Thought.
9. RR. Diwakar – The Saga of Safyagraha
10. MargaratChallevjee – Gandhians Religions Thought.
11. Mahatma Gandhi – Early Phase - Pyarelal.
12. Gandhian Economic thought – J.C Kumarappa.
13. The Political Thought of Mahatma Gandhi – Gopinath Dharan
14. Constructive Programme – M.K. Gandhi.
15. M.P. Mathai – Mahatma Gandhi's world view.
16. Datta D.M – The philosophy of Mahatma Gandhi.

<b>Relevance of Learning the Course/ Employability of the Course</b>
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<p>This introductory course explores fundamental awareness about Mahatma Gandhi. The course will be helpful for the learner to have insights towards various issues in the present society and to make use of Gandhian alternative suggestions to solve social problems. Through the exploration of key texts and concepts, students will engage with foundational inquiries into participatory approaches for a healthy intervention in the society.</p>
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	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

<b>School</b>	School of Gandhian Thought and Development Studies		
<b>Programme</b>	4+1 Integrated UG and PG Programme		
<b>Course Title</b>	<b>Gandhian Economics</b>		
<b>Course Type</b>	Minor		
<b>Course Level</b>	100-199		
<b>Course Code</b>	<b>MG2DSCUGT131</b>		
<b>Course Overview</b>	<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>		
<b>Semester</b>	2	<b>Credit</b>	4
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>		<b>Instructional hours for practical/lab work// fieldwork</b>
	<b>60 Hours</b>		
<b>Pre-requisite</b>			

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<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

<b>Module 1: Economics and pre-Gandhian economic thought in India</b>	<b>Hours</b>	<b>CO No</b>
<ul style="list-style-type: none"> <li>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</li> <li>Ram Mohan Roy on Economic modernization- Satish Chandra Mukherjee on Rural communitarianism - G.V.Joshi 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</li> </ul>	<b>10</b>	
<b>Module 2: Economic dimension of Gandhian ideas</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>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></li> <li>Swadeshi- definition, Swadeshi and international trade, Bread labour - Meaning and Definition, Nature of production and motivation in bread labour</li> <li>Khadi and Village industries: Concept and relevance- Gandhi's ideas on Mechanization and industrialization- Gandhian concept of Decentralization, and Trusteeship</li> </ul>	<b>20</b>	
<b>Module 3: Post Gandhian Development in Non-violent Economics</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>➤ Non-violent economics: Conceptual analysis- Vinoba's six-fold dan - Bhoodan, Gramadan, Shramadan, Budhidan, Sampthi dan and Jeevadan.</li> <li>➤ J.C.Kumarappa's contribution- Work, wages and economics in nature- Man, Free will and Human development- Values and valuation- Living and standards of living- Non-violent work, Resistance to development induced displacement,</li> <li>➤ 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.</li> </ul>	<b>15</b>	
<b>Module 4: Solidarity Economics and Degrowth</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>Solidarity economics and economy: Definition and characteristics - Non-violence and sustainable development - Economic benefits of non-violence.</li> <li>Degrowth and deindustrialization</li> </ul>	<b>15</b>	

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


### 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, Ahemedabad, Navajeevan Publishing House
- Ray, Sunil Neetu Chowdhary, and Rajeev K. Kumar (2020) Theorizing Cohesive Development: An Alternative Paradigm, NewYork :Routledge.
- Robinson, Joan and John Eatwell (1974), Introduction to modern Economics, Maidenhead, McGraw-Hill
- Ruskin, John, Unto this last ,Ahemedabad, 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

<b>Relevance of Learning the Course/ Employability of the Course</b>
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<p>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.</p>
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	<b>4 + 1 Integrated UG and PG Programme</b>

<b>School</b>	School of Gandhian Thought and Development Studies		
<b>Programme</b>	<b>4+1 Integrated UG and PG Programme</b>		
<b>Course Title</b>	<b>Peace and Conflict Resolution Studies</b>		
<b>Course Type</b>	<b>Minor</b>		
<b>Course Level</b>	<b>100-199</b>		
<b>Course Code</b>	<b>MG2DSCUGT151</b>		
<b>Course Overview</b>	This paper has been conceptualized to strengthen the conceptual, practical and theoretical understanding of violence and peace. The practice of peace keeping and peace building will be introduced with practical experience in it. The course also aims to develop the ability of students to independently analyse major sources of violence and conflict in each society.		
<b>Semester</b>	2	<b>Credit</b>	4
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>		<b>Instructional hours for practical/lab work// fieldwork</b>
	60		
<b>Pre-requisite</b>	Basic understanding of violence, peace, conflict and conflict resolution.		

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<i>Upon completion of this course, students will be able to;</i>		
1	<b>Discuss</b> various ideas and concepts related to the field of peace studies and conflict resolution	Understand	

2	<b>Explain</b> different approaches to the understanding of peace and conflict, conflict prevention, management and transformation.	Understand	
3	<b>Use of</b> different methods and skills in peace building	Apply	
4	<b>Categorise</b> different methods in conflict resolution.	Analyse	
5	<b>Assess</b> the strength and weakness approaches in conflict resolution.	Evaluate	

#### COURSE CONTENT

<b>Module 1 – Defining Concepts</b>	<b>Hours</b>	<b>CO No</b>
<ul style="list-style-type: none"> <li>• Meaning and Dimensions of Peace</li> <li>• Violence and Conflict</li> <li>• Negative and Positive Peace</li> <li>• Peace Studies, Peace Education</li> <li>• Peace Building &amp; Peace keeping</li> </ul>	<b>15</b>	<b>CO1</b>
<b>Module 2- Types and Causes of Violence</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• Nature and Type of Conflict</li> <li>• Causes of conflicts</li> <li>• Taxonomy of war</li> <li>• Conflict Prevention, Management and Transformation</li> </ul>	<b>15</b>	<b>CO1</b> <b>CO4</b>
<b>Module 3 – Gandhi and World View of Non-Violence</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• Major instances of Non-Violent political actions</li> <li>• Gandhian Approach to Peace</li> <li>• Philosophy of Non-Violence</li> <li>• Practical and Theoretical Aspects of Ahimsa</li> <li>• Agencies and conventions</li> </ul>	<b>15</b>	<b>CO2</b> <b>CO4</b> <b>CO5</b>
<b>Module 4- Caste, Gender and Peace</b>		
<ul style="list-style-type: none"> <li>• Structural violence</li> <li>• Patriarchy and Violence</li> <li>• Domestic violence</li> <li>• Women’s Human Rights</li> <li>• Caste Hierarchy and Violence</li> </ul>	<b>15</b>	<b>CO1</b> <b>CO3</b>

<b>Mode of Transaction</b>	<p><b>Classroom activities:</b></p> <p><b>1. Class Room Lectures Using PPT.</b> The course instructor introduces the ideas, concepts and theories with applications.</p> <p><b>2. Film Screening:</b> Films based on the themes of war, peace, and conflict will be screened in class for a more effective learning.</p> <p><b>Field activities:</b> Visit to the zones of conflict zones with the purpose of making them understand the possibility of peace building.</p> <p><b>Lab based activities: Nil</b></p>
<b>Mode of Assessment</b>	<ol style="list-style-type: none"> <li>1. Preparation and presentation of an assignment based on the topics discussed in the course content (10 Score)</li> <li>2. Preparation of a film review (10 Score)</li> </ol>

**Learning Resources**

Adebajo, Adekeye and Sriram, Chandra Lekha, *Managing armed conflicts in the 21st century* (London: Frank Cass, 2001)

Agamben, Giorgio, *State of exception* (Chicago: University of Chicago Press, 2005)

Birgit Brock-Utne, *Feminist Perspectives on Peace and Peace Education* (New York: Pergamon, 1989).

hhabra, Satbeer. *Gender Perspectives in Peace Initiatives: Opportunities and Challenges*, (New Dehli: 2006).

Galtung , Johan, *Essays in Peace Research Vol 1-5*, (Copenhagen, Christian Eljiers)

Galtung, Johan, "Cultural Violence" *Journal of Peace Research*, 27, 3, 1990.

John, M.S, " Understanding Peace Education", *Gandhi Marg*, 1990

John, M.S, " Concepts and a Approaches to Peace", *Gandhi Marg*, 1993

Rita Manchanda (ed.) *Women, War and Peace in South Asia* (New Delhi: Sage, 2001).

Berdal, Mats R., *Building peace after war* (Abingdon: Routledge, 2009).

Brown, Michael E. *Ethnic conflict and international security*, (Princeton, N.J: Princeton University Press, 1993)

Darby, John and Mac Ginty, Roger, *Contemporary Peacemaking: conflict, peace processes and post-war reconstruction*. 2nd ed. (Basingstoke: Palgrave Macmillan, 2008).

Dean, Mitchell, *Governmentality: power and rule in modern society*, (London: Sage Publications, 1999).


Francis, Diana, *Rethinking war and peace*, (London: Pluto, 2004).

Holbrooke, Richard C., *To end a war*, (New York: Modern Library, 1999).

Zartman, I. William and Rasmussen, J. Lewis, *Peacemaking in international conflict: methods and techniques*, (Washington, D.C.: United States Institute of Peace Press, 1997).

<b>Relevance of Learning the Course/ Employability of the Course</b>
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Peace studies is one of the most happening disciplines in terms of academic, research and practical opportunities. On completion of this course, the students will acquire capacity in analysing the causes and prevention of conflicts, nature of violence including social and discrimination and marginalization, which can be an advantage for them to seek jobs in national and international agencies assigned for conflict analysis and peace building and NGOs.
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	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

School	School of Gandhian Thought and Development Studies		
Programme	4+1 Integrated UG and PG Programme		
Course Title	<b>Metaverse: Exploring Virtual Economics and Societies</b>		
Course Type	MDC		
Course Level	100-199		
Course Code	<b>MG2MDCUGT104</b>		
Course Overview	<p>This foundational course introduces students to the fundamental concepts and principles of the Metaverse and its potential impact on virtual economies and societies, with a special focus on developing countries like India. The course covers key topics such as the evolution of virtual worlds, the technologies enabling the Metaverse (e.g., VR, AR, blockchain), and the potential applications and innovations in this rapidly growing field.</p> <p>Students will explore the economic implications of the Metaverse, including the role of digital assets, e-commerce, user-generated content, and the economics of data. They will also examine the social dynamics within virtual communities, including issues related to identity, collaboration, cultural diversity, and the potential of the Metaverse to address real-world social issues.</p> <p>The course will delve into the challenges and governance aspects of the Metaverse, such as privacy, security, intellectual property rights, and the need for regulatory frameworks. Students will also consider the potential negative impacts of the Metaverse, such as cybercrime, addiction, and mental health concerns.</p> <p>Throughout the course, the role of artificial intelligence (AI) in driving the growth and shaping the future of the Metaverse will be discussed. AI's potential to enhance user experiences, automate processes, and generate new forms of content will be explored, along with the ethical considerations surrounding its use in virtual environments.</p> <p>By the end of the course, students will have a comprehensive understanding of the Metaverse, its underlying technologies, and its potential implications for the future of virtual economies and societies. They will be equipped with the knowledge and skills necessary to analyse, evaluate, and develop strategies for leveraging the Metaverse for socio-economic development in developing countries like India.</p>		
Semester	<b>I</b>	Credit	<b>3</b>
Total Student Learning Time	Instructional hours for theory		Instructional hours for practical/lab work/ fieldwork

	35	10
Pre-requisite	Students should have a basic understanding of the internet and social media platforms, as well as curiosity to learn about virtual economies, the Metaverse, and the ability to envision futuristic innovations and technological changes. No prior technical knowledge is required.	

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No
CO1	Understand the fundamental concepts and technologies of the Metaverse, including AI.	Remembering	
CO2	Analyse the economic implications of the Metaverse in developing countries.	Analysing	
CO3	Evaluate social dynamics and challenges in virtual communities, considering AI's role.	Evaluating	
CO4	Identify governance issues and ethical considerations in virtual spaces and AI.	Applying	
CO5	Develop strategies for leveraging virtual environments for socio-economic development.	Creating	
CO6	Analyse case studies of successful virtual economies and Metaverse applications.	analysing	
CO7	Evaluate the future implications of the Metaverse and AI in shaping economies and societies.	Evaluating	

### COURSE CONTENT

Module and Content	Hours	CO No.
<p><b>Module 1: Introduction to the Metaverse</b></p> <ul style="list-style-type: none"> <li>- Defining the Metaverse: Concepts and characteristics</li> <li>- Evolution of virtual worlds and the emergence of the Metaverse</li> <li>- Key technologies enabling the Metaverse: VR, AR, blockchain, and more</li> <li>- Potential applications, use cases, and innovations in the Metaverse</li> <li>- The Metaverse in the context of developing countries, with a focus on India</li> <li>- The role of artificial intelligence (AI) in shaping the Metaverse</li> </ul>	8 hours	CO1

<p><b>Module 2: Virtual Economies in the Metaverse</b></p> <ul style="list-style-type: none"> <li>- Information economics and its relevance in the Metaverse</li> <li>- Digital assets: Cryptocurrencies, NFTs, and their implications</li> <li>- E-commerce and entrepreneurship in virtual environments</li> <li>- User-generated content and the economics of data</li> <li>- Transaction costs and their impact on virtual economies</li> <li>- Case studies of successful virtual economies in developing countries</li> <li>- AI-driven economic models and their potential in the Metaverse</li> </ul>	10 hours	CO2 CO6
<p><b>Module 3: Social Dynamics in Virtual Environments</b></p> <ul style="list-style-type: none"> <li>- Virtual communities and social networks</li> <li>- Identity, avatars, and social interactions in virtual spaces</li> <li>- Collaboration, co-creation, and the future of work</li> <li>- Social media integration and its impact on virtual societies</li> <li>- Information asymmetry and its consequences in virtual environments</li> <li>- Cultural diversity and inclusivity in virtual communities</li> <li>- Virtual environments and their potential for addressing social issues in developing countries</li> <li>- AI and its role in shaping social interactions and experiences in the Metaverse</li> </ul>	12 hours	CO3
<p><b>Module 4: Challenges and Governance in Virtual Spaces</b></p> <ul style="list-style-type: none"> <li>- Privacy, security, and intellectual property rights</li> <li>- Ethical considerations and responsible behaviour in virtual environments</li> <li>- Regulatory frameworks and policies for virtual spaces</li> <li>- Cybercrime, cyber bullying, and their impact on virtual societies</li> <li>- Mental health concerns and addiction in virtual environments</li> <li>- Skill gaps and the need for capacity building in developing countries</li> <li>- Governance models and stakeholder participation in virtual spaces</li> <li>- AI governance and ethical considerations in the Metaverse</li> </ul>	10 hours	CO4

<p><b>Module 5: Future Implications and Strategies</b></p> <ul style="list-style-type: none"> <li>- Emerging trends and innovations in virtual environments</li> <li>- The impact of virtual environments on industries: Education, healthcare, entertainment, and more</li> <li>- Strategies for leveraging virtual spaces for socio-economic development</li> <li>- Challenges and opportunities for virtual environment adoption in developing countries</li> <li>- The role of virtual environments in shaping the future of economies and societies</li> <li>- AI and its potential to drive innovation and transformation in the Metaverse</li> </ul>	<p>5 hours</p>	<p>CO5 CO7</p>
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<p><b>MODE OF TRANSACTION</b></p>	<p>The course will be delivered through a mix of interactive lectures, discussions, case studies, hands-on workshops, and guest lectures by industry experts. The teaching methods include:</p> <ol style="list-style-type: none"> <li>1. Lectures and discussions covering fundamental concepts, theories, and real-world examples.</li> <li>2. Case studies and group projects to analyse successful virtual economies and develop problem-solving skills.</li> <li>3. Hands-on workshops and tutorials to familiarize students with Metaverse tools, platforms, and technologies.</li> <li>4. Virtual field trips to Metaverse platforms, online communities, and digital art galleries for immersive experiences.</li> </ol> <p>The course will also utilize online learning resources, such as recorded lectures, webinars, and discussion forums, to support students' learning beyond the classroom.</p>
<p><b>MODE OF ASSESSMENT</b></p>	<p>The course will employ a continuous assessment model to evaluate students' learning and progress throughout the semester. The assessment will be based on a combination of individual and group assignments, projects, and active participation in class discussions and activities. The breakdown of the continuous assessment components, totalling 30 points, is as follows:</p> <ol style="list-style-type: none"> <li>1. Assignments and quizzes (10 points) <ul style="list-style-type: none"> <li>- Students will complete individual assignments and quizzes that test their understanding of key concepts, theories, and real-world applications related to the Metaverse and virtual economies.</li> </ul> </li> <li>2. Class participation and discussions (10 points) <ul style="list-style-type: none"> <li>- Students will be assessed on their active participation in class discussions, group activities, and workshops, demonstrating their engagement with the course material and their ability to contribute meaningful insights.</li> </ul> </li> <li>3. Case study analysis (10 points) <ul style="list-style-type: none"> <li>- Students will analyse and present their findings on real-world case studies of Metaverse applications and virtual economies, showcasing their critical thinking and problem-solving skills.</li> </ul> </li> </ol>

	The continuous assessment model ensures that students receive regular feedback on their progress and have multiple opportunities to demonstrate their learning and understanding of the course material.
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## LEARNING RESOURCES

### Articles and Reading Material

1. Arnold, C. (2013). Managing your digital afterlife. *Scientific American Mind*, 24(4), 22–23.
2. Biały, B. (2017). Social media—From social exchange to battlefield. *The Cyber Defense Review*, 2(2), 69–90.
3. Cataleta, M. S. (2020). Humane artificial intelligence: The fragility of human rights facing AI. East-West Center.
4. Collins, J. (2013). The use values of narrativity in digital cultures. *New Literary History*, 44(4), 639–660.
5. Coiera, E. (2013). Social networks, social media, and social diseases. *BMJ: British Medical Journal*, 346(7912), 22–24.
6. Engelke, P. (2020). AI, society, and governance: An introduction. Atlantic Council.
7. Hassan, R. (2020). The economy of digitality: Limitless virtual space and network time. In *The condition of digitality: A post-modern Marxism for the practice of digital life* (pp. 97–128). University of Westminster Press.
8. Jones, S. E. (2009). "Second Life," video games, and the social text. *PMLA*, 124(1), 264–272.
9. Kutler, N. (2011). Protecting your online you: A new approach to handling your online persona after death. *Berkeley Technology Law Journal*, 26(4), 1641–1670.
10. LaFarge, A. (2014). Social proxies and real-world avatars: Impersonation as a mode of capitalist production. *Art Journal*, 73(4), 64–71.
11. Lee, L. H., Braud, T., Zhou, P., Wang, L., Xu, D., Lin, Z., ... & Hui, P. (2021). All one needs to know about metaverse: A complete survey on technological singularity, virtual ecosystem, and research agenda. arXiv preprint arXiv:2110.05352.
12. Lehdonvirta, V., & Castronova, E. (2014). Why the real world needs virtual economy design. In *Virtual economies: Design and analysis* (pp. 261–272). The MIT Press.
13. Luther, W. J. (2016). Bitcoin and the future of digital payments. *The Independent Review*, 20(3), 397–404.
14. Medeiros, M., & Centre for International Governance Innovation. (2020). Public and private dimensions of AI technology and security. In *Modern conflict and artificial intelligence* (pp. 20–25). Centre for International Governance Innovation.
15. Mingers, J., & Walsham, G. (2010). Toward ethical information systems: The contribution of discourse ethics. *MIS Quarterly*, 34(4), 833–854.
16. Nazir, M., & Lui, C. S. M. (2016). A brief history of virtual economy. *Journal for Virtual Worlds Research*, 9(1).
17. Owusu-Antwi, K., & Amenuvor, F. E. (2023). Understanding the metaverse: A review of virtual worlds and augmented reality environments. *Current Journal of Applied Science and Technology*, 42(23), 42–48.
18. Pellegrino, M., & Kelly, R. (2019). Intelligent machines and the growing importance of ethics. In A. Gilli (Ed.), *The brain and the processor: Unpacking the challenges of human-machine interaction* (pp. 45–54). NATO Defense College.
19. Ratna, T., Abisla, R., Jash, S., Kaushik, A. K., Mishra, S., Padmanabhan, A., Prakash, P., Simons, J., Srikumar, M., & Young, K. (2019). Blockchain regulation in the United States: Evaluating the overall approach to virtual asset regulation. In *The promise of public interest technology: In India and the United States* (pp. 80–93). New America.
20. Taylor, J. (1997). The emerging geographies of virtual worlds. *Geographical Review*, 87(2), 172–192.
21. UNDERSTANDING THE METAVERSE. (2022). *US Black Engineer and Information Technology*, 46(2), 60–61.
22. Wang, X. (2016). Social media and social relationships. In *Social media in industrial China* (1st ed., Vol. 6, pp. 97–126). UCL Press.
23. Zook, M. (2012). The virtual economy. In *The Wiley-Blackwell companion to economic geography* (pp. 298–312).
24. Uzsoki, D. (2019). Tokenizing real assets: Examples from Switzerland. In *Tokenization of infrastructure: A blockchain-based solution to financing sustainable infrastructure* (pp. 18–24). International Institute for Sustainable Development (IISD).

### Online Learning Platforms and Courses

1. Coursera. (n.d.). Metaverse. Retrieved from <https://www.coursera.org/>
2. edX. (n.d.). Metaverse. Retrieved from <https://www.edx.org/>
3. Udemy. (n.d.). Metaverse. Retrieved from <https://www.udemy.com/>

#### Metaverse Platforms and Tools

1. Decentraland. (n.d.). Retrieved from <https://decentraland.org/>
2. Sandbox. (n.d.). Retrieved from <https://www.sandbox.game/>
3. Roblox. (n.d.). Retrieved from <https://www.roblox.com/>
4. Somnium Space. (n.d.). Retrieved from <https://somniumspace.com/>
5. Unity 3D. (n.d.). Retrieved from <https://unity.com/>
6. Unreal Engine. (n.d.). Retrieved from <https://www.unrealengine.com/>

#### Industry Reports and Whitepapers

1. Accenture. (2024). Metaverse: Evolution, then revolution. Retrieved from <https://www.accenture.com/content/dam/accenture/final/accenture-com/document/Accenture-Metaverse-Evolution-Before-Revolution.pdf>
2. Deloitte. (2024). The Metaverse and Web 3.0: The next internet platform. Retrieved from <https://www2.deloitte.com/us/en/insights/industry/technology/web3-and-metaverse-the-future-of-the-internet.html>
3. Goldman Sachs. (2024). Framing the future of Web 3.0-Metaverse edition. Retrieved from <https://www.goldmansachs.com/intelligence/pages/gs-research/framing-the-future-of-web-3.0-metaverse-edition/report.pdf>
4. McKinsey & Company. (2024). Value creation in the Metaverse. Retrieved from <https://www.mckinsey.com/capabilities/growth-marketing-and-sales/our-insights/value-creation-in-the-metaverse>
5. NVIDIA. (2024). What is the Metaverse? Retrieved from <https://blogs.nvidia.com/blog/what-is-the-metaverse/>

#### Podcasts

1. MetaverseLabs. (n.d.). The Metaverse Podcast. Spotify. Retrieved from <https://open.spotify.com/show/1gJqBY4PBMo05ORUQbpHSU>
2. MetaverseLabs. (n.d.). The Metaverse Podcast. YouTube. Retrieved from <https://www.youtube.com/playlist?list=PLeUqTqQawKgQ-Zejs2oNzmHaBZrZxAdXY>

#### RELEVANCE OF LEARNING THE COURSE/ EMPLOYABILITY OF THE COURSE


As the world rapidly shifts towards virtual environments, understanding the fundamental principles of the Metaverse, its underlying technologies, and its implications becomes crucial for students across various disciplines. The parallel economy of virtual worlds like the Metaverse is already surpassing real-world economies, and this trend is expected to continue as more social and economic activities move into virtual spaces.

This foundational course equips students with the knowledge and skills needed to navigate and leverage the opportunities presented by the Metaverse. By gaining insights into virtual economies, social dynamics, governance, and the role of emerging technologies like AI, students will be well-prepared to adapt to the changing landscape of work and entrepreneurship.

The course's focus on developing countries, particularly India, makes it highly relevant for students seeking to understand and contribute to the socio-economic development of their communities in the context of the Metaverse. The skills and knowledge gained from this course will be valuable for students interested in careers related to:

1. Virtual and digital economies
2. E-commerce and online entrepreneurship
3. Digital marketing and advertising
4. Social media and online community management
5. Technology policy and governance
6. Virtual reality and augmented reality development
7. Blockchain and cryptocurrency-related projects

As businesses and organizations increasingly adopt Metaverse technologies, the demand for professionals with an understanding of virtual economies and societies will continue to grow. This course provides students with a solid foundation to pursue these emerging career opportunities and contribute to the shaping of the Metaverse in the years to come.

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>SCHOOL OF GANDHIAN THOUGHT AND DEVELOPMENT STUDIES,</b> <b>MAHATMA GANDHI UNIVERSITY,</b> <b>KOTTAYAM</b>
	<b>4 + 1 Integrated U.G. and P.G. Programme</b>

<b>School</b>	<b>School of Gandhian Thought and Development Studies</b>		
<b>Programme</b>	<b>4+1 Integrated U.G. and P.G. Programme</b>		
<b>Course Title</b>	<b>Introduction to Continental Philosophy: Key Concepts</b>		
<b>Course Type</b>	<b>MDC</b>		
<b>Course Level</b>	100-199		
<b>Course Code</b>	<b>MG2MDCUGT105</b>		
<b>Course Overview</b>	<p>This course introduces students to some of philosophy's central themes and problems, such as "What is an idea?" "What is truth?" "What is knowledge?" "How can one gain knowledge?" and "What are the sources of knowledge?." It delves into key epistemological and methodological debates, providing a comprehensive overview of how philosophers have approached these questions. Designed as an introductory course on the science of human understanding, it aims to equip students with a foundational grasp of philosophical inquiry and critical thinking about the nature, acquisition, and limits of human knowledge.</p>		
<b>Semester</b>	1	<b>Credit</b>	3
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>		<b>Instructional hours for practical/lab work// fieldwork</b>
	45		
<b>Pre-requisite</b>	Language Skills, Curiosity, and a Positive Attitude		

**COURSE OUTCOMES (C.O.)**

<b>C.O. No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<i>Upon Completion of this Course, Students will be Able to:</i>		
1	<b>Explain</b> and Understand: These ontological, Epistemological and Methodological Discussions on the Nature, Scope and Limits of Human Knowledge and Understanding.	Understand	

2	<b>Appraise:</b> Various Ontological and Epistemological Positions on the Nature of Human Knowledge and Understanding.	Evaluate	
3	<b>Examine:</b> To Analysis the Listed Concerns and Problems in the Course Using Various Philosophical Positions.	Analyse	
4	<b>Assess:</b> To Evaluate Using a Comparative Approach.	Evaluate	

#### COURSE CONTENT

<b>Module 1 – The Source of Knowledge</b>	<b>Hours</b>	<b>CO No</b>
1. Sense experience 2. Reason 3. Authority 4. Intuition 5. Revelation 6. Faith 7. Language	<b>10</b>	<b>CO1</b>
<b>Module 2 – What is Knowledge?</b>	<b>Hours</b>	
1. Realism vs Idealism: Ontology 2. Rationalism vs Empiricism: Epistemology 3. Kantian Transcendental Analysis: Methodology 4. Nietzsche and Historical Analysis: Genealogy 5. Postmodern Knowledge: Encountering Finitude	<b>10</b>	<b>CO2</b>
<b>Module 3 – Concepts/Ideas: Nuanced Differences</b>	<b>Hours</b>	
1. Plato's Theory of Ideas 2. Descartes's Theory of Ideas 3. Locke's Theory of Ideas 4. Hume's Theory of Ideas 5. Kant's Concept of Ideas 6. Hegelian Concept of Ideas 7. Deleuze's Concept of Ideas	<b>15</b>	<b>CO3</b>
<b>Module 4 – Truth</b>		
1. Existentialist Perspective 2. Hermeneutics Perspective 3. Ontological Perspectives 4. Postmodern Perspective	<b>10</b>	<b>CO4</b>

<b>Mode of Transaction</b>	<b>Classroom Activities:</b> <ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Student Presentations</li> <li>3. Group discussions</li> <li>4. Article writing</li> </ol> <b>Field activities: Nil</b> <b>Lab-based activities: Nil</b>
<b>Mode of Assessment</b>	<b>Internal Assessment</b> <ol style="list-style-type: none"> <li>1. Internal Test – (20 Marks)</li> </ol>

	<p><b>2.</b> Book review – Every Student should Review a Work in a Subject Studied as Part of the Course and Submit a Report (10 Marks)</p> <p><b>3.</b> Seminar Presentation – (10 Marks)</p> <p><b>Semester End Examination (60 Marks)</b></p>
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**Learning Resources**

Allison, Henry E., (2004), *Kant's Transcendental Idealism: An Interpretation and Defense*. Yale University Press,

Audi, Robert, ed., (1995), *The Cambridge Dictionary of Philosophy*, Cambridge University Press

Ayers, Michael R., (1991), *Locke: Epistemology and Ontology*, Routledge

Belsey, Catherine., (2002), *Poststructuralism: A Very Short Introduction*. Oxford University Press

Caputo, John D., (1997), *Deconstruction in a Nutshell: A Conversation with Jacques Derrida*. Fordham University Press,

Critchley, Simon., (2001), *Continental Philosophy: A Very Short Introduction*. Oxford University Press

Dreyfus, Hubert L., (1990), *Being-in-the-World: A Commentary on Heidegger's Being and Time*, Division I. MIT Press,

Garrett, Don., (2015), *Hume*, Routledge

Gutting, Gary., (2005), *Foucault: A Very Short Introduction*, Oxford University Press

Guyer, Paul, ed., (1992), *The Cambridge Companion to Kant*, Cambridge University Press

Inwood, Michael., (2000), *Heidegger: A Very Short Introduction*, Oxford University Press

May, Todd., (2005), *Gilles Deleuze: An Introduction*, Cambridge University Press

Moran, Dermot., (2000), *Introduction to Phenomenology*, Routledge

Nadler, Steven., (2002), *A Companion to Early Modern Philosophy*, Wiley-Blackwell

Nehamas, Alexander., (1985), *Nietzsche: Life as Literature*, Harvard University Press

Pinkard, Terry., (2001), *Hegel: A Biography*, Cambridge University Press

Pippin, Robert B., (1989), *Hegel's Idealism: The Satisfactions of Self-Consciousness*. Cambridge University Press


Reynolds, Jack., (2006), *Understanding Existentialism*, Routledge

Solomon, Robert C., and David Sherman, eds., (2002), *The Blackwell Guide to Continental Philosophy*, Blackwell

West, David., (2010) *Continental Philosophy: An Introduction*, Polity

<b>Relevance of Learning the Course/ Employability of the Course</b>
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This introductory course explores fundamental philosophical discussions and debates concerning ontology, epistemology, and methodology. It aims to illuminate students about the nature, scope, and limits of human knowledge and understanding. Through the exploration of key texts and concepts, students will engage with foundational inquiries into what exists (ontology), how we acquire knowledge (epistemology), and the methods by which we investigate and interpret the world (methodology). By examining these areas, the course seeks to foster a deeper appreciation of the complexities inherent in philosophical inquiry and to cultivate critical thinking about the nature of reality, the justification of beliefs, and the frameworks guiding human understanding.

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>		
	<b>4 + 1 Integrated UG and PG Programme</b>		

<b>School</b>	SCHOOL OF GANDHIAN THOUGHT AND DEVELOPMENT STUDIES		
<b>Programme</b>	<b>Gandhian Studies</b>		
<b>Course Title</b>	<b>Central Philosophy of Mahatma Gandhi</b>		
<b>Course Type</b>	<b>MDC</b>		
<b>Course Level</b>	100-199		
<b>Course Code</b>	MG2MDCUGT102		
<b>Course Overview</b>	Gandhi himself never attempted a systematization of his thought. He was contented to act in a given situation and solve lives' problems, as they arose or presented themselves to him, in the light of his philosophical and logical understanding. The understanding of his central philosophy, especially truth and non-violence provided a new insight to make the society self sufficient and self reliant.		
<b>Semester</b>	2	<b>Credit</b>	3
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>	<b>Instructional hours for practical/lab work// fieldwork</b>	
	45		
<b>Pre-requisite</b>	Basic understanding about social science and the role of Gandhi in the society.		

### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<i>Upon completion of this course, students will be able to;</i>		
1	Understand the fundamental principles of	Understand	

	Gandhi.		
2	Analyse the importance social, economic, moral and political problems.	Analyse	
3	Evaluate the moral values and humanistic approaches of Gandhi	Evaluate	
4	Compare the Gandhian Values with existing social order.	Compare	

## COURSE CONTENT

Module 1. Gandhiji: A General Introduction	Hours	CO No
# Formative Stag # Early Life & influences of Gandhi # Asram Vows # Truth & Non-Violence	15	1
Module 2. Thoughts & Ideas of Gandhi	Hours	
# Religious, Spiritual & Moral Ideas # Socio-Political & Educational Ideas # Birth of Satyagraha # Satyagraha Movements of Gandhi	15	2,3 & 4
Module 3. Welfare of All	Hours	
# Rights, Duties, Ends & Means # Concept of Swaraj # Concept of State & Governance # Gandhi's Talisman	15	

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

## Learning Resources

1. My Experiments with Truth (Autobiography) – M.K Gandhi
2. The collected works of Mahatma Gandhi (All volumes)
3. Relevant edited/compiled works of Gandhi.
4. Bhikhu Parekh – Gandhi, A very short Introduction.
5. ManmohanChandhuri – Exploring Gandhi
6. C.F Andrews – Mahatma Gandhi's ideas.
7. N.K. Bose – studies in Gandhism
8. J.B. Kripalani – Gandhi His Life and Thought.
9. RR. Diwakar – The Saga of Safyagraha
10. MargaratChallejee – Gandhians Religions Thought.
11. Mahatma Gandhi – Early Phase - Pyarelal.
12. Gandhian Economic thought – J.C Kumarappa.
13. The Political Thought of Mahatma Gandhi – Gopinath Dharan
14. Constructive Programme – M.K. Gandhi.
15. M.P. Mathai – Mahatma Gandhi's world view.
16. Datta D.M – The philosophy of Mahatma Gandhi.

<b>Relevance of Learning the Course/ Employability of the Course</b>
This introductory course explores fundamental awareness about Mahatma Gandhi. The course will be helpful for the learner to have insights towards various issues in the present society and to make use of Gandhian alternative suggestions to solve social problems. Through the exploration of key texts and concepts, students will engage with foundational inquiries into participatory approaches for a healthy intervention in the society.



**MAHATMA GANDHI UNIVERSITY**

**Graduate School**

**4 + 1 Integrated UG and PG Programme**

<b>School</b>	SCHOOL OF GANDHIAN THOUGHT AND DEVELOPMENT STUDIES		
<b>Programme</b>	GANDHIAN STUDIES		
<b>Course Title</b>	<b>GANDHI IN FILMS</b>		
<b>Course Type</b>	MDC		
<b>Course Level</b>	200-299		
<b>Course Code</b>	MG3MDCUGT201		
<b>Course Overview</b>	<p>This course explores the representation of Mahatma Gandhi in cinema, examining how films interpret his life, philosophy, and impact. Through an in-depth analysis of key films, students will gain insights into the cinematic portrayal of Gandhi, the historical contexts of these films, and their reception by audiences and critics. The course combines film screenings, lectures, discussions, and critical reviews to provide a comprehensive understanding of Gandhi's depiction in films.</p>		
<b>Semester</b>	1	<b>Credit</b>	3
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>		<b>Instructional hours for practical/lab work// fieldwork</b>
	45		
<b>Pre-requisite</b>	A basic understanding of the Life and Philosophy of Gandhi		

**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 major events and phases in Gandhi's life.	Understand	
2	Analyse the representation of Gandhi's life in film.	Analyse	
3	Critically evaluate the historical accuracy and artistic liberties taken in biographical films.	Evaluate	
4	Compare different cinematic portrayals of Gandhi.	Compare	
5	Engage with scholarly debates on biographical films.	Analyse	
6	Reflect on the role of cinema in shaping public understanding of historical figures.	Evaluate	

#### COURSE CONTENT

Module 1 Introduction to Gandhi's Life and Philosophy	Hours	CO No
<ul style="list-style-type: none"> <li>• Early Life and Influences</li> <li>• Gandhi in South Africa</li> <li>• Gandhi and the National Movement</li> <li>• Gandhi's Social and Political Philosophy</li> <li>• Gandhi's Legacy and Global Impact</li> </ul>	10	1
Module 2 Gandhi in Films	Hours	
<ul style="list-style-type: none"> <li>• Analysis of "Gandhi" (1982) directed by Richard Attenborough : Plot summary and key scenes - Portrayal of Gandhi's philosophy and major events - Performances and direction</li> <li>• Analysis of "The Making of the Mahatma" (1996) directed by Shyam Benegal : Plot summary and key scenes - Focus on Gandhi's formative years in South Africa - Comparison with "Gandhi" (1982)</li> <li>• Differences in narrative and portrayal</li> <li>• Historical accuracy and artistic interpretation</li> <li>• Impact on popular perception of Gandhi</li> </ul>	20	2,3 & 4
Module 3 Criticisms and Reviews	Hours	
<ul style="list-style-type: none"> <li>• Scholarly criticisms and debates on the films</li> <li>• Portrayal of Colonialism, race and nationalism</li> <li>• Ethical implications of biographical film making</li> <li>• Role of film in shaping historical memory</li> </ul>	15	5 & 6

<b>Mode of Transaction</b>	<b>Classroom activities:</b> <ul style="list-style-type: none"> <li>• Lecture-discussion session using PPT: These sessions offer a thorough understanding of Gandhi's life and legacy.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Film Screening: Students will be able to critically evaluate the historical accuracy and artistic liberties taken in biographical films.</li> <li>● Debates and Discussions: Students will be able to critically assess the reception and critiques of major films on Gandhi.</li> </ul> <p><b>Field activities:</b> Nil</p>
<b>Mode of Assessment</b>	<p>An <b>Assignment</b> on the Life and Philosophies of Gandhi (10 scores)</p> <p>A <b>Research cum Seminar Presentation</b> on Gandhi in films (10 scores)</p> <p>An <b>Internal Examination</b> (20 scores)</p>

### Learning Resources

Attenborough, Richard. In Search of Gandhi. Bodley Head, 1982.

Benegal, Shyam. The Making of the Mahatma: Screenplay. HarperCollins Publishers, 1996.

Chand, Vivek. Gandhi in Cinema: A Critical Study. Oxford University Press, 2008.

Gandhi, M.K. The Story of My Experiments with Truth. Navajivan Publishing House, 1940.

MacFarlane, Brian. Film and Historical Representation. Routledge, 1997.

Parekh, Bhikhu. Gandhi: A Very Short Introduction. Oxford University Press, 1997.

Sapra, Rahul, ed. Gandhi and Cinema: Nation and Nationalism. New Delhi: Orient BlackSwan, 2019.

Valicha, Kishore. Gandhi in Popular Culture: Imagery and Ideology. New Delhi: Rupa Publications, 2006.

### Articles:

Dalton, Dennis. "Gandhi: Ideology and Authority." Modern Asian Studies 3.2 (1969): 111-125.

Ebert, Roger. "Gandhi". RogerEbert.com, 1982.

Kaul, Chandrika. "Mediated Realities: Attenborough's Gandhi and Filmic Representations of History." Journal of Modern History 70.3 (1998): 622-640.

Parel, Anthony J. "Gandhi's Concept of Nonviolence and Its Legacy." Peace Research 21.4 (1989): 5-19.

Sarris, Andrew. "Attenborough's 'Gandhi': Epic, Eccentric and Exasperating." The Village Voice, 1982.

Thompson, Kristin. "Gandhi and the Biographical Film." Film Quarterly 36.3 (1983): 19-26.

### Web Resources:

Gandhi Heritage Portal: <https://www.gandhiheritageportal.org/>


IMDb: Gandhi (1982)

IMDb: The Making of the Mahatma (1996)

Rotten Tomatoes: Gandhi (1982) Reviews

Rotten Tomatoes: The Making of the Mahatma (1996) Reviews

<b>Relevance of Learning the Course/ Employability of the Course</b>
<p>This course provides a structured approach to studying Gandhi through film, ensuring a comprehensive understanding of his life, philosophy, and how these have been portrayed and critiqued in cinema.</p>

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

<b>School</b>	SCHOOL OF GANDHIAN THOUGHT AND DEVELOPMENT STUDIES		
<b>Programme</b>	<b>4 + 1 Integrated UG and PG Programme</b>		
<b>Course Title</b>	<b>GANDHI IN FILMS</b>		
<b>Course Type</b>	<b>MDC</b>		
<b>Course Level</b>	200-299		
<b>Course Code</b>	MG3MDCUGT201		
<b>Course Overview</b>	<p>This course explores the representation of Mahatma Gandhi in cinema, examining how films interpret his life, philosophy, and impact. Through an in-depth analysis of key films, students will gain insights into the cinematic portrayal of Gandhi, the historical contexts of these films, and their reception by audiences and critics. The course combines film screenings, lectures, discussions, and critical reviews to provide a comprehensive understanding of Gandhi's depiction in films.</p>		
<b>Semester</b>	3	<b>Credit</b>	3
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>	<b>Instructional hours for practical/lab work// fieldwork</b>	
	45		
<b>Pre-requisite</b>	A basic understanding of the Life and Philosophy of Gandhi		

### **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 major events and phases in Gandhi's life.	Understand	
2	Analyse the representation of Gandhi's life in film.	Analyse	
3	Critically evaluate the historical accuracy and artistic liberties taken in biographical films.	Evaluate	
4	Compare different cinematic portrayals of Gandhi.	Compare	
5	Engage with scholarly debates on biographical films.	Analyse	
6	Reflect on the role of cinema in shaping public understanding of historical figures.	Evaluate	

### COURSE CONTENT

<b>Module 1 Introduction to Gandhi's Life and Philosophy</b>	<b>Hours</b>	<b>CO No</b>
<ul style="list-style-type: none"> <li>• Early Life and Influences</li> <li>• Gandhi in South Africa</li> <li>• Gandhi and the National Movement</li> <li>• Gandhi's Social and Political Philosophy</li> <li>• Gandhi's Legacy and Global Impact</li> </ul>	<b>10</b>	<b>1</b>
<b>Module 2 Gandhi in Films</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• Analysis of "Gandhi" (1982) directed by Richard Attenborough : Plot summary and key scenes - Portrayal of Gandhi's philosophy and major events - Performances and direction</li> <li>• Analysis of "The Making of the Mahatma" (1996) directed by Shyam Benegal : Plot summary and key scenes - Focus on Gandhi's formative years in South Africa - Comparison with "Gandhi" (1982)</li> <li>• Differences in narrative and portrayal</li> <li>• Historical accuracy and artistic interpretation</li> <li>• Impact on popular perception of Gandhi</li> </ul>	<b>20</b>	<b>2,3 &amp; 4</b>
<b>Module 3 Criticisms and Reviews</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• Scholarly criticisms and debates on the films</li> <li>• Portrayal of Colonialism, race and nationalism</li> <li>• Ethical implications of biographical film making</li> </ul>	<b>15</b>	<b>5 &amp; 6</b>

<ul style="list-style-type: none"> <li>• Role of film in shaping historical memory</li> </ul>		
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<b>Mode of Transaction</b>	<b>Classroom activities:</b> <ul style="list-style-type: none"> <li>• Lecture-discussion session using PPT: These sessions offer a thorough understanding of Gandhi's life and legacy.</li> <li>• Film Screening: Students will be able to critically evaluate the historical accuracy and artistic liberties taken in biographical films.</li> <li>• Debates and Discussions: Students will be able to critically assess the reception and critiques of major films on Gandhi.</li> </ul> <b>Field activities:</b> Nil
<b>Mode of Assessment</b>	An <b>Assignment</b> on the Life and Philosophies of Gandhi (10 scores) A <b>Research cum Seminar Presentation</b> on Gandhi in films (10 scores) An <b>Internal Examination</b> (20 scores)

### Learning Resources

Attenborough, Richard. In Search of Gandhi. Bodley Head, 1982.

Benegal, Shyam. The Making of the Mahatma: Screenplay. HarperCollins Publishers, 1996.

Chand, Vivek. Gandhi in Cinema: A Critical Study. Oxford University Press, 2008.

Gandhi, M.K. The Story of My Experiments with Truth. Navajivan Publishing House, 1940.

MacFarlane, Brian. Film and Historical Representation. Routledge, 1997.

Parekh, Bhikhu. Gandhi: A Very Short Introduction. Oxford University Press, 1997.

Sapra, Rahul, ed. Gandhi and Cinema: Nation and Nationalism. New Delhi: Orient BlackSwan, 2019.

Valicha, Kishore. Gandhi in Popular Culture: Imagery and Ideology. New Delhi: Rupa Publications, 2006.

### Articles:

Dalton, Dennis. "Gandhi: Ideology and Authority." *Modern Asian Studies* 3.2 (1969): 111-125.

Ebert, Roger. "Gandhi". *RogerEbert.com*, 1982.

Kaul, Chandrika. "Mediated Realities: Attenborough's Gandhi and Filmic Representations of History." *Journal of Modern History* 70.3 (1998): 622-640.

Parel, Anthony J. "Gandhi's Concept of Nonviolence and Its Legacy." *Peace Research* 21.4 (1989): 5-19.

Sarris, Andrew. "Attenborough's 'Gandhi': Epic, Eccentric and Exasperating." *The Village Voice*, 1982.

Thompson, Kristin. "Gandhi and the Biographical Film." *Film Quarterly* 36.3 (1983): 19-26.

**Web Resources:**

Gandhi Heritage Portal: <https://www.gandhiheritageportal.org/>

IMDb: Gandhi (1982)

IMDb: The Making of the Mahatma (1996)

Rotten Tomatoes: Gandhi (1982) Reviews

Rotten Tomatoes: The Making of the Mahatma (1996) Reviews

<b>Relevance of Learning the Course/ Employability of the Course</b>
This course provides a structured approach to studying Gandhi through film, ensuring a comprehensive understanding of his life, philosophy, and how these have been portrayed and critiqued in cinema.



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

**Introduction to Philosophy of Science**

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**Type of Course:** MDC

**Semester :** III

**Credit:** 3

**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 Cod:** *MG3MDCUGT203*

**Instructor :** Dr. Abhilash G. Nath

**Prerequisites :** Language Skills, Curiosity, and a Positive Attitude

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

1	<b>Explain:</b> Science as a systematic endeavour to understand the natural world through empirical observation, experimentation, and theoretical reasoning, shaped by historical, cultural, and philosophical contexts.	Understand	1
2	<b>Appraise:</b> and evaluate the value, relevance, and implications of science.	Evaluate	3
3	<b>Examine:</b> a rich interplay of methods, paradigms, and shifts across eras, highlighting science's dynamic evolution.	Analyse	3
4	<b>Assess:</b> and form a judgment based on evidence and critical analysis of the historical evolution of science.	Analyse	7

### **Introduction:**

This course introduces students to the fundamental questions and themes in the philosophy of science, focusing on the nature of scientific knowledge, the methods of inquiry, and the historical and cultural contexts of science. It provides a foundation for understanding the relationship between science and society while encouraging critical thinking about the role of philosophy in scientific progress.

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## **Module 1: Philosophy and Science: Setting the Stage**

1. What is Philosophy?
  - a) Self-reflective and Interpretative Aspects.
2. What is Science?
  - a) Objective, Universal and Predictive elements.
3. Normative and Descriptive Views of Science:
  - a) What Science Should Do vs. What it Does in Practice.
4. Main Themes in Philosophy of Science:
  - a) Methods, Truth, Objectivity, and Progress.
5. The Role of Philosophy in Science:
  - a) Can Philosophy Act as the Conscience of Science?

## **Module 2: Ancient Greece: The Birth of Reason**

1. Plato's Allegory of the Cave:
  - a) Eternal and Immutable Forms vs. the World of Appearances.
  - b) Scientific Knowledge is Eternal
2. Episteme vs. Dogma:
  - a) Knowledge and its Foundations in Early Greek Thought.
  - b) Knowledge is Grounded in Proofs from Self-Evident Axioms
3. Aristotle's Science:
  - a) The Logical Structure of Explanation and Causality.
4. The Pythagorean Influence:
  - a) Mathematics and Harmony in Understanding the Universe.
5. Deductive Reasoning:
  - a) The Ideal of Systematic Knowledge.

## **Module 3: The Enlightenment and Certainty in Science**

1. Induction and Observation:
  - a) The Growth of the Empirical Approach.
2. Galileo's Empirical Turn:
  - a) Combining Observation with Mathematics.
3. Francis Bacon's New Method:
  - a) Inductive Reasoning and the Importance of Experimentation.
4. Rationalism and Descartes' Scepticism:
  - a) Reason as the Foundation of Knowledge.
5. Empiricism in Locke and Hume:
  - a) The Role of Sensory Experience in Knowledge.
6. Newton's Universal Laws:
  - a) Science as a Deductive, Systematic Pursuit.
7. Kant's Transcendental Philosophy:
  - a) Synthesising Reason and Experience in Understanding Science.

## **Module 4: Revolutionary Science in the 19th and 20th Centuries – Closed System**

1. Fallibility of Scientific Methods:
  - a) Science as a Process of Continuous Refinement.
2. Popper's Falsification:
  - a) The Importance of Testable and Refutable Theories.

3. Kuhn's Paradigm Shifts:
  - a) Normal Science, Revolutions, and Incommensurability.
4. Science and Community:
  - a) The Role of Social Structures in Shaping Scientific Progress.
5. Scientific Enterprise:
  - a) Unified Theories vs. Fragmented Disciplines.

### Module 5: Contemporary Themes in Science and Philosophy – Open System

1. Modern Physics:
  - a) Challenges from Quantum Mechanics and Relativity.
2. Limits of Objectivity:
  - a) The Influence of Values, Culture, and Bias.
3. Science and Consciousness:
  - a) The Intersection of Materialism and the Study of Mind.
4. Critiques of Scientific Methods:
  - a) Feyerabend's "Against Method" and Lakatos' Research Programmes.
5. Feminist Epistemology:
  - a) Questioning the Neutrality of Science.
6. Science and Society:
  - a) Ethics, Technology, and the Politics of Truth.

### Learning Outcomes:

1. Understand the philosophical foundations of scientific inquiry.
2. Recognize the historical evolution of scientific ideas and methods.
3. Critically evaluate the strengths and limitations of scientific methods.
4. Explore the interplay between science, philosophy, and society.

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

### Learning Resources

Anderson, Elizabeth (Summer, 1995), "Feminist Epistemology: An Interpretation and a Defense," *Hypatia*, Vol. 10, No. 3, Analytic Feminism, pp. 50-84

Aristotle. *Posterior Analytics*

Cartwright, Nancy. *How the Laws of Physics Lie*.

Chalmers, Alan. *What is This Thing Called Science?*

Descartes, René. *Meditations on First Philosophy*.

Feyerabend, Paul. *Against Method*.

Francis Bacon. *Novum Organum*.

Fuller, Steve (2003), *Kuhn vs. Popper: The Struggle for the Soul of Science*, Cambridge: Icon Books UK

Hacking, Ian. *Representing and Intervening*.

Hoyningen-Huene, Paul (2008), "Systematicity: The Nature of Science," *Philosophia*, pp. 36:167–180

Kuhn, Thomas S. *The Structure of Scientific Revolutions*.

Lakatos, Imre (1970), "History of Science and Its Rational Reconstructions," in *PSA: Proceedings of the Biennial Meeting of the Philosophy of Science Association*, Vol. 1970, pp. 91-136

Lakatos, Imre (1978), *The Methodology of Scientific Research Programmes*, Cambridge: Cambridge University Press

Lakatos, Imre. *The Methodology of Scientific Research Programmes*.

Losee, John (1972), *A Historical Introduction to the Philosophy of Science*, London: Oxford University Press.

Machamer, Peter and Silberstein, Michael (2002), *The Blackwell Guide to the Philosophy of Science*, Malden, Massachusetts: Blackwell Publishers Ltd

McMullin, Ernan, ed. (1992), *Social Dimensions of Scientific Knowledge*, South Bend, IN: Notre Dame University Press

Nelson, Lynn Hankinson (Sep., 1995), "A Feminist Naturalized Philosophy of Science" *Synthese*, Vol. 104, No. 3, Feminism and Science, pp. 399-421

Newton-Smith, W. H. *The Rationality of Science*.

Okasha, Samir. *Philosophy of Science: A Very Short Introduction*.

Plato. *The Republic* (Allegory of the Cave)

Popper, Karl. *The Logic of Scientific Discovery*.

Sabine, George H. (Jul., 1912), "Descriptive and Normative Sciences," in *The Philosophical Review*, Vol. 21, No. 4, pp. 433-450

Shearmur, Jeremy and Stokes Geoffrey (2016), *The Cambridge Companion to Popper*, New York: Cambridge University Press

Suppe, Frederick (1974), *The Structure of Scientific Theories*, Chicago: University of Illinois Press

<b>Relevance of Learning the Course/ Employability of the Course</b>
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<p>The <b>Introduction to Philosophy of Science</b> provides students with the critical tools to analyse and evaluate the development and nature of scientific knowledge. It examines the philosophical foundations of scientific methods, exploring key concepts such as objectivity, causality, and falsifiability, which shape and underpin the methodologies of science. By exploring historical paradigms, revolutionary scientific shifts, and contemporary critiques, the course fosters a deeper understanding of how science interacts with culture, ethics, and society. This knowledge enhances critical thinking and prepares students to engage thoughtfully with scientific and technological advancements in a rapidly evolving world.</p>
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**School of Gandhian Thought and Developmental Studies**  
**Priyadarsini Hills, Kottayam, Kerala, India, Pin: 686560**  
**MA Gandhian Studies**

**Introduction to Philosophy of Science**

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**Type of Course:** VAC

**Semester:** III

**Credit:** 3

**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:** MG3VACUGT206

**Instructor:** Dr Abhilash G Nath

**Prerequisites:** Language Skills, Curiosity, and a Positive Attitude

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CO No.	Expected Course Outcome	Learning Domains	PSO No.
	1		

	experimentation, and theoretical reasoning, shaped by historical, cultural, and philosophical contexts.		
2	<b>Appraise:</b> and evaluate the value, relevance, and implications of science.	Evaluate	3
3	<b>Examine:</b> a rich interplay of methods, paradigms, and shifts across eras, highlighting science's dynamic evolution.	Analyse	3
4	<b>Assess:</b> and form a judgment based on evidence and critical analysis of the historical evolution of science.	Analyse	7

### **Introduction:**

This course introduces students to the fundamental questions and themes in the philosophy of science, focusing on the nature of scientific knowledge, the methods of inquiry, and the historical and cultural contexts of science. It provides a foundation for understanding the relationship between science and society while encouraging critical thinking about the role of philosophy in scientific progress.

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## **Module 1: Philosophy and Science: Setting the Stage**

6. What is Philosophy?
  - b) Self-reflective and Interpretative Aspects.
7. What is Science?
  - b) Objective, Universal and Predictive elements.
8. Normative and Descriptive Views of Science:
  - b) What Science Should Do vs. What it Does in Practice.
9. Main Themes in Philosophy of Science:
  - b) Methods, Truth, Objectivity, and Progress.
10. The Role of Philosophy in Science:
  - b) Can Philosophy Act as the Conscience of Science?

## **Module 2: Ancient Greece: The Birth of Reason**

6. Plato's Allegory of the Cave:
  - c) Eternal and Immutable Forms vs. the World of Appearances.
  - d) Scientific Knowledge is Eternal
7. Episteme vs. Dogma:
  - c) Knowledge and its Foundations in Early Greek Thought.
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  - b) Mathematics and Harmony in Understanding the Universe.
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  - b) Inductive Reasoning and the Importance of Experimentation.
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13. Newton's Universal Laws:
  - b) Science as a Deductive, Systematic Pursuit.
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## **Module 4: Revolutionary Science in the 19th and 20th Centuries – Closed System**

6. Fallibility of Scientific Methods:
  - b) Science as a Process of Continuous Refinement.
7. Popper's Falsification:
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- 8. Kuhn's Paradigm Shifts:
  - b) Normal Science, Revolutions, and Incommensurability.
- 9. Science and Community:
  - b) The Role of Social Structures in Shaping Scientific Progress.
- 10. Scientific Enterprise:
  - b) Unified Theories vs. Fragmented Disciplines.

**Module 5: Contemporary Themes in Science and Philosophy – Open System**

- 7. Modern Physics:
  - b) Challenges from Quantum Mechanics and Relativity.
- 8. Limits of Objectivity:
  - b) The Influence of Values, Culture, and Bias.
- 9. Science and Consciousness:
  - b) The Intersection of Materialism and the Study of Mind.
- 10. Critiques of Scientific Methods:
  - b) Feyerabend's "Against Method" and Lakatos' Research Programmes.
- 11. Feminist Epistemology:
  - b) Questioning the Neutrality of Science.
- 12. Science and Society:
  - b) Ethics, Technology, and the Politics of Truth.

**Learning Outcomes:**

1. Understand the philosophical foundations of scientific inquiry.
2. Recognize the historical evolution of scientific ideas and methods.
3. Critically evaluate the strengths and limitations of scientific methods.
4. Explore the interplay between science, philosophy, and society.

<b>Pedagogic Methods</b>	Lecture Student Presentations Group Discussions Article Writing
<b>Mode of Assessment</b>	<p><b>Internal Assessment</b></p> <ol style="list-style-type: none"> <li>4. Internal Test – <b>(20 Marks)</b></li> <li>5. Book review – Every Student should Review a Work in a Subject Studied as Part of the Course and Submit a Report <b>(10 Marks)</b></li> <li>6. Seminar Presentation – <b>(10 Marks)</b></li> </ol> <p><b>Semester End Examination (60 Marks)</b></p>

**Learning Resources**

Anderson, Elizabeth (Summer, 1995), "Feminist Epistemology: An Interpretation and a Defense," *Hypatia*, Vol. 10, No. 3, Analytic Feminism, pp. 50-84

Aristotle. *Posterior Analytics*

Cartwright, Nancy. *How the Laws of Physics Lie*.

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Okasha, Samir. *Philosophy of Science: A Very Short Introduction*.

Plato. *The Republic* (Allegory of the Cave)

Popper, Karl. *The Logic of Scientific Discovery*.

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Suppe, Frederick (1974), *The Structure of Scientific Theories*, Chicago: University of Illinois Press

<b>Relevance of Learning the Course/ Employability of the Course</b>
<p>The <b>Introduction to Philosophy of Science</b> provides students with the critical tools to analyse and evaluate the development and nature of scientific knowledge. It examines the philosophical foundations of scientific methods, exploring key concepts such as objectivity, causality, and falsifiability, which shape and underpin the methodologies of science. By exploring historical paradigms, revolutionary scientific shifts, and contemporary critiques, the course fosters a deeper understanding of how science interacts with culture, ethics, and society. This knowledge enhances critical thinking and prepares students to engage thoughtfully with scientific and technological advancements in a rapidly evolving world.</p>

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

**Photography and Visual media**

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**Type of Course:** SEC

**Semester:** IV

**Credit:** 3

**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:** MG4SECUGT206

**Instructor:** Dr Abhilash G Nath

**Prerequisites:** Language Skills, Curiosity, and a Positive Attitude

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CO No.	Expected Course Outcome	Learning Domains	PSO No.
	Upon completion of this course, students will be able to;		
1	<b>Explain:</b> the evolution of image-making and the core principles of photography	Understand	1
2	<b>Appraise:</b> its cultural and artistic significance through historical and contemporary lenses.	Evaluate	3
3	<b>Examine:</b> the interplay of technical and aesthetic aspects that shape visual storytelling.	Analyse	3
4	<b>Assess:</b> the contributions of iconic photographers to evaluate photography's transformative role as an art form and means of communication.	Analyse	7

### **Introduction:**

This course offers a comprehensive exploration of photography as both an art form and a means of communication. In **Module 1: Basics of Photography**, students will examine the evolution of image-making, from the earliest cave paintings to the development of photography, exploring key technological milestones such as the daguerreotype and the calotype. The module will introduce fundamental concepts such as the nature of an image, the transition from film to digital photography, and the technical aspects of camera operation, including exposure, light, and composition. In **Module 2: Aesthetic Principles in Visual Media**, the course delves into the core principles of visual aesthetics—balance, contrast, unity, and proportion—and their role in crafting compelling narratives. **Module 3: Storytelling Through Images** highlights the narrative potential of photography, focusing on the use of light, framing, lenses, and montage to create emotional depth and meaning. Finally, **Module 4: Masters of Photography** examines the contributions of iconic photographers who have shaped the medium, from Alfred Stieglitz to Steve McCurry. Through this course, students will gain a deeper understanding of photography's artistic, technical, and cultural significance.

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## Module 1: Basics of Photography

- a) What is an Image? Simulation (Plato) Vs Virtual (Deleuze)
- b) History of image Making: Cave Paintings, Painting and Photography
- c) History of Photography: Early Developments and Evolution
- d) Alhazen (Ibn al-Haytham) and the Pinhole Camera: The fundamental principles of photography and light behaviour
- a) Joseph Nicéphore Niépce: The First Photograph and Heliography
- b) Louis Daguerre: The Daguerreotype and Commercializing Photography
- c) William Henry Fox Talbot: The Calotype and Negative-Positive Process
- d) Introduction to Cameras: Types and Functions
- e) The Transition from Film to Digital Photography: This Loss of the Original Image
- f) Understanding Light and Exposure: Aperture, Shutter Speed, ISO

## Module 2: Aesthetic Principles in Visual Media

- a) Defining Aesthetics: The Philosophy of Beauty and Art
- b) The Role of Aesthetics in Communication and Storytelling
- c) Core Aesthetic Principles: Balance, Contrast, Unity, Proportion and Emphasis
- d) Balance: Symmetry, Asymmetry and Visual Harmony
- e) Contrast: Light vs. Dark, Colour Contrasts, and Tonal Variations.
- f) Unity and Cohesion: Creating a Consistent Visual Language
- g) Proportion and Scale: Importance of Spatial Relationships.
- h) Emphasis and Focus: Guiding the Viewer's Attention.
- i) Composition: Rule of Thirds, Golden Ratio, Leading Line, Negative Space
- j)** Typography: Importance, Principles & Tips
- k) Patterns and Repetition: Produce Recognition and Structure
- l) Texture and Depth: Adding Dimension to Visuals
- m) Cultural and Historical Contexts of Visual Media
- n) Symbolism and Semiotics in Photography

## Module 3: Storytelling Through Images

- a) Narrative Techniques in Photography
- b) Light, Shadow and Colour: Convey Mood and Themes
- c) Framing and Angles: Guiding the Viewer's Eye
- d) Context and Background: Sense of Space
- e) Use of Lenses: Prime, Zoom, Macro
- f) Sequence and Series: A Sense of Time
- g) Montage: New Meaning or Emotional Resonance

## Module 4: Masters of Photography

- a) **Alfred Stieglitz**: Pictorialism and Modern Art in Photography
- b) **Edward Steichen**: Bridging Commercial and Fine Art Photography
- c) **Man Ray**: The Rayograph and Surrealism in Photography
- d) **Dorothea Lange**: Powerful documentary photography during the Great Depression
- e) **Ansel Adams**: A master of landscape photography
- f) **Henri Cartier-Bresson**: The Decisive Moment and Street Photography
- g) **Robert Capa**: D-Day and the Power of Candid War Imagery
- h) **Irving Penn**: Minimalism and Creative Portrait Photography

- i) **Vivian Maier:** Candid photographs of everyday life in mid-20th century America
- j) **Fan Ho:** The essence of Stereophotography
- k) **William Eggleston:** Pioneering Colour in Art Photography
- l) **Steve McCurry:** Iconic Travel Photography and the Power of Colour
- m) **James Nachtwey:** War Photography

**Learning Outcomes:**

By the end of **The Art of Photography** course, students will have developed a comprehensive understanding of both the technical and aesthetic aspects of photography. They will be able to critically analyse the evolution of image-making, from cave paintings to modern photography, and understand key photographic techniques such as exposure settings, camera functions, and the transition from film to digital formats. Students will explore the core principles of visual aesthetics—balance, contrast, composition, and symbolism—and how these elements contribute to storytelling through images. Additionally, they will study the works and contributions of iconic photographers to understand the cultural and historical contexts that shaped visual media. Ultimately, students will gain the skills to use photography as a medium for effective visual communication and artistic expression.

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

**Learning Resources**

“*Ansel Adams: A Documentary Film*” (2002): A film exploring the life and legacy of the famous landscape photographer.

*“Camera Lucida: Reflections on Photography”* by Roland Barthes: An essential philosophical reading on the nature of photographs and the concept of the “punctum.”

*“Finding Vivian Maier”* (2013): A documentary on the discovery of Vivian Maier’s candid street photography.

*“The History of Photography: From 1839 to the Present”* by Beaumont Newhall: An in-depth study of the evolution of photography.

*“The Photography Book”* by Ian Jeffrey: A comprehensive overview of photographic history, techniques, and influential photographers.

*“The Salt of the Earth”* (2014): A documentary about Sebastião Salgado, exploring his powerful humanistic photography.

*“The Visual Story: Creating the Visual Structure of Film, TV and Digital Media”* by Bruce Block: Explores visual storytelling techniques, including composition and narrative.

*“War Photographer”* (2001): A film about the renowned photojournalist James Nachtwey, providing insights into the ethics and challenges of war photography.

*“Ways of Seeing”* by John Berger: A classic on visual culture, which examines how we interpret and understand visual media.

**National Geographic Photography:** A rich resource for learning about iconic photographers and their work in travel and documentary photography. [National Geographic Photography](#)

**The International Center of Photography (ICP):** Offers various articles, exhibitions, and online courses that delve into photography history, aesthetics, and modern practices. [ICP Website](#)

**The Museum of Modern Art (MoMA) Photography Collection:** A vast collection of photographic works, providing insight into key photographers like Alfred Stieglitz, Henri Cartier-Bresson, and Ansel Adams. [MoMA Photography Collection](#)

<b>Relevance of Learning the Course/ Employability of the Course</b>
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<p>This course is highly relevant for students aiming to understand both the technical and aesthetic aspects of photography as a form of visual media. By delving into the history of photography, from its earliest developments like the heliograph to modern digital techniques, students gain a comprehensive understanding of how photography has evolved as a medium. Learning about the shift from film to digital photography also illuminates how technological advancements impact the authenticity and original character of an image, providing critical insights into the current debates about digital manipulation and image preservation.</p>
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**School of Gandhian Thought and Developmental Studies**  
**Priyadarsini Hills, Kottayam, Kerala, India, Pin: 686560**  
**MA Gandhian Studies**

**Introduction to continental Philosophy: Rationalism and Empiricism**

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**Type of Course:** VAC

**Semester:** IV

**Credit:** 3

**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:** *MG4VACUGT204*

**Instructor:** Dr Abhilash G Nath

**Prerequisites:** Language Skills, Curiosity, and a Positive Attitude

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

1	<b>Explain:</b> the foundational ideas of Rationalism and Empiricism.	Understand	1
2	<b>Appraise:</b> the epistemological and metaphysical contributions of thinkers like Descartes, Spinoza, Hobbes, Locke, and Hume.	Evaluate	3
3	<b>Examine:</b> the implications of their theories for ethics, politics, and science.	Analyse	3
4	<b>Assess:</b> the enduring relevance of these philosophical traditions in contemporary debates on knowledge, reality, and human nature.	Analyse	7

## Introduction:

The debate between Rationalism and Empiricism forms one of the foundational discussions in Western philosophy, shaping modern thought on knowledge, existence, and human understanding. Rationalists, such as Descartes and Spinoza, emphasise the primacy of reason as the source of knowledge, advocating for innate ideas and deductive reasoning to uncover truths about the universe. Conversely, Empiricists, including Hobbes, Locke, and Hume, assert that sensory experience is the bedrock of human understanding, often challenging the metaphysical assumptions of Rationalism. This course explores these intellectual traditions, examining their core texts, philosophical methodologies, and enduring influence on ethics, politics, and science, while critically analysing their relevance in addressing contemporary epistemological and social issues.

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## **Module 1: Rationalism (Descartes and Spinoza) Duration: 18 Hours**

### 1. René Descartes: The Search for Certainty

- a) Key Texts: *Meditations on First Philosophy*
- b) Descartes' method of doubt and the cogito ("I think, therefore I am")
- c) The nature of reality and the mind-body dualism
- d) Descartes' argument for the existence of God and the reliability of clear and distinct perceptions
- e) The implications of Cartesian scepticism for epistemology

#### **Learning Outcomes:**

- a) Understand Descartes' foundational role in modern philosophy
- b) Examine the implications of the Cartesian method of doubt for the nature of knowledge and existence

### 2. Baruch Spinoza: Substance and Knowledge

- a) Key Texts: *Ethics*
- b) Spinoza's monism: Substance as both God and Nature (*Deus sive Natura*)
- c) The nature of human mind and body: Parallelism and the relation between thought and extension
- d) Knowledge and the three kinds of knowledge (opinion, reason, intuitive knowledge)
- e) Spinoza's ethical philosophy: The path to human freedom through understanding the necessity of the universe.

#### **Learning Outcomes:**

- a) Analyze Spinoza's rationalist system of metaphysics and ethics
- b) Compare and contrast Spinoza's pantheism with Cartesian dualism

## **Module 2: Empiricism (Hobbes, Locke, and Hume) Duration: 18 Hours**

### 1. Thomas Hobbes: The Materialist Foundation of Politics

- a) Key Texts: *Leviathan*
- b) Hobbes' view of human nature as egoistic and driven by self-preservation
- c) The social contract theory and the justification for absolute sovereignty
- d) Hobbes' materialism and the mechanistic view of human beings
- e) The distinction between the state of nature and the civil state

#### **Learning Outcomes:**

- a) Evaluate Hobbes' theory of the state and its influence on modern political philosophy
- b) Understand Hobbes' materialist conception of human beings and its contrast to rationalist metaphysics

## 2. John Locke: The Origins of Knowledge and the State

- a) Key Texts: *Essay Concerning Human Understanding*
- b) Locke's theory of the mind as a tabula rasa (blank slate)
- c) The role of sensory experience in the formation of ideas
- d) Locke's theory of primary and secondary qualities
- e) Locke's political theory: natural rights, the social contract, and limited government

### **Learning Outcomes:**

- a) Analyze Locke's theory of knowledge and its implications for the philosophy of mind
- b) Assess Locke's influence on liberal political thought and the concept of individual rights

## 3. David Hume: Empiricism and Skepticism

- a) Key Texts: *An Enquiry Concerning Human Understanding*
- b) Hume's rejection of the idea of innate ideas and the emphasis on experience as the source of knowledge
- c) The problem of induction and Hume's scepticism about causality
- d) Hume's argument against the rationality of religious belief and the existence of miracles
- e) Hume's theory of emotions and human psychology

### **Learning Outcomes:**

- a) Explore Hume's radical scepticism and its challenges to both rationalism and empiricism
- b) Understand Hume's contributions to the philosophy of science and his impact on empiricist theories of knowledge

### **Learning Outcomes for the Course:**

- 1) Explain the core tenets of Rationalism and Empiricism, highlighting the major contributions of Descartes, Spinoza, Hobbes, Locke, and Hume.
- 2) Compare and contrast the different epistemological and metaphysical positions taken by Rationalists and Empiricists, particularly on the nature of knowledge and reality.
- 3) Examine the implications of Rationalist and Empiricist philosophies for ethics, politics, and human nature.
- 4) Assess the relevance and limitations of Rationalism and Empiricism in addressing contemporary issues in philosophy and science.

<b>Pedagogic Methods</b>	Lecture Student Presentations Group Discussions Article Writing
<b>Mode of Assessment</b>	<p><b>Internal Assessment</b></p> <p>10. Internal Test – <b>(20 Marks)</b></p> <p>11. Book review – Every Student should Review a Work in a Subject Studied as Part of the Course and Submit a Report <b>(10 Marks)</b></p> <p>12. Seminar Presentation – <b>(10 Marks)</b></p> <p><b>Semester End Examination (60 Marks)</b></p>

## Learning Resources

Baier, Annette. *A Progress of Sentiments: Reflections on Hume's Treatise*. Harvard University Press, 1991.

Cottingham, John. *The Rationalists*. Oxford University Press, 1988.

Cottingham, John. *Western Philosophy: An Anthology*. Wiley-Blackwell, 2008.

Descartes, René. *Meditations on First Philosophy*. Translated by Donald A. Cress, Hackett Publishing, 1993.

Garber, Daniel, and Michael Ayers (Eds.). *The Cambridge History of Seventeenth-Century Philosophy*. Cambridge University Press, 1998.

Hobbes, Thomas. *Leviathan*. Edited by J. C. A. Gaskin, Oxford World's Classics, 2008.

Hume, David. *An Enquiry Concerning Human Understanding*. Edited by Tom L. Beauchamp, Oxford University Press, 1999.

Kenny, Anthony. *A New History of Western Philosophy*. Oxford University Press, 2004.

Locke, John. *An Essay Concerning Human Understanding*. Edited by Peter H. Nidditch, Oxford University Press, 1975.

- Nadler, Steven. *Spinoza: A Life*. Cambridge University Press, 1999.
- Popkin, Richard H., and Avrum Stroll. *Philosophy Made Simple*. Elsevier, 2007.
- Russell, Bertrand. *A History of Western Philosophy*. Routledge, 2004.
- Scruton, Roger. *A Short History of Modern Philosophy: From Descartes to Wittgenstein*. Routledge, 2002.
- Sorrell, Tom. *Hobbes*. Routledge, 1986.
- Spinoza, Baruch. *Ethics*. Edited and translated by Edwin Curley, Penguin Classics, 1996.
- Woolhouse, R. S. *Locke: A Biography*. Cambridge University Press, 2007.

<b>Relevance of Learning the Course/ Employability of the Course</b>
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<p>The study of Rationalism and Empiricism in Western philosophy provides a foundational understanding of how modern thought emerged, shaping contemporary views on knowledge, reality, and human nature. By engaging with the works of Descartes, Spinoza, Hobbes, Locke, and Hume, students explore pivotal debates about the origins of knowledge—whether it is derived from reason or sensory experience. These philosophical inquiries remain crucial in addressing modern challenges, such as the nature of scientific inquiry, ethical decision-making, and political governance. Additionally, this course fosters critical thinking and analytical skills by comparing differing perspectives, thereby equipping students to navigate and contribute meaningfully to complex intellectual and societal discussions.</p>
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SCHOOL OF GANDHIAN THOUGHT AND DEVELOPMENT STUDIES  
(GANDHI BHAVAN)

MAHATMA GANDHI UNIVERSITY

Priyadarshini Hills P O, Kottayam, Kerala - 686 560

E-mail : sgtdsmgu@gmail.com Ph : 0481 - 2731 039

Date:.....

30/06/2025

To

**The Honourable Vice Chancellor**  
**Mahatma Gandhi University**

Respected Sir

*Sub: Approval of MDC and VAC Courses for 4+1 UG and PG Programme  
- Graduate School - Reg*

Attached here with is the syllabus of MDC and VAC Courses offered by School of Gandhian Thought and Development Studies for the III Semester of 4+1 UG and PG Programme of the University , titled as following.

Sl No	Title	Type	Level
1	International Trade and Foreign Policy Analysis	MDC	200-299
2	Conflict Management and Micro-level Peace Building	VAC	200-299
3	Circular Economy and Resource Efficiency	VAC	200-299

Kindly take necessary steps to approve the courses as provided in chapter III, section 10 (17) of the Mahatma Gandhi University Act 1985. Issue orders and report to the Syndicate / Academic Council.

Thanking you

Sincerely  
Dr. N. S. J. P.P.  
Head of the Department  
School of Gandhian Thought and Development Studies  
Mahatma Gandhi University  
Kottayam



30-6-25  
VICE CHANCELLOR



# MAHATMA GANDHI UNIVERSITY

## Graduate School

4 + 1 Integrated UG and PG Programme

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  
 Academic Council.

30.08.25  
 VICE CHANCELLOR

Details	
School	School of Gandhian Thought and Development Studies
Programme	4+1 Integrated UG and PG Programme
Course Title	<b>International Trade and Foreign Policy Analysis</b>
Course Type	MDC
Course Level	200-299
Course Code	MG3MDCUGT202
Course Overview	<p>This course examines the intersection of international trade theory, policy, and foreign relations in the contemporary global economy. Students will analyse how trade policies influence diplomatic relationships, economic development, and geopolitical stability. The course integrates economic theories of trade with political economy perspectives, exploring trade wars, regional trade agreements, sanctions, and the role of international institutions. Through case studies and empirical analysis, students will develop critical skills in evaluating trade policies and their broader foreign policy implications.</p>
Semester	III
Credits	3
Instructional hours for theory	40
Instructional hours for practical/lab work/fieldwork	10
Pre-requisite	Interest in Economics, Foreign Trade and International Relations

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No
CO1	Analyse classical and modern theories of international trade and their policy implications	Knowledge & Analysis	
CO2	Evaluate the relationship between trade policies and foreign policy objectives in different national contexts	Evaluation	
CO3	Assess the role of international institutions (WTO, IMF, World Bank) in shaping global trade governance	Analysis	
CO4	Examine contemporary trade issues including trade wars, sanctions, and regional trade agreements	Synthesis	
CO5	Formulate policy recommendations for trade-related foreign policy challenges using empirical evidence	Application	

## COURSE CONTENT

Module and Content	Hours	CO No.
<b>Module 1: Theoretical Foundations of International Trade</b> <ul style="list-style-type: none"> <li>Classical trade theories: Comparative advantage, Heckscher-Ohlin model</li> <li>New trade theory: Economies of scale, product differentiation, and intra-industry trade</li> <li>Gravity models and empirical patterns of trade</li> <li>Trade and economic development: Export-led growth vs. import substitution</li> </ul>	8	CO1
<b>Module 2: Trade Policy Instruments and Political Economy</b> <ul style="list-style-type: none"> <li>Tariffs, quotas, and non-tariff barriers: Economic effects and political motivations</li> <li>The political economy of trade protection: Interest groups, lobbying, and electoral considerations</li> <li>Strategic trade policy and industrial policy</li> <li>Case Study: US-China Trade Relations and Tariff Wars</li> </ul>	8	CO2
<b>Module 3: International Trade Institutions and Governance</b> <ul style="list-style-type: none"> <li>The World Trade Organization: Structure, principles, and dispute settlement</li> <li>Regional trade agreements: NAFTA/USMCA, EU, ASEAN, and their</li> </ul>	8	CO3

<p>geopolitical implications</p> <ul style="list-style-type: none"> <li>• Bretton Woods institutions and trade finance</li> <li>• Case Study: Brexit and its impact on UK-EU trade relations</li> </ul>		
<p><b>Module 4: Contemporary Issues in Trade and Foreign Policy</b></p> <ul style="list-style-type: none"> <li>• Economic sanctions as foreign policy tools: Design, effectiveness, and unintended consequences</li> <li>• Trade wars and their diplomatic implications</li> <li>• Digital trade, intellectual property, and cyber security in international commerce</li> <li>• Supply chain resilience and national security considerations</li> <li>• Case Study: India's trade policy evolution - from import substitution to global integration</li> </ul>	8	CO4
<p><b>Module 5: Emerging Challenges and Future Directions</b></p> <ul style="list-style-type: none"> <li>• Climate change and green trade policies: Carbon border adjustments and environmental standards</li> <li>• Trade and inequality: Distributional effects within and between countries</li> <li>• The future of multilateralism vs. bilateral/regional arrangements</li> <li>• India's role in global trade governance: WTO reforms, South-South cooperation, and regional partnerships</li> <li>• Policy simulation exercise: Designing trade policy for a developing economy</li> </ul>	8	CO5

<b>MODE OF TRANSACTION</b>	<ul style="list-style-type: none"> <li>- Lectures and Seminars</li> <li>- Case Study Analysis</li> <li>- Policy Simulation</li> <li>- Data Analysis Workshops</li> </ul>
<b>MODE OF ASSESSMENT</b>	The assessment for this course will consist of both continuous assessment (30%) and term assessment (70%). Continuous assessment will include quizzes, assignments, presentation, trade policy simulation exercise, and class participation.

## LEARNING RESOURCES

### Core Textbooks

1. Krugman, P. R., Obstfeld, M., & Melitz, M. J. (2017). *International Economics: Theory and Policy* (10th ed.). Pearson Education
2. Malone, D. M., Mohan, C. R., & Raghavan, S. (Eds.). (2015). *The Oxford handbook of Indian foreign policy*. OUP Oxford.
3. Panagariya, A. (2019). *Free trade and prosperity: How openness helps the developing countries grow richer and combat poverty*. Oxford University Press.
4. Van Bergeijk, P. A. (2014). *Economic diplomacy and the geography of international trade*. Edward Elgar Publishing.

### Supplementary Readings

1. Irwin, D. A. (2020). *Free Trade Under Fire* (5th ed.). Princeton University Press.
2. Rodrik, D. (2018). *Straight Talk on Trade: Ideas for a Sane World Economy*. Princeton University Press.
3. Stiglitz, J. E. (2017). *The Euro: How a Common Currency Threatens the Future of Europe*. W. W. Norton.
4. Wolf, M. (2019). *The Shifts and the Shocks: What We've Learned—and Have Still to Learn—from the Financial Crisis*. Penguin Books.

### Academic Journals

1. *Journal of International Economics*
2. *World Trade Review*
3. *International Organization*
4. *Foreign Affairs*
5. *The World Economy*
6. *Journal of Economic Policy Reform*
7. *Economic and Political Weekly* (India)
8. *India Review* (Taylor & Francis)

### Data Sources and Online Resources

1. World Trade Organization: <https://www.wto.org/>
2. UN Comtrade Database: <https://comtrade.un.org/>
3. Peterson Institute for International Economics: <https://www.piie.com/>
4. Observatory of Economic Complexity (OEC): <https://oec.world/>
5. OECD Trade Statistics: <https://www.oecd.org/trade/>
6. Federal Reserve Economic Data (FRED): <https://fred.stlouisfed.org/>
7. Ministry of External Affairs, India - Trade Division: <https://www.mea.gov.in/>
8. Export-Import Bank of India (EXIM): <https://www.eximbankindia.in/>
9. Confederation of Indian Industry (CII) Trade Reports: <https://www.cii.in/>

### Case Study Resources

1. Harvard Kennedy School Case Studies: <https://case.hks.harvard.edu/>
2. Georgetown Public Policy Institute Cases: <https://gppi.georgetown.edu/>
3. Council on Foreign Relations Case Studies: <https://www.cfr.org/>
4. Observer Research Foundation (ORF) Trade Policy Papers:  
<https://www.orfonline.org/>
5. Indian Council for Research on International Economic Relations (ICRIER):  
<https://icrier.org/>

### Policy and Report Sources

1. World Trade Organization Annual Reports
2. UNCTAD Trade and Development Reports
3. IMF World Economic Outlook
4. OECD Economic Outlook
5. European Commission Trade Policy Reports
6. Reserve Bank of India (RBI) Annual Reports and Bulletins
7. Ministry of Commerce and Industry, Government of India Trade Statistics
8. Export Promotion Council Reports (India)

### RELEVANCE OF LEARNING THE COURSE / EMPLOYABILITY

This course prepares students for careers in economic policy analysis, international development, trade diplomacy, and global business strategy. Graduates can work in government agencies (Ministry of External Affairs, Ministry of Commerce), central banks, international organizations (WTO, World Bank, IMF), multinational corporations, consulting firms, and think tanks (ORF, ICRIER). The course also provides a strong foundation for advanced studies in international economics, political economy, and international relations.



Approved by exercising power as provided in chapter 10 (17) of the Mahatma Gandhi University Act 1985. Issued orders and referred to Academic Council.

*Approved*  
30.6.25

**MAHATMA GANDHI UNIVERSITY  
Graduate School**

**VICE CHANCELLOR**

**4 + 1 Integrated UG and PG Programme**

<b>School</b>	School of Gandhian Thought and Development Studies		
<b>Programme</b>	4+1 Integrated UG and PG Programme (FYUGP)		
<b>Course Title</b>	Conflict Management and Micro-Level Peace Building		
<b>Course Type</b>	VAC		
<b>Course Level</b>	200-299		
<b>Course Code</b>	MG3VACUGT201		
<b>Course Overview</b>	This paper has been designed to make an understanding the ideas of peace and conflict. The students will be taught about the conflict transformation and conflict management. The practice of peace-building at grassroots level will be introduced with practical training in it. The course also aims to develop the ability of students to independently analyse major sources of violence and conflict in each society.		
<b>Semester</b>	1	<b>Credit</b>	3
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>	<b>Instructional hours for practical/lab work// fieldwork</b>	
	45		
<b>Pre-requisite</b>	Basic understanding of violence, peace, conflict and conflict management and peace-building.		

### 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	<b>Discuss</b> various ideas and concepts related to the field of peace studies and conflict resolution	Understand	
2	<b>Explain</b> different approaches to the understanding of peace and conflict, conflict prevention, management and transformation.	Understand	
3	<b>Use of</b> different methods and skills in peace building	Apply	
4	<b>Categorise</b> different methods of micro-level peace-building.	Analyse	
5	<b>Assess</b> the strength and weakness approaches in conflict management.	Evaluate	

### COURSE CONTENT

Module 1 - Defining Concepts	Hours	CO No
<ul style="list-style-type: none"> <li>Peace and Violence</li> <li>Sociology of violence</li> <li>Peace Building &amp; Peace keeping</li> </ul>	15	CO1
Module 2- Conflict Management	Hours	
<ul style="list-style-type: none"> <li>Nature and Type of Conflicts</li> <li>Causes of conflicts</li> <li>Structural violence-caste, gender, ethnicity and class</li> <li>Conflict Prevention, Management and Transformation</li> </ul>	15	CO1 CO4
Module 3 - Micro-level peace-building	Hours	
<ul style="list-style-type: none"> <li>The idea of micro-level peace-building</li> <li>Introducing models</li> <li>Practical training in peace-building</li> </ul>	15	CO2 CO4 CO5

<b>Mode of Transaction</b>	<p><b>Classroom activities:</b></p> <ol style="list-style-type: none"> <li><b>1. Class Room Lectures Using PPT.</b> The course instructor introduces the ideas, concepts and theories with applications.</li> <li><b>2. Film Screening:</b> Films based on the themes of war, peace, and conflict will be screened in class for a more effective learning.</li> </ol> <p><b>Field activities:</b> Visit to the zones of conflict zones with the purpose of making them understand the possibility of peace building.</p> <p><b>Lab based activities: Nil</b></p>
<b>Mode of Assessment</b>	<ol style="list-style-type: none"> <li>1. Preparation and presentation of an assignment based on the topics discussed in the course content (10 Score)</li> <li>2. Preparation of a film review (10 Score)</li> </ol> <p>An internal Test – MCQ Based (10 Score)</p>

### Learning Resources

- Adebajo, Adekeye and Sriram, Chandra Lekha, *Managing armed conflicts in the 21st century* (London: Frank Cass, 2001)
- Galtung, Johan, *Essays in Peace Research Vol 1-5*, (Copenhagen, Christian Eljiers)
- Galtung, Johan, "Cultural Violence" *Journal of Peace Research*, 27, 3, 1990.
- John, M.S, "Concepts and a Approaches to Peace", *Gandhi Marg*, 1993
- Berdal, Mats R., *Building peace after war* (Abingdon: Routledge, 2009).
- Brown, Michael E. *Ethnic conflict and international security*, (Princeton, N.J: Princeton University Press, 1993)
- Darby, John and Mac Ginty, Roger, *Contemporary Peacemaking: conflict, peace processes and post-war reconstruction*. 2nd ed. (Basingstoke: Palgrave Macmillan, 2008).
- Zartman, I. William and Rasmussen, J. Lewis, *Peacemaking in international conflict: methods and techniques*, (Washington, D.C.: United States Institute of Peace Press, 1997).

**Relevance of Learning the Course/ Employability of the Course**

Peace studies is one of the most happening disciplines in terms of academic, research and practical opportunities. On completion of this course, the students will acquire capacity in analysing the causes and prevention of conflicts, nature of violence including social and discrimination and marginalization, which can be an advantage for them to seek jobs in national and international agencies assigned for conflict analysis and peace building and NGOs.



# MAHATMA GANDHI UNIVERSITY

## Graduate School

4 + 1 Integrated UG and PG Programme

*Approved*  
  
 30.6.25  
 VICE CHANCELLOR

Field	Details
School	School of Gandhian Thought and Development Studies
Programme	4+1 Integrated UG and PG Programme
Course Title	<b>Circular Economy and Resource Efficiency</b>
Course Type	VAC
Course Level	200-299
Course Code	MG3VACUGT205
Course Overview	<p>This course examines the transition from linear "take-make-dispose" economic models to circular systems that minimize waste, maximize resource efficiency, and create regenerative value. Students will explore theoretical frameworks, policy instruments, business models, and technological innovations driving the circular economy. The course integrates environmental science, economics, and policy analysis to address global challenges including climate change, resource scarcity, and sustainable development. Through case studies from India and international examples, students will develop skills to design and evaluate circular economy strategies across sectors.</p>
Semester	III
Credits	3
Instructional hours for theory	40
Instructional hours for practical/lab work/fieldwork	10
Pre-requisite	Interest in Economics and Environmental Studies

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No
CO1	Understand the fundamental principles and theoretical frameworks of circular economy and resource efficiency	Knowledge	
CO2	Analyse business models, policy frameworks, and technological innovations supporting circular transitions	Analysis	
CO3	Evaluate the environmental, economic, and social impacts of circular economy initiatives	Evaluation	
CO4	Assess resource flows, waste management systems, and industrial symbiosis opportunities	Synthesis	
CO5	Design circular economy strategies and policy recommendations for specific sectors or regions	Application	

## COURSE CONTENT

Module and Content	Hours	CO No.
<p><b>Module 1: Foundations of Circular Economy</b></p> <ul style="list-style-type: none"> <li>Linear vs. circular economic models: Conceptual foundations and historical evolution</li> <li>Resource efficiency, material flows, and planetary boundaries</li> <li>Theoretical frameworks: Industrial ecology, cradle-to-cradle design, and regenerative development</li> <li>Measuring circularity: Indicators, metrics, and assessment tools</li> </ul>	8	CO1
<p><b>Module 2: Business Models and Innovation in Circular Economy</b></p> <ul style="list-style-type: none"> <li>Circular business models: Product-as-a-service, sharing economy, and remanufacturing</li> <li>Design for circularity: Eco-design, modular design, and biomimicry</li> <li>Digital technologies enabling circularity: IoT, blockchain, and AI applications</li> <li>Case Study: Circular economy innovations in Indian</li> </ul>	8	CO2

manufacturing and textiles		
<p><b>Module 3: Policy Frameworks and Governance</b></p> <ul style="list-style-type: none"> <li>• Policy instruments for circular transitions: Regulations, incentives, and extended producer responsibility</li> <li>• International frameworks: EU Circular Economy Action Plan, UN SDGs, and national strategies</li> <li>• Urban circular economy: Smart cities, waste-to-energy, and urban metabolism</li> <li>• Case Study: India's Swachh Bharat Mission and circular waste management initiatives</li> </ul>	8	CO3
<p><b>Module 4: Sectoral Applications and Industrial Symbiosis</b></p> <ul style="list-style-type: none"> <li>• Circular agriculture and food systems: Regenerative farming and food waste reduction</li> <li>• Energy transition and circular economy: Renewable energy, energy storage, and grid flexibility</li> <li>• Industrial symbiosis and eco-industrial parks: Material and energy exchanges</li> <li>• Water-energy-food nexus and resource optimization</li> <li>• Case Study: Kalundborg industrial symbiosis and lessons for Indian industrial clusters</li> </ul>	8	CO4
<p><b>Module 5: Implementation Strategies and Future Directions</b></p> <ul style="list-style-type: none"> <li>• Life cycle assessment and environmental impact evaluation</li> <li>• Financing circular economy: Green bonds, impact investing, and blended finance</li> <li>• Social dimensions: Just transition, employment impacts, and community engagement</li> <li>• India's circular economy roadmap: Opportunities, challenges, and policy priorities</li> <li>• Simulation exercise: Designing a circular economy strategy for a chosen sector</li> </ul>	8	CO5

<b>MODE OF TRANSACTION</b>	<ul style="list-style-type: none"> <li>- Lectures and Interactive Seminars</li> <li>- Case Study Analysis</li> <li>- Field Visits</li> </ul>
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	- Project-Based Learning
<b>MODE OF ASSESSMENT</b>	The assessment for this course will consist of both continuous assessment (30%) and term assessment (70%). Continuous assessment will include quizzes, assignments, presentation, circular economy project proposal, and class participation.

## LEARNING RESOURCES

### Core Readings

- Ddiba, D., Andersson, K., & Ogot, T. (2018). *UrbanCircle: Turning urban waste into circular economy benefits*. Stockholm Environment Institute.
- Figge, F., Thorpe, A. S., & Gutberlet, M. (2023). Definitions of the circular economy: Circularity matters. *Ecological Economics*, 208, 107823.
- Geissdoerfer, M., Savaget, P., Bocken, N. M., & Hultink, E. J. (2017). The Circular Economy—A new sustainability paradigm? *Journal of cleaner production*, 143, 757-768.
- Kirchherr, J., Reike, D., & Hekkert, M. (2017). Conceptualizing the circular economy: An analysis of 114 definitions. *Resources, conservation and recycling*, 127, 221-232.
- Korhonen, J., Honkasalo, A., & Seppälä, J. (2018). Circular economy: the concept and its limitations. *Ecological economics*, 143, 37-46.
- MacArthur, E. (2013). Towards the circular economy. *Journal of industrial ecology*, 2(1), 23-44.
- Merli, R., Preziosi, M., & Acampora, A. (2018). How do scholars approach the circular economy? A systematic literature review. *Journal of cleaner production*, 178, 703-722.
- Millar, N., McLaughlin, E., & Börger, T. (2019). The circular economy: swings and roundabouts? *Ecological economics*, 158, 11-19.
- Stahel, W. R. (2019). *The circular economy: A user's guide*. Routledge.
- Stockholm Environment Institute. (2019). *Transformational change through a circular economy*. Stockholm Environment Institute
- Suárez-Eiroa, B., Fernández, E., Méndez-Martínez, G., & Soto-Oñate, D. (2019). Operational principles of circular economy for sustainable development: Linking theory and practice. *Journal of cleaner production*, 214, 952-961.

### Academic Journals

1. *Journal of Cleaner Production*
2. *Resources, Conservation and Recycling*
3. *Circular Economy and Sustainability*
4. *Ecological Economics*
5. *Environmental Science & Policy*
6. *Journal of Industrial Ecology*
7. *Economic and Political Weekly (India)*
8. *Current Science (India)*

### Data Sources and Online Resources

1. Ellen MacArthur Foundation: <https://ellenmacarthurfoundation.org/>
2. Circle Economy: <https://www.circle-economy.com/>
3. European Environment Agency: <https://www.eea.europa.eu/>
4. OECD Environment Statistics: <https://www.oecd.org/environment/>
5. UN Environment Programme: <https://www.unep.org/>
6. Ministry of Environment, Forest and Climate Change, India: <https://moef.gov.in/>
7. Central Pollution Control Board (CPCB): <https://cpcb.nic.in/>
8. National Sample Survey Office (NSSO) - Environmental Statistics: <http://mospi.nic.in/>
9. Confederation of Indian Industry (CII) - Green Business: <https://www.cii.in/>

### Case Study Resources

1. Ellen MacArthur Foundation Case Studies: <https://ellenmacarthurfoundation.org/case-studies>
2. Circle Economy Case Studies: <https://www.circle-economy.com/case-studies>
3. World Bank Circular Economy Resources: <https://www.worldbank.org/>
4. UNEP Circular Economy Reports: <https://www.unep.org/>
5. Observer Research Foundation (ORF) Environment Papers: <https://www.orfonline.org/>
6. Centre for Science and Environment (CSE): <https://www.cseindia.org/>

### Policy and Report Sources

1. Ellen MacArthur Foundation Reports
2. European Commission Circular Economy Action Plan
3. OECD Environmental Outlook Reports
4. UNEP Global Waste Management Outlook
5. World Bank Waste Management Reports
6. Ministry of Environment, Forest and Climate Change Annual Reports (India)
7. National Green Tribunal Orders and Guidelines (India)
8. India's National Action Plan on Climate Change
9. Swachh Bharat Mission Guidelines and Reports

### RELEVANCE OF LEARNING THE COURSE / EMPLOYABILITY

This course prepares students for emerging careers in sustainability consulting, environmental policy, green finance, and circular economy implementation. Graduates can work in government agencies (Ministry of Environment, state pollution control boards), international organizations (UNEP, World Bank), consulting firms (McKinsey Sustainability, Accenture Strategy), corporations (sustainability departments), NGOs (CSE, WWF), and start-ups focused on circular innovations. The course also provides a strong foundation for advanced studies in environmental economics, sustainable development, and green technology management.



**MAHATMA GANDHI UNIVERSITY  
Graduate School**

**4 + 1 Integrated UG and PG Programme**

<b>School</b>	SCHOOL OF GANDHIAN THOUGHT AND DEVELOPMENT STUDIES		
<b>Programme</b>	<b>Gandhian Studies</b>		
<b>Course Title</b>	<b>Socio Political Thought of Gandhi</b>		
<b>Course Type</b>	<b>Major</b>		
<b>Course Level</b>	III		
<b>Course Code</b>	MG3DSCUGS201		
<b>Course Overview</b>	<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>		
<b>Semester</b>	3	<b>Credit</b>	4
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>	<b>Instructional hours for practical/lab work// fieldwork</b>	
	60		
<b>Pre-requisite</b>	<ul style="list-style-type: none"> <li>• Basic understanding of Indian history and political systems (recommended: Introduction to Indian History or equivalent)</li> <li>• Foundational knowledge in political science or philosophy (recommended: Introduction to Political Theory or Introduction to Philosophy)</li> <li>• Familiarity with major political ideologies (liberalism, socialism, nationalism)</li> </ul>		

**COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<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**

<b>Module 1. GANDHI ON STATE AND NATION</b>	<b>Hours</b>	<b>CO No</b>
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	<b>15</b>	<b>1</b>
<b>Module 2. INDIVIDUAL AND THE STATE</b>	<b>Hours</b>	
1. Rights and Duties 2. Means and Ends 3. Liberty and Equality 4. Power and Authority	<b>15</b>	<b>2,3 &amp; 4</b>
<b>Module 3. POLITICAL IDEOLOGIES</b>	<b>Hours</b>	
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	<b>15</b>	<b>2,3</b>
<b>Module 4. PEACE AND CONFLICT RESOLUTION</b>	<b>15</b>	<b>1.2 &amp; 3</b>
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>		

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

### 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

<b>Relevance of Learning the Course/ Employability of the Course</b>
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<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>
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**School of Gandhian Thought and Developmental Studies**  
**Priyadarsini Hills, Kottayam,**  
**Kerala, India, Pin: 686560**

## **Understanding Gandhi: Writings and Interpretations**

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**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

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CO No.	Expected Course Outcome	Learning Domains	PSO No.
	Upon completion of this course, students will be able to;		
1	<b>Explain:</b> How Gandhi became what we know today.	Understand	1
2	<b>Appraise:</b> the role of physical, organic, social, cultural, historical, and linguistic factors that shaped Gandhi's personality.	Evaluate	3
3	<b>Examine:</b> how Gandhi engaged with himself and the world and how his contemporaries, critics, and interpreters engaged with his ideas.	Analyse	3
4	<b>Assess:</b> 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.

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## **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.

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


### 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

<b>Relevance of Learning the Course/ Employability of the Course</b>
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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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	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

<b>School</b>	School of Gandhian Thought and Development Studies		
<b>Programme</b>	<b>4+1 Integrated UG and PG Programme</b>		
<b>Course Title</b>	<b>Gandhian Economics</b>		
<b>Course Type</b>	Major		
<b>Course Level</b>	200-299		
<b>Course Code</b>	MG3DSCUGS203		
<b>Course Overview</b>	<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>		
<b>Semester</b>	1	<b>Credit</b>	4
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>		<b>Instructional hours for practical/lab work// fieldwork</b>
	<b>60 Hours</b>		
<b>Pre-requisite</b>	Basic Understanding about economics and Gandhian Philosophy		

#### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	<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

<b>Module 1: Economics and pre-Gandhian economic thought in India</b>	<b>Hours</b>	<b>CO No</b>
<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<b>10</b>	
<b>Module 2: Economic dimension of Gandhian ideas</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• 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></li> <li>• Swadeshi- definition, Swadeshi and international trade, Bread labour - Meaning and Definition, Nature of production and motivation in bread labour</li> <li>• Khadi and Village industries: Concept and relevance- Gandhi's ideas on Mechanization and industrialization- Gandhian concept of Decentralization, and Trusteeship</li> </ul>	<b>20</b>	
<b>Module 3: Post Gandhian Development in Non-violent Economics</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>➤ Non-violent economics: Conceptual analysis- Vinoba's six-fold dan - Bhoodan, Gramadan, Shramadan, Budhidan, Sampthi dan and Jeevadan.</li> <li>➤ J.C.Kumarappa's contribution- Work, wages and economies in nature- Man, Free will and Human development- Values and valuation- Living and</li> </ul>	<b>15</b>	

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.		
<b>Module 4: Solidarity Economics and Degrowth</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• Solidarity economics and economy: Definition and characteristics - Non-violence and sustainable development - Economic benefits of non-violence.</li> <li>• Degrowth and deindustrialization</li> </ul>	<b>15</b>	

<b>Mode of Transaction</b>	<b>Classroom activities:</b> 1. Lecture-Discussion Session 2. Focused Reading and Reflection 3. Seminar  <b>Field activities: Nil</b>  <b>Lab based activities: Nil</b>
<b>Mode of Assessment</b>	<b>1. Assignment</b> <b>2. Book Review</b> <b>3. Seminar Presentation</b> <b>4. Internal Test</b>

### 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, Ahemadabad, 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 ,Ahemadabad, 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**

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.

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

<b>School</b>	<b>School of Gandhian Thought and Development Studies</b>		
<b>Programme</b>	<b>4+1 Integrated UG and PG Programme</b>		
<b>Course Title</b>	<b>Educational Thoughts of Gandhi</b>		
<b>Course Type</b>	<b>Minor</b>		
<b>Course Level</b>	<b>200-299</b>		
<b>Course Code</b>	<b>MG3DSCUGT231</b>		
<b>Course Summary &amp; Justification</b>	<p>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.</p>		
<b>Semester</b>	3	<b>Credit</b>	4
<b>Total Student Learning Time/Instructional hours for theory, practical and assessment</b>	60 Instructional hours		
<b>Pre-requisite</b>	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	<b>explain</b> the concept of education and its importance from societal point of view	Understand	
2	<b>Assess</b> the contributions of Gandhi on education	Evaluate	

3	<b>judge</b> the alternative thoughts and practices in different parts of the world	Evaluate	
4	<b>appraise</b> educational policies in post independent India based on Gandhian Ideals	Evaluate	

## COURSE CONTENT

<b>Module 1 - The process of Education</b>	10 hours
<ul style="list-style-type: none"> <li>● Education – Meaning, functions and aim</li> <li>● Importance of education from societal point of view</li> <li>● Formal, informal and Non-formal education</li> <li>● Evolution of Educational thoughts in east and west</li> </ul>	
<b>Module 2 – Gandhi’s early experiments on education</b>	25 hours
<ul style="list-style-type: none"> <li>● Gandhi’s early educational experiments – Tolstoy farm, Phoenix settlement, Champaran school</li> <li>● Influences on Gandhi</li> <li>● Education and constructive programmes</li> <li>● Aims of education from Gandhian Perspective</li> </ul>	
<b>Module 3 - Gandhi on Education</b>	20
<ul style="list-style-type: none"> <li>● Education for all</li> <li>● Education for livelihood</li> <li>● Education in mother tongue</li> <li>● Education and craft</li> <li>● Importance of indigenous knowledge and technology</li> <li>● Wardha scheme of basic education</li> </ul>	
<b>Module 4 – Alternative thoughts – a comparison with Gandhi</b>	17 Hrs
<ul style="list-style-type: none"> <li>● Paulo Friere on education</li> <li>● Ivan Illich – Deschooling society</li> <li>● Everet Reimer - learning web</li> <li>● Grundtvig- Danish Folk school movement</li> <li>● Jidhu Krishnamurti</li> <li>● Bourdieu - education as the process of cultural reproduction</li> </ul>	

<p><b>Mode of Transaction</b></p>	<p><b>Lecture-Discussion Session:</b> Teacher provides a platform for review of experiences, develop insights into the disciplinary knowledge education and its various perspectives</p> <p><b>Focused Reading and Reflection:</b> Students would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p><b>Observation-Documentation-Analysis:</b> Simulated and real life educational experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyze with an intention to revisit their own understandings or develop new insights.</p> <p><b>Seminar:</b> 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><b>Case Study:</b> 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><b>Field visits:</b> an institution with demonstrated experience of practicing alternative thoughts could be identified and visit to make a detailed report</p>
<p><b>Mode of Assessment</b></p>	<p><b>Internal Assessment (40 Marks)</b></p> <ol style="list-style-type: none"> <li>1. Internal Test – One MCQ based and on extended answer type</li> <li>2. Book review – every students to review a seminal work on Alternative Education and submit a report</li> <li>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>4. Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</li> </ol> <p><b>Semester End examination (60 Marks)</b></p>

**References**

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	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
	<b>4 + 1 Integrated UG and PG Programme</b>

<b>School</b>	SCHOOL OF GANDHIAN THOUGHT AND DEVELOPMENT STUDIES		
<b>Programme</b>	<b>GANDHIAN STUDIES</b>		
<b>Course Title</b>	<b>GANDHI AND THE NATIONAL MOVEMENT</b>		
<b>Course Type</b>	Major		
<b>Course Level</b>	200-299		
<b>Course Code</b>	MG4DSCUGS201		
<b>Course Overview</b>	<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>		
<b>Semester</b>	IV	<b>Credit</b>	4
<b>Total Student Learning Time</b>	<b>Instructional hours for theory</b>	<b>Instructional hours for practical/lab work// fieldwork</b>	
	60		
<b>Pre-requisite</b>	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
<b>Socio Political Context of the 19<sup>th</sup> and Early 20<sup>th</sup> Centuries in India</b>		
<ul style="list-style-type: none"> <li>• Early Nationalist Movements: Revolt of 1857 - Formation of Indian National Congress</li> <li>• Early Nationalist Leaders: Dadabhai Naoroji, Lala Lajpat Rai, Bipin Chandra Pal, Bala Gangadhar Thilak, Gopal Krishna Gokhale</li> <li>• Rise of Revolutionary Movements and their leaders – Role of World War I in shaping the Indian Political Consciousness – Homo Rule Movement</li> <li>• Impact of Montague -Chelmsford Reforms and Rowlatt Act</li> </ul>	<b>15</b>	<b>1</b>
<b>Module 2 Gandhi and the National Movement</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• Early Sathyagrahas of Gandhi: Champaran (1917), Kheda (1918), and Ahmedabad Mill Strike (1918)</li> <li>• Gandhi and the Indian National Congress</li> <li>• Non-Cooperation Movement (1920-22)</li> <li>• Civil Disobedience Movement (1930-34)</li> <li>• Quit India Movement (1942)</li> </ul>	<b>15</b>	<b>2&amp;3</b>

<ul style="list-style-type: none"> <li>• Gandhi in Kerala</li> </ul>		
<b>Module 3 Interactions with Contemporaries and Ideological Differences</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• Gandhi, Women and the National Movement</li> <li>• Gandhi and Indian National Congress Leaders: Collaboration and conflicts with Jawaharlal Nehru, Sardar Patel, and Maulana Azad – Role in shaping Congress Policies and Strategies</li> <li>• Gandhi and Revolutionary Leaders: Relationship with Subhas Chandra Bose -Criticisms and support from revolutionaries like Bhagat Singh- Differences in methods and ideologies.</li> <li>• 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.</li> </ul>	<b>15</b>	<b>4 &amp; 5</b>
<b>Module 4 Lasting Impact of Gandhi's Ideology</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• Gandhi's vision for post-independent India-</li> <li>• 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).</li> <li>• Critiques and Reappraisals of Gandhi's Legacy</li> <li>• Contemporary Relevance of Gandhi</li> </ul>	<b>15</b>	<b>6</b>

<b>Mode of Transaction</b>	<p><b>Classroom activities:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• 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</li> </ul>
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	<p>recognize the global significance of Gandhi's philosophy and its application in various contexts.</p> <p><b>Field activities:</b> Nil</p>
<b>Mode of Assessment</b>	<p>An <b>Assignment</b> on the key events or figures involved in the National Movement (10 scores)</p> <p>A <b>Research cum Seminar Presentation</b> on Gandhi and the National Movement (10 scores)</p> <p>An <b>Internal Examination</b> (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.

Brown, Judith M. Gandhi: Prisoner of Hope. New Haven: Yale University Press, 1989.

Chandra, Bipan. India's Struggle for Independence: 1857-1947. New Delhi: Penguin Books, 1988.

Chandra, Bipan. The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880-1905. New Delhi: Har-Anand Publications, 2016.

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Metcalf, Thomas R., and Barbara D. Metcalf. *A Concise History of Modern India*. 3rd ed. Cambridge: Cambridge University Press, 2012.

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### **Journal Articles**

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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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.

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

<b>Relevance of Learning the Course/ Employability of the Course</b>
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

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**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

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

ethical governance.		
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### 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.

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## **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.

<b>Pedagogic Methods</b>	Lecture Student Presentations Group Discussions Article Writing
<b>Mode of Assessment</b>	<b>Internal Assessment</b> <b>1. Internal Test – (20 Marks)</b> <b>2. Book review – Every Student should Review a Work in a Subject Studied as Part of the Course and Submit a Report (10 Marks)</b> <b>3. Seminar Presentation – (10 Marks)</b> <b>Semester End Examination (60 Marks)</b>

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

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

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*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

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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

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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**

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.

	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>		
	<b>4 + 1 Integrated UG and PG Programme</b>		
<b>School Name</b>	School of Gandhian Thought and Development Studies		
<b>Programme</b>	<b>4+1 Integrated UG and PG Programme</b>		
<b>Course Title</b>	Basic Research Methodology and Academic Writing		
<b>Type of Course</b>	Major		
<b>Course Level</b>	200-299		
<b>Course Code</b>	MG4DSCUGS203		
<b>Course Summary &amp; Justification</b>	<p>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.</p>		
<b>Semester</b>	IV	<b>Credit</b>	4
<b>Total Student Learning Time/Instructional hours for theory, practical and assessment</b>	60 Instructional hours		
<b>Pre-requisite</b>	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.	<b>Understand</b>	
2	Utilise appropriate research method for social science inquiry	<b>Apply</b>	
3	Design tools, sample and data collection for social science research	<b>Apply</b>	
4	Articulate research findings into different forms of academic writing	<b>Create</b>	

COURSE CONTENT	Hours	CO No
<b>Module 1 - Introduction to Research in Social Sciences</b>	10	1
<ul style="list-style-type: none"> <li>• Meaning, purpose and scope of research in social sciences</li> <li>• Epistemological issues in Social Science Research</li> <li>• Characteristics of Research in Social Sciences</li> <li>• Major Stages in Research Process - Problem, Hypotheses, Sampling, Research tools and techniques</li> </ul>		
<b>Module 2 - Types of Research</b>	10	2
<ul style="list-style-type: none"> <li>• Classification based on purpose: Basic , Applied and Action</li> <li>• Classification based on Time : Cross-sectional, Longitudinal</li> <li>• Classification based on Research paradigms in Social Sciences: quantitative and qualitative</li> </ul>		
<b>Module 3 - Methods of Research in Social Sciences</b>	25	2,3

<ul style="list-style-type: none"> <li>• Experimental Research</li> <li>• Ex post Facto Research</li> <li>• Survey</li> <li>• Case Study</li> <li>• Historical</li> <li>• Ethnography</li> <li>• Content analysis</li> </ul>		
<b>Module 4 - Academic writing</b>	<b>27</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Academic writing – meaning and importance</li> <li>• Academic writing and popular writing</li> <li>• Types of academic writing</li> <li>• Stages in academic writing</li> <li>• Writing process – originality check and use of softwares</li> </ul>		

<b>Mode of Transaction</b>	<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 seminar presentation followed by open-house discussion with a</p>
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	<p>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>
<b>Mode of Assessment</b>	<p><b>Internal Assessment (40 Marks)</b></p> <ol style="list-style-type: none"> <li>1. Internal Test - One MCQ based and one extended answer type</li> <li>2. Assignment - every students to submit an assignment</li> <li>3. Seminar Presentation - a theme is to be discussed and identified to prepare a paper and present in the seminar</li> <li>4. Preparation of a research propsal</li> </ol> <p><b>Semester End examination (60 Marks)</b></p>

## References

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**School of Gandhian Thought and Developmental Studies**

**Priyadarsini Hills,**

**Kottayam, Kerala,**

**India,**

**Pin: 686560MA Gandhian Studies**

**Gandhi and Continental Philosophy – Heidegger, Levinas, and Derrida**

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**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

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<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
	Upon completion of this course, students will be able to;		
1	<b>Explain:</b> the philosophical intersections between Gandhi's ethical and political thought and the Continental philosophy of Heidegger, Levinas, and Derrida.	Understand	1
2	<b>Appraise:</b> how concepts of being, ethics, and deconstruction shape contemporary issues of justice, nonviolence, and self-rule.	Evaluate	3
3	<b>Examine:</b> the relevance of these thinkers in understanding	Analyse	3

	Gandhi's approach to human action, responsibility, and resistance.		
4	<b>Assess:</b> 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.

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## **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) Analyze 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.

<b>Pedagogic Methods</b>	Lecture Student Presentations Group Discussions Article Writing
<b>Mode of Assessment</b>	<p><b>Internal Assessment</b></p> <ol style="list-style-type: none"> <li>4. Internal Test – <b>(20 Marks)</b></li> <li>5. Book review – Every Student should Review a Work in a Subject Studied as Part of the Course and Submit a Report <b>(10 Marks)</b></li> <li>6. Seminar Presentation – <b>(10 Marks)</b></li> </ol> <p><b>Semester End Examination (60 Marks)</b></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

*Critchley, Simon. Derrida: A Very Short Introduction. Oxford University Press, 2001.*

Dalton, Dennis., (1993), *Mahatma Gandhi: Nonviolent Power in Action*, Columbia University Press

*Derrida, Jacques. Of Grammatology. Translated by Gayatri Chakravorty Spivak, Johns Hopkins University Press, 1976.*

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

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

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

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

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

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*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.

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

<b>Relevance of Learning the Course/ Employability of the Course</b>
<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>

