

# **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 – Development Studies**

Course Code	Title	Credits	Hours per Week		Level	Type
			Theory	Practical		
<b>SEMESTER I</b>						
MG1DSCUDS101	Engagement with Social Sciences-Ideas, Concepts and Theories/DS	4	4	0	Founda tion (100-199)	Major
MG1DSCUGT121	Introduction to Development Studies	4	4	0	“	Minor A
MG1DSCUGT141	Public Economics	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					
	Gender Economics					
MG1MDCUGT107	Gandhi and Environment					
MG1MDCUGT108	Introduction to Yoga & Nature Living					
MG1MDCUGT109						
	AEC (Eng)	3			“	
	AEC (Mal)	3			“	
<b>SEMESTER II</b>						

MG2DSCUDS101	Introduction to Development Studies	4	4	0	“	Major
MG2DSCUGT121	Gandhian Economics	4	4	0	“	Minor A
MG2DSCUGT141	Technology Governance	4	4	0	“	Minor B
MG2MDCUGT101	Visual Methods in Social Science Research	3	3	0	“	MDC
MG2MDCUGT102	Central Philosophy of Mahatma Gandhi					
	Tribal Studies					
MG2MDCUGT103	Metaverse: Exploring Virtual					
MG2MDCUGT104	Economics and Societies					
MG2MDCUGT105	Introduction to Continental Philosophy: Key Concepts					
	Gandhian Economics	3			“	
MG2MDCUGT106						
	AEC (Eng)					
	AEC (Mal)	3			“	
<b>SEMESTER III</b>						
MG3DSCUDS201	Microeconomics Applied to Development Studies	4	4	0	Intermediate (200-299)	Major
MG3DSCUDS202	Development Economics	4	4	0	“	Major
MG3DSCUDS203	Economic Development and Social Change	4	4	0	“	Major
MG3DSCUGT221	Population and Development	4	4	0	“	Minor A
MG3MDCUGT201	Gandhi in Films	3	3	0	“	MDC

MG3MDCUGT202						
MG3MDCUGT203	International Trade and Foreign Policy Analysis 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>						
MG4DSCUDS201	Theories and Concepts in Development Studies	4	4	0	“	Major
MG4DSCUDS202	Development Macroeconomics	4	4	0	“	Major
MG4DSCUDS203	Basics Research Methodology and Academic writing	4	4	0	“	Major
MG4DSCUGT241	Gender and Development	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					
	Skills and Methods for Conflict					

MG4SECUGT204	Resolution Data Analysis for Stock market analysis					
MG4SECUGT205	Photography and Visual Media					
MG4SECUGT206	Project Planning, Appraisal, and Implementation					
MG4SECUGT207						
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					
MG4INTUDS200	Internship/Fieldwork	2	0	4		
<b>SEMESTER V</b>						
MG5DSCUDS301	International Trade and Economic Development	4	4	0	Highe r (300-399)	Major
MG5DSCUDS302	Indian Economy	4	4	0	“	Major
MG5DSCUDS303	Population and Development	4	4	0	“	Major
MG5DSCUDS304	Digital Economy and 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>						
MG6DSCUDS301	Welfare Economics and Public Policy: Lessons from Kerala's Development Model	4	4	0	“	Major
MG6DSCUDS302	Gender and Development	4	4	0	“	Major
MG6DSCUDS303	Social Statistics	4	4	0	“	Major
MG6DSEUDS304	1. Gandhian Economics	4	4	0	“	Major
MG6DSEUDS305	2. Ethics, Accountability, and Transparency in Public Policy and Governance					(E)
MG6DSEUDS306	3. Social Exclusion and Inclusion in Development					
MG6DSEUDS307	4. Local Economic Development					
MG6DSEUDS308	5. Understanding Human Experience – Research Methodology in Humanities (Course 1)					
MG6DSEUDS309	1. Disaster Management 2. Education, Social Justice	4	4	0	“	Major (E)



MG6DSEUDS310	and Development					
MG6DSEUDS311	3. Historical Approach to environment and development					
MG6DSEUDS312	4. Development and Displacement					
MG6DSEUDS313	5. Social Entrepreneurship					
MG6DSEUDS314	6. Understanding Human Experience – Research Methodology in Humanities (Course 2)					
MG6SECUGT301	Fieldwork: Theory and Practice	3	2	2	“	SEC
MG6SECUGT302	Game theory and Strategic Decision making					
<b>Total Credits</b>		<b>133</b>				

<b>SEMESTER VII</b>						
MG7DSCUDS401	Advanced Research Methodology	4	4	0	Advanced (400-499)	Major
MG7DSEUDS402	1. Poverty, Inequality and Human Development 2. Globalization, Trade, and	4	4	0	“	Major (E)



MG8DSCUDS401	Environment, Climate Change and Development	4	4	0	“	Major
MG8DSEUDS402	1. Local Finance 2. Public Health 3. Financial Technology (FinTech) Innovations, Regulation, and Stability in Developing Countries	4	4	0	“	Major (E)
MG8DSEUDS403						
MG8DSEUDS404						
MG8RPHUGS400	Research Project I	12	0	24	“	Research Project
MG8DSEUDS405	Behavioural Economics and Decision Making*					Major
MG8DSEUDS406	Institutions and Economic Development*					Major
MG8DSEUDS407	Decentralisation and Participatory Planning*					Major
<b>Total Credits</b>		<b>44</b>				
<b>SEMESTER IX</b>						
MG09DSCUDS501	Agriculture, Food Security, and Development	4	4	0	PG Level (500-599)	Major
MG09DSCUDS502	Theory and Practice of Development Planning	4	4	0	“	Major
MG09DSCUDS503	Migration Studies	4	4	0	“	Major
MG09DSCUDS50	Rural and Urban Development	4	4	0	“	Major

4						
MG09DSCUDS505	Project Management and Impact Evaluation for Development	4	4	0	“	Major
<b>SEMESTER X</b>						
MG10RPHUDS500	Research Project	20	0	40	“	
MG10DSCUDS501	Global Political Economy**	4	4	0	“	Major
MG10DSCUDS502	Public Finance	4	4	0	“	Major
MG10DSCUDS503	Evolutionary Economics and Technological Change**	4	4	0	“	Major
MG10DSCUDS504	Advanced Development Theory**	4	4	0	“	Major
MG10DSCUDS505	Participatory Development**	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	Foundation (100-199)	Intermediate (200-299)	Higher (300-399)	Advanced (400-499)	PG Level (500-599)

Type	Major	Minor	MDC	SEC	VAC	AEC

	<p style="text-align: center;"><b>MAHATMA GANDHI UNIVERSITY</b></p> <p style="text-align: center;"><b>Graduate School</b></p> <p><b>4 + 1 Integrated UG and PG Programme</b></p>
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School	School of Gandhian Thought and Development Studies		
Programme	4+1 Integrated UG and PG Programme		
Course Title	Engagement with Social Sciences-Ideas, Concepts and Theories		
Course Type	Major		
Course Level	Foundation		
Course Code	MG1DSCUDS101		
Course Overview	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 Development 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.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60		
Pre-requisite	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
Module 2-Major Ideas	Hours	
<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
Module 3- Major Theoretical Approaches	Hours	
<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
Module 4-		
<ul style="list-style-type: none"> <li>Development</li> <li>Post-Development</li> <li>Sustainability</li> <li>Participation and Equity</li> </ul>	10	CO 5 CO 6

<b>Mode of Transaction</b>	<b>Classroom activities:</b> <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> <b>Field activities: Nil</b> <b>Lab based activities: Nil</b>
<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)

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

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

Marx, Karl and Engels, 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>
	Graduate School 4 + 1 Integrated UG and PG Programme

School	School of Gandhian Thought and Development Studies		
Programme	4+1 Integrated UG and PG Programme		
Course Title	Introduction to Development Studies		
Course Type	Minor		
Course Level	100-199		
Course Code	MG1DSCUGT121		
Course Overview	“Introduction to Development Studies" provides a comprehensive foundation in development concepts, theories, and practices. It explores economic, social, political, and demographic aspects of development, emphasizing real-world analysis using the World Development Indicators (WDI) database and development issues in India.		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/ fieldwork	
	45	15	
Pre-requisite	Basic observational capacity on day-to-day issues happening at home and societal levels.		

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains	PSO No
CO1	Remember key concepts and historical perspectives in development studies.	Remembering	
CO2	Understand the interrelationships between economic, social, political, and demographic aspects of development.	Understanding	
CO3	Apply knowledge to real-world development issues using the WDI database.	Applying	
CO4	Analyse development theories, strategies, and policies.	Analysing	
CO5	Evaluate development issues in India related to discriminatory measures.	Evaluating	
CO6	Create solutions to complex development challenges using critical thinking and problem-solving skills.	Creating	

**COURSE CONTENT**

Modules	Hours	CO No
<b>Module 1: Foundations of Development Studies</b>  1.1 Introduction to Development Studies - Definition and scope of development studies - Importance of development studies in contemporary world  1.2 Key Concepts and Definitions - Development, underdevelopment, and developing countries - Growth, progress, and well-being - Poverty, inequality, and equity  1.3 Historical Perspectives and Theories of Development - Colonialism and post-colonial development - Modernization theory, dependency theory, and neoliberalism - Human development and capabilities approach  1.4 Sustainable Development Goals (SDGs) - Background, evolution, and the 17 SDGs - Challenges in achieving SDGs	15	CO1 CO2
<b>Module 2: Economic and Social Development</b>  2.1 Economic Growth and Development - Concepts, factors, and strategies for economic development - Poverty, inequality, and poverty reduction strategies	20	CO2 CO5

<p>2.2 Globalization, Trade, and Development Financing</p> <ul style="list-style-type: none"> <li>- Impact of globalization and international trade on development</li> <li>- Development financing, foreign aid, and their effectiveness</li> </ul> <p>2.3 Human Development and Social Progress</p> <ul style="list-style-type: none"> <li>- Human Development Index (HDI) and its components</li> <li>- Education, health, and gender in development context</li> <li>- Social policies and programs for development</li> </ul> <p>2.4 Development Issues in India related to Discriminatory Measures</p> <ul style="list-style-type: none"> <li>- Caste and class-based discrimination and its impact on development</li> <li>- Gender discrimination and women's empowerment</li> <li>- Regional disparities and inclusive development strategies</li> </ul>		
<p><b>Module 3: Political and Demographic Aspects of Development</b></p> <p>3.1 Governance and Democracy</p> <ul style="list-style-type: none"> <li>- Concepts of governance and its role in development</li> <li>- Democracy, democratic transitions, and institutional reforms</li> </ul> <p>3.2 Demographic Changes and Development</p> <ul style="list-style-type: none"> <li>- Population growth, structure, and distribution</li> <li>- Demographic transition and its implications for development</li> <li>- Population policies and their impact on development</li> </ul> <p>3.3 Role of Institutions in Development</p> <ul style="list-style-type: none"> <li>- Importance and types of institutions</li> <li>- Institutional reforms for development</li> </ul>	15	CO2 CO4
<p><b>Module 4: Real-World Analysis of Development using WDI</b></p> <p>4.1 Introduction to World Development Indicators (WDI)</p> <ul style="list-style-type: none"> <li>- Overview of WDI database and its structure</li> <li>- Accessing and navigating the WDI database</li> </ul> <p>4.2 Analyzing Development Trends and Patterns</p> <ul style="list-style-type: none"> <li>- Selecting and interpreting development indicators</li> <li>- Comparing development performance across countries and regions</li> <li>- Identifying trends and patterns in development data</li> </ul> <p>4.3 Case Studies using WDI Data</p> <ul style="list-style-type: none"> <li>- In-depth analysis of specific development issues using WDI data</li> <li>- Presentation and discussion of findings</li> </ul> <p>4.4 Limitations and Challenges of using WDI Data</p> <ul style="list-style-type: none"> <li>- Data availability, reliability, and comparability issues</li> <li>- Contextual factors and limitations of quantitative data</li> </ul>	10	CO3 CO6

<b>MODE OF TRANSACTION</b>	Lectures, discussions, case studies, practical exercises using the WDI database, guest lectures, and field visits.
<b>MODE OF ASSESSMENT</b>	Continuous assessment with formative (quizzes, assignments, discussions) and summative (mid-term exam, final exam, project work) components.

## LEARNING RESOURCES

### Textbooks

Banerjee, A. V., & Duflo, E. (2011). *Poor economics: A radical rethinking of the way to fight global poverty*. Public Affairs.

Dev, S. M., & Babu, P. G. (Eds.). (2015). *Development in India: Micro and macro perspectives*. Springer.

Drèze, J., & Sen, A. (2013). *An uncertain glory: India and its contradictions*. Princeton University Press.

Gaurav, D., & Ashwani, M. (2018). *Indian economy*. S. Chand Publishing.

Kapila, U. (2005). *Indian economy: Issues in development & planning and sectoral aspects*. Academic Foundation.

Nagaraj, R. (Ed.). (2012). *Growth, inequality and social development in India: Is inclusive growth possible?* Palgrave Macmillan.

Robinson, J. A., & Acemoglu, D. (2011). *Why nations fail: The origins of power, prosperity and poverty*. Harvard University.

Todaro, M. P., & Smith, S. C. (2020). *Economic development* (13th ed.). Pearson.

Willis, K. (2011). *Theories and practices of development* (2nd ed.). Routledge.

### Journal Articles and Books

Klugman, J., Rodríguez, F., & Choi, H. J. (2011). The HDI 2010: New controversies, old critiques. *The Journal of Economic Inequality*, 9, 249-288.

Sachs, J. D. (2006). *The end of poverty: Economic possibilities for our time*. Penguin.

Sachs, J. D. (2012). From millennium development goals to sustainable development goals. *The Lancet*, 379(9832), 2206-2211.

Sen, A. (1999). *Development as freedom*. Oxford University Press.

### Reports and Online Resources

United Nations Development Programme (UNDP). (Annual). *Human development reports*. Available at: <http://hdr.undp.org/>

United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. Available at:

<https://sustainabledevelopment.un.org/post2015/transformingourworld>

World Bank. (Annual). *World development indicators database*. Available at: <https://data.worldbank.org/indicator>


### Multimedia Resources

Gapminder. (Online). *Gapminder tools*. Available at: <https://www.gapminder.org/tools/>

Miller, M. M. (Director). (2014). *Poverty, Inc.* [Documentary film].

Diaz, P. (Director). (2008). *The end of poverty?* [Documentary film].

RELEVANCE OF LEARNING THE COURSE/ EMPLOYABILITY OF THE COURSE
"Introduction to Development Studies" is highly relevant for careers in international development organizations, government agencies, NGOs, and social enterprises. It develops critical thinking, problem-solving, and analytical skills valued by employers across sectors. The focus on real-world analysis and development issues in India enhances employability in the development sector.

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

School	School of Gandhian Thought and Development Studies		
Programme	4+1 Integrated UG and PG Programme		
Course Title	Public Economics		
Course Type	Foundation (Minor)		
Course Level	100-199		
Course Code	MG1DSCUGT141		
Course Overview	<p>This course on Public Economics provides students with a comprehensive understanding of the role of government in the economy and the principles guiding public finance. It explores crucial topics such as market failures, public goods, taxation, public expenditure, public debt, and budgeting, with a special focus on the Indian context.</p> <p>Throughout the course, students will learn to analyse the impact of government policies on economic growth, development, and social welfare. They will gain insights into public expenditure and taxation in India, evaluate the effectiveness of poverty alleviation programs, and analyse the impact of subsidies on the economy.</p> <p>The course also covers critical aspects of public debt and budgeting, including debt sustainability analysis, fiscal policy, and the budget process in India. A special case study on Kerala's public debt will provide a regional perspective on fiscal challenges.</p> <p>By engaging with real-world case studies and examples, students will develop the skills necessary to critically analyse government policies and contribute to informed decision-making in the public sector. The course prepares students for careers in government, public policy, and development organizations, as well as for further academic pursuits in the field of economics.</p>		
Semester	1	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/ fieldwork	
	50	10	
Pre-requisite	<p>To enrol in this course, students should have:</p> <div><div>1.</div><div>A keen interest in understanding how government policies and public finance affect their daily lives and society as a whole.</div></div> <div><div>2.</div><div>Basic observational skills to recognize the impact of public expenditure on infrastructure, education, and other societal issues.</div></div>		

	<p>3. Familiarity with current events and government policies, gained through reading newspapers, following social media, or engaging with political campaigns.</p> <p>4. A willingness to learn about and discuss regional economic challenges, such as the public debt issues faced by Kerala.</p>
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#### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No
CO1	Understand the fundamental concepts of public economics and the role of government in the economy.	Remembering	
CO2	Analyse market failures and the need for government intervention in the economy.	Analysing	
CO3	Evaluate the impact of public expenditure on economic growth and development in India.	Evaluating	
CO4	Apply the principles of taxation and discuss tax reforms in India.	Applying	
CO5	Examine the concepts of public debt, budgeting, and fiscal policy in the context of India.	Analysing	
CO6	Assess the effectiveness of poverty alleviation programs and the impact of subsidies on the Indian economy.	Evaluating	
CO7	Develop a critical understanding of public economics through case studies and guest lectures from policy makers	Creating	
CO8	Analyse the public debt issues faced by Kerala and discuss potential solutions.	Analysing	

#### COURSE CONTENT

Module and Content	Hours	CO No
<b>Module 1: Introduction to Public Economics</b>  1.1 Definition and scope of public economics 1.2 The role of government in the economy 1.3 Market failures and government intervention 1.4 Public goods and externalities 1.5 Introduction to public choice theory	10	CO1, CO2
<b>Module 2: Public Expenditure</b>  2.1 Classification of public expenditure 2.2 Theories of public expenditure growth 2.3 Cost-benefit analysis 2.4 Public expenditure in India 2.5 The impact of public expenditure on economic growth and development	15	CO3
<b>Module 3: Taxation and Revenue</b>	15	CO4

3.1 Principles of taxation 3.2 Types of taxes (direct and indirect) 3.3 Tax incidence and efficiency 3.4 Optimal taxation theory 3.5 Tax reforms in India 3.6 Fiscal federalism and intergovernmental transfers		
<b>Module 4: Public Debt and Budget</b> 4.1 The concept of public debt 4.2 The burden of public debt 4.3 Debt sustainability analysis 4.4 Budget concepts and types 4.5 Fiscal policy and the budget process 4.6 Fiscal reforms in India	10	CO5
<b>Module 5: Applied Public Economics</b> 5.1 Case studies on public expenditure and taxation in India 5.2 The role of public-private partnerships in infrastructure development 5.3 Poverty alleviation programs and their effectiveness 5.4 The impact of subsidies on the economy 5.5 Public debt analysis of Kerala: A case study	10	CO6, CO7, CO8

<b>MODE OF TRANSACTION</b>	The course will be delivered through a combination of lectures, discussions, case studies, and guest lectures from policy makers. Students will be encouraged to actively participate in class discussions and share their observations and experiences related to public economics. The case study on Kerala's debt issues will be discussed in detail, with students expected to contribute their insights and ideas.
<b>MODE OF ASSESSMENT</b>	The assessment will be based on a combination of continuous assessment (30%) and term assessment (70%). Continuous assessment will include assignments, quizzes, and case study analyses, including an analysis of Kerala's debt issues.

## LEARNING RESOURCES

### Textbooks

Bhatia, H. L. (n.d.). *Public finance* (latest edition). Vikas Publishing House.

Gupta, J. R. (2007). *Public economics in India: Theory and practice*. Atlantic Publishers & Distributors.

Myles, G. D. (1995). *Public economics*. Cambridge University Press.

Jha, R. (2009). *Modern public economics*. Routledge.

Hindriks, J., & Myles, G. D. (2013). *Intermediate public economics*. MIT Press.



Starrett, D. A. (1988). *Foundations in public economics*. Cambridge University Press.

Kaplow, L. (2011). *The theory of taxation and public economics*. Princeton University Press.

### Government Reports and Documents

Ministry of Finance, Government of India. (n.d.). *Economic survey of India* (latest edition).

Ministry of Finance, Government of India. (n.d.). *Union budget documents* (latest edition).

Ministry of Finance, Government of India. (n.d.). *Reports of the Finance Commission of India* (latest edition).

Comptroller and Auditor General of India. (n.d.). *Reports on various public expenditure and revenue matters* (latest edition).

Kerala State Planning Board. (n.d.). *Economic review* (latest edition).

### Online Resources

Reserve Bank of India. (n.d.). *RBI Database on Indian Economy*. Retrieved from <https://dbie.rbi.org.in/DBIE/dbie.rbi?site=home>


Government of India. (n.d.). *Open Government Data (OGD) Platform India*. Retrieved from <https://data.gov.in/>

PRS Legislative Research. (n.d.). *PRS Legislative Research*. Retrieved from <https://www.prsindia.org/>

Centre for Budget and Governance Accountability. (n.d.). *Centre for Budget and Governance Accountability*. Retrieved from <https://www.cbgaindia.org/>

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

Public Economics is a crucial subject for students aspiring to work in government, public policy, or development sectors. The course provides a strong foundation in understanding the role of government in the economy and the principles of public finance. This knowledge is essential for careers in government agencies, think tanks, non-governmental organizations, and international development organizations. The course also develops analytical and critical thinking skills, which are valuable in any professional setting. Moreover, the focus on the Indian context, including the case study on Kerala's debt issues, makes the course particularly relevant for students seeking to contribute to the country's economic development and address regional challenges.

	<p style="text-align: center;"><b>MAHATMA GANDHI UNIVERSITY</b></p> <p style="text-align: center;"><b>Graduate School</b></p> <p><b>4 + 1 Integrated UG and PG Programme</b></p>
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School	School of Gandhian Thought and Development Studies		
Programme	4+1 Integrated UG and PG Programme		
Course Title	Religion and Visual Culture		
Course Type	MDC		
Course Level	100-199		
Course Code	MG1MDCUGT101		
Course Overview	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.		
Semester	1	Credit	1
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	45		
Pre-requisite	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 believes.	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)

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

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School	School of Gandhian Thought and Development Studies		
Programme	4+1 Integrated UG and PG Programme		
Course Title	Education in India		
Course Type	MDC		
Course Level	100-199		
Course Code	MG1MDCUGT102		
Course Overview	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		
Semester	1	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	45		
Pre-requisite	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>	<b>Classroom activities:</b> <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> <b>Field activities: Nil</b> <b>Lab based activities: Nil</b>
<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.

Relevance of Learning the Course/ Employability of the Course
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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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School	SCHOOL OF GANDHIAN THOUGHT AND DEVELOPMENT STUDIES		
Programme	GANDHIAN STUDIES		
Course Title	GANDHI AND ENVIRONMENT		
Course Type	MDC		
Course Level	100-199		
Course Code	MG1MDCUGT108		
Course Overview	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.		
Semester	2	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	45		
Pre-requisite	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 1Introduction 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 2Theories 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 3Criticisms 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>	<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 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> <b>Field activities:</b> Nil	
<b>Mode of Assessment</b>	An <b>Assignment</b> on the Environmental 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

### 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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School	School of Gandhian Thought & Development Studies		
Programme	Gandhian Studies		
Course Title	Introduction to Yoga & Natural Living		
Course Type	MDC		
Course Level	100-199		
Course Code	MG1MDCUGT109		
Course Overview	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 & Naural Living is an academic platform for the students that provide flexibility to choose their future learning programmes.		
Semester	1	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	45		
Pre-requisite	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 Kuvalayananda 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.
7. George Feuerstein (2002). *The Yoga Tradition, its History, Literature, Philosophy and practice*; First Indian Edition published by Motilal Banarasisdass Publishers, New Delhi with Hohm Press, U.S.A.

8. Pearce Ecelyn C. Anatomy and Physiology for Nurses, Oxford University press, Kolkatta, 1978.
9. Saladin – Anatomy & Physiology : The Unit Form and Function, Published by
10. McGraw –Hill New Yord, 3 Ed, 2004
11. Gerard J. Tortora “Principles of Anatomy & physiology, Published by John Wiley & Sons, Inc, New York, 9<sup>th</sup> Ed, 2000
12. Swami Mukhtibodhananda , *Hatha Yoga Pradeepika*, Bihar School of Yoga,Munger,Bihar 1998
13. Shilpa Datar and C.G. Venkatesha Murthy, 2019, Mysore Triguna Scale, Journal of Psychosocial Research , Vol. 14, No. 2, , 311-31
14. Hall,S. Calvin & Garner Lindzey (2007). Theories of Personality(4thEdn.), John Wiley & sons: US 137 (H)
15. Feist, J. &Feist, G.J. (2006). Theories of personality, (6thed.). New Delhi: McGraw Hill
16. Practical Yoga Psychology by Dr. Rishi Vivekananda, Yoga Publication Trust, Munger , first edition 2005.
17. Diane E. Papalia (2004), Human Developemnt, 9th Edn, Tata NcGraw-Hill Publishing Company, New York

Relevance of Learning the Course/ Employability of the Course	
❖	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

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School	School of Gandhian Thought and Development Studies		
Programme	4+1 Integrated UG and PG Programme		
Course Title	Introduction to Development Studies		
Course Type	Foundation (Major)		
Course Level	100-199		
Course Code	MG2DSCUDS101		
Course Overview	“Introduction to Development Studies" provides a comprehensive foundation in development concepts, theories, and practices. It explores economic, social, political, and demographic aspects of development, emphasizing real-world analysis using the World Development Indicators (WDI) database and development issues in India.		
Semester	2	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/ fieldwork	
	45	15	
Pre-requisite	Basic observational capacity on day-to-day issues happening at home and societal levels.		



**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains	PSO No
CO1	Remember key concepts and historical perspectives in development studies.	Remembering	
CO2	Understand the interrelationships between economic, social, political, and demographic aspects of development.	Understanding	
CO3	Apply knowledge to real-world development issues using the WDI database.	Applying	
CO4	Analyse development theories, strategies, and policies.	Analysing	
CO5	Evaluate development issues in India related to discriminatory measures.	Evaluating	
CO6	Create solutions to complex development challenges using critical thinking and problem-solving skills.	Creating	

**COURSE CONTENT**

Modules	Hours	CO No
<b>Module 1: Foundations of Development Studies</b>  1.1 Introduction to Development Studies - Definition and scope of development studies - Importance of development studies in contemporary world  1.2 Key Concepts and Definitions - Development, underdevelopment, and developing countries - Growth, progress, and well-being - Poverty, inequality, and equity  1.3 Historical Perspectives and Theories of Development - Colonialism and post-colonial development - Modernization theory, dependency theory, and neoliberalism - Human development and capabilities approach  1.4 Sustainable Development Goals (SDGs) - Background, evolution, and the 17 SDGs - Challenges in achieving SDGs	15	CO1 CO2
<b>Module 2: Economic and Social Development</b>  2.1 Economic Growth and Development - Concepts, factors, and strategies for economic development - Poverty, inequality, and poverty reduction strategies	20	CO2 CO5

<p>2.2 Globalization, Trade, and Development Financing</p> <ul style="list-style-type: none"> <li>- Impact of globalization and international trade on development</li> <li>- Development financing, foreign aid, and their effectiveness</li> </ul> <p>2.3 Human Development and Social Progress</p> <ul style="list-style-type: none"> <li>- Human Development Index (HDI) and its components</li> <li>- Education, health, and gender in development context</li> <li>- Social policies and programs for development</li> </ul> <p>2.4 Development Issues in India related to Discriminatory Measures</p> <ul style="list-style-type: none"> <li>- Caste and class-based discrimination and its impact on development</li> <li>- Gender discrimination and women's empowerment</li> <li>- Regional disparities and inclusive development strategies</li> </ul>		
<p><b>Module 3: Political and Demographic Aspects of Development</b></p> <p>3.1 Governance and Democracy</p> <ul style="list-style-type: none"> <li>- Concepts of governance and its role in development</li> <li>- Democracy, democratic transitions, and institutional reforms</li> </ul> <p>3.2 Demographic Changes and Development</p> <ul style="list-style-type: none"> <li>- Population growth, structure, and distribution</li> <li>- Demographic transition and its implications for development</li> <li>- Population policies and their impact on development</li> </ul> <p>3.3 Role of Institutions in Development</p> <ul style="list-style-type: none"> <li>- Importance and types of institutions</li> <li>- Institutional reforms for development</li> </ul>	15	CO2 CO4
<p><b>Module 4: Real-World Analysis of Development using WDI</b></p> <p>4.1 Introduction to World Development Indicators (WDI)</p> <ul style="list-style-type: none"> <li>- Overview of WDI database and its structure</li> <li>- Accessing and navigating the WDI database</li> </ul> <p>4.2 Analyzing Development Trends and Patterns</p> <ul style="list-style-type: none"> <li>- Selecting and interpreting development indicators</li> <li>- Comparing development performance across countries and regions</li> <li>- Identifying trends and patterns in development data</li> </ul> <p>4.3 Case Studies using WDI Data</p> <ul style="list-style-type: none"> <li>- In-depth analysis of specific development issues using WDI data</li> <li>- Presentation and discussion of findings</li> </ul> <p>4.4 Limitations and Challenges of using WDI Data</p> <ul style="list-style-type: none"> <li>- Data availability, reliability, and comparability issues</li> <li>- Contextual factors and limitations of quantitative data</li> </ul>	10	CO3 CO6

<b>MODE OF TRANSACTION</b>	Lectures, discussions, case studies, practical exercises using the WDI database, guest lectures, and field visits.
<b>MODE OF ASSESSMENT</b>	Continuous assessment with formative (quizzes, assignments, discussions) and summative (mid-term exam, final exam, project work) components.

## LEARNING RESOURCES

### Textbooks

Banerjee, A. V., & Duflo, E. (2011). *Poor economics: A radical rethinking of the way to fight global poverty*. Public Affairs.

Dev, S. M., & Babu, P. G. (Eds.). (2015). *Development in India: Micro and macro perspectives*. Springer.

Drèze, J., & Sen, A. (2013). *An uncertain glory: India and its contradictions*. Princeton University Press.

Gaurav, D., & Ashwani, M. (2018). *Indian economy*. S. Chand Publishing.

Kapila, U. (2005). *Indian economy: Issues in development & planning and sectoral aspects*. Academic Foundation.

Nagaraj, R. (Ed.). (2012). *Growth, inequality and social development in India: Is inclusive growth possible?* Palgrave Macmillan.

Robinson, J. A., & Acemoglu, D. (2011). *Why nations fail: The origins of power, prosperity and poverty*. Harvard University.

Todaro, M. P., & Smith, S. C. (2020). *Economic development* (13th ed.). Pearson.

Willis, K. (2011). *Theories and practices of development* (2nd ed.). Routledge.

### Journal Articles and Books

Klugman, J., Rodríguez, F., & Choi, H. J. (2011). The HDI 2010: New controversies, old critiques. *The Journal of Economic Inequality*, 9, 249-288.

Sachs, J. D. (2006). *The end of poverty: Economic possibilities for our time*. Penguin.

Sachs, J. D. (2012). From millennium development goals to sustainable development goals. *The Lancet*, 379(9832), 2206-2211.

Sen, A. (1999). *Development as freedom*. Oxford University Press.

### Reports and Online Resources

United Nations Development Programme (UNDP). (Annual). *Human development reports*. Available at: <http://hdr.undp.org/>

United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. Available at:

<https://sustainabledevelopment.un.org/post2015/transformingourworld>

World Bank. (Annual). *World development indicators database*. Available at: <https://data.worldbank.org/indicator>


### Multimedia Resources

Gapminder. (Online). *Gapminder tools*. Available at: <https://www.gapminder.org/tools/>

Miller, M. M. (Director). (2014). *Poverty, Inc.* [Documentary film].

Diaz, P. (Director). (2008). *The end of poverty?* [Documentary film].

RELEVANCE OF LEARNING THE COURSE/ EMPLOYABILITY OF THE COURSE
"Introduction to Development Studies" is highly relevant for careers in international development organizations, government agencies, NGOs, and social enterprises. It develops critical thinking, problem-solving, and analytical skills valued by employers across sectors. The focus on real-world analysis and development issues in India enhances employability in the development sector.

	<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	Gandhian Economics		
Course Type	Minor		
Course Level	100-199		
Course Code	MG2DSCUGT121		
Course Overview	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.		
Semester	2	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60 Hours		
Pre-requisite			

#### COURSE OUTCOMES (CO)

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

1	explain the major pre-Gandhian economic thought in India	Understand	
2	appraise post Gandhian development in non-violent economics	Evaluate	
3	compare Gandhian economics with mainstream/conventional economics	Evaluate	
4	analyse to what extent development /economics alternatives align with the principles of Gandhian economics	Analyse	

#### COURSE CONTENT

<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:</b> Nil <b>Lab based activities:</b> Nil
<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, Ahmedabad, Navajeevan Publishing House

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

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

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

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

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

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

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


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

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

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

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



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School	School of Gandhian Thought and Development Studies		
Programme	4+1 Integrated UG and PG Programme		
Course Title	Technology Governance		
Course Type	Development Studies (Minor)		
Course Level	100-199		
Course Code	MG2DSCUGT141		
Course Overview	<p>In today's rapidly evolving technological landscape, the governance of technology has become a critical issue with far-reaching implications for society, economy, and politics. As emerging technologies such as artificial intelligence, blockchain, and biotechnology continue to reshape our world, it is crucial for students to understand the principles, practices, and challenges of technology governance. This foundational course introduces students to this important field, covering the theoretical foundations, legal and regulatory frameworks, and practical applications of technology governance, with a special focus on the Indian context and international dimensions.</p> <p>The course assumes greater significance in the context of the emerging technological paradigm, characterized by the convergence of multiple technologies and the increasing impact of technology on all aspects of human life. The course equips students with the knowledge, skills, and perspectives needed to navigate this complex and dynamic landscape, and to contribute to the responsible development and use of technology in their future careers. Students will learn through a combination of lectures, case studies, guest talks, and hands-on projects, gaining exposure to real-world technology governance issues and practices. The course is designed for students from multidisciplinary backgrounds, including science and social science, reflecting the interdisciplinary nature of technology governance.</p>		
Semester	2	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/ fieldwork	
	50	10	
Pre-requisite	<p>To effectively engage with the content in this Technology Governance course, students should have a basic curiosity and interest in understanding the implications of emerging technologies on society, economy, and politics. The course is designed to be accessible to students from diverse backgrounds, particularly those in science and social sciences.</p> <p>Familiarity with using smartphones, mobile apps, and the internet in daily life is helpful, but not essential!</p>		

**COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains	PSO No
CO1	Recall the key concepts, theories, and frameworks related to technology governance.	Remembering	
CO2	Explain the importance of technology governance in the digital age and its implications for society, economy, and politics.	Understanding	
CO3	Apply the learned concepts and frameworks to analyse real-world technology governance issues and case studies.	Applying	
CO4	Break down complex technology governance challenges and identify the key stakeholders, interests, and trade-offs involved.	Analysing	
CO5	Analyse the key features, challenges, regulatory frameworks, policies, and the role of MNCs in India's technology landscape and governance, and evaluate the effectiveness of these practices through case studies.	Analysing	
CO6	Analyse the implications of cross-border technology trade and transfer, examine the role of global technology governance institutions and frameworks, and evaluate international technology governance practices through case studies.	Analysing and Evaluating	
CO7	Evaluate the success and failure of technology governance practices through case studies, assess the governance implications of emerging technologies, and propose future trends and scenarios in technology governance.	Evaluating and Creating	

**COURSE CONTENT**

Module and Content	Hours	CO No.
<b>Module 1: Introduction to Technology Governance</b>  1.1 Definition and scope of technology governance 1.2 Importance of technology governance in the digital age 1.3 Key stakeholders in technology governance 1.4 Historical overview of technology governance	8	CO1
<b>Module 2: Theoretical Foundations of Technology Governance</b>  2.1 Political science theories relevant to technology governance 2.2 Economic theories and their application in technology governance 2.3 Sociological perspectives on technology and society 2.4 Ethical considerations in technology governance	12	CO2
<b>Module 3: Legal and Regulatory Frameworks</b>  3.1 National and international laws governing technology 3.2 Regulatory bodies and their roles 3.3 Intellectual property rights and technology governance 3.4 Privacy, security, and data protection regulations	12	CO3 CO4
<b>Module 4: Technology Governance in India</b>  4.1 Overview of India's technology landscape 4.2 Key technology governance challenges in India	12	CO5

4.3 Regulatory frameworks and policies for technology in India 4.4 Science, Technology, and Innovation (STI) policies in India 4.5 Role of MNCs in India's technology sector 4.6 Case studies of technology governance in Indian context		
<b>Module 5: International Dimensions of Technology Governance</b>  5.1 Cross-border trade in technology and its implications 5.2 International technology transfer and its governance 5.3 Global technology governance institutions and frameworks 5.4 Case studies of international technology governance issues	8	CO6
<b>Module 6: Technology Governance in Practice</b>  6.1 Case studies of successful technology governance 6.2 Challenges and failures in technology governance 6.3 Emerging technologies and their governance implications 6.4 Future trends and scenarios in technology governance	8	CO7

<b>MODE OF TRANSACTION</b>	The course will be taught through a combination of lectures, class discussions, case studies, guest lectures, and hands-on projects. Students will have opportunities to engage in interactive learning activities and collaborate with their peers.
<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, and class participation.

## LEARNING RESOURCES

### Journal Articles and other Reading Materials

1. Abrol, D. (2013). New Science, Technology and Innovation Policy: A Critical Assessment. *Economic and Political Weekly*, 48(9), 10–13.
2. Abrol, D. (2013). Where Is India's Innovation Policy Headed? *Social Scientist*, 41(3/4), 65–80.
3. Edgerton, D. (2010). Innovation, Technology, or History: What Is the Historiography of Technology About. *Technology and Culture*, 51(3), 680–697.
4. Relia, S., Mitra, A., & Ramasami, T. (2014). Science and Technology Perspectives for India's Foreign Policy. *Indian Foreign Affairs Journal*, 9(2), 158–172.
5. Böhme, R., Christin, N., Edelman, B., & Moore, T. (2015). Bitcoin: Economics, Technology, and Governance. *The Journal of Economic Perspectives*, 29(2), 213–238.

6. Brannen, S. J., Haig, C. S., Schmidt, K., & Hicks, K. H. (2020). Importance of Emerging Technologies Governance. In S. J. Brannen, C. S. Haig, K. Schmidt, & K. H. Hicks (Eds.), *Twin Pillars: Upholding National Security and National Innovation in Emerging Technologies Governance* (pp. 1–5). Center for Strategic and International Studies (CSIS).
7. Brownsword, R., Scotford, E., & Yeung, K. (Eds.). (2017). *The Oxford Handbook of Law, Regulation and Technology*. Oxford University Press.
8. Catalini, C. (2018). Blockchain Technology and Cryptocurrencies: Implications for the Digital Economy, Cybersecurity, and Government. *Georgetown Journal of International Affairs*, 19, 36–42.
9. Fox, N., Ward, K., & O'Rourke, A. (2006). A Sociology of Technology Governance for the Information Age: The Case of Pharmaceuticals, Consumer Advertising and the Internet.
10. Barthwal, C. P. (2003). E-GOVERNANCE FOR GOOD GOVERNANCE. *The Indian Journal of Political Science*, 64(3/4), 285–308.
11. Gallagher, N. W., Rand, L., Entriakin, D., & Aoki, N. (2023). Nuclear technology governance during the Cold War. In N. W. Gallagher, L. Rand, D. Entriakin, & N. Aoki (Eds.), *The Desirability and Feasibility of Strategic Trade Controls on Emerging Technologies* (pp. 20–24). Center for International & Security Studies, University of Maryland.
12. Watson, V. B. (2020). THE FOURTH INDUSTRIAL REVOLUTION AND ITS DISCONTENTS: GOVERNANCE, BIG TECH, AND THE DIGITIZATION OF GEOPOLITICS. In A. L. Vuving (Ed.), *Hindsight, Insight, Foresight: Thinking About Security in the Indo-Pacific* (pp. 37–48). Daniel K. Inouye Asia-Pacific Center for Security Studies.
13. Eaton, J., & Kortum, S. (2002). Technology, Geography, and Trade. *Econometrica*, 70(5), 1741–1779.
14. Morrison Paul, C. J., & Siegel, D. S. (2001). The Impacts of Technology, Trade and Outsourcing on Employment and Labor Composition. *The Scandinavian Journal of Economics*, 103(2), 241–264.
15. Cowan, S., & Sinclair, P. (1999). Trade, Technology, and Growth: An Introduction. *Oxford Economic Papers*, 51(1), 1–3.
16. Engelke, P. (2020). AI, Society, and Governance: An Introduction. *Atlantic Council*.
17. Marchant, G. E., & Wallach, W. (2015). Coordinating Technology Governance. *Issues in Science and Technology*, 31(4), 43–50.
18. Marchant, G. E., & Wallach, W. (2020). Governing the governance of emerging technologies. In L. A. Börzel & T. Risse (Eds.), *Emerging Technologies* (pp. 487–503). Routledge.
19. Margetts, H. (2022). Rethinking AI for Good Governance. *Daedalus*, 151(2), 360–371.
20. Prathap, G. (2014). The myth of frugal innovation in India. *Current Science*, 106(3), 374–377.
21. Runde, D. F., Rice, C., & Yayboke, E. (2017). Enabling More Innovation through the Policy Environment. In D. F. Runde, C. Rice, & E. Yayboke (Eds.), *Innovation-Led Economic Growth: Transforming Tomorrow's Developing Economies through Technology and Innovation* (pp. 14–21). Center for Strategic and International Studies (CSIS).
22. Sheehan, M. (2023). How China Sets AI Governance Policy. In M. Sheehan (Ed.), *China's AI Regulations and How They Get Made* (pp. 19–24). Carnegie Endowment for International Peace.
23. Witzel, M., & Bhargava, N. (2023). The World of AI Governance. In M. Witzel & N. Bhargava (Eds.), *AI-Related Risk: The Merits of an ESG-Based Approach to Oversight* (pp. 5–8). Centre for International Governance Innovation.
24. Sumanjeet. (2006). E-GOVERNANCE: AN OVERVIEW IN THE INDIAN CONTEXT. *The Indian Journal of Political Science*, 67(4), 857–866.
25. Taylor, M. S. (1993). TRIPS, Trade, and Technology Transfer. *The Canadian Journal of Economics / Revue Canadienne d'Economique*, 26(3), 625–637.

## Reports and Policy Documents

1. Government of India. (2020). *Science, Technology, and Innovation Policy 2020*.
2. Organisation for Economic Co-operation and Development (OECD). (2019). *Responsible Governance of Science and Technology Policy*. Retrieved from [https://www.oecd-ilibrary.org/science-and-technology/governance-of-science-and-technology-policies\\_2b3bc558-en](https://www.oecd-ilibrary.org/science-and-technology/governance-of-science-and-technology-policies_2b3bc558-en)


## Online Resources

1. IEEE Society on Social Implications of Technology (SSIT). (n.d.). Retrieved June 9, 2024, from <https://technologyandsociety.org/>
2. World Economic Forum. (2021). *Global Technology Governance Summit 2021*. Retrieved from <https://www.weforum.org/events/global-technology-governance-summit-2021>

#### Multimedia Resources

1. Amer, K. (Director), & Noujaim, J. (Director). (2019). *The Great Hack* [Documentary film]. Netflix.
2. TED Conferences LLC. (n.d.). *TED Talks on technology governance*. Retrieved from <https://www.ted.com/>

RELEVANCE OF LEARNING THE COURSE/ EMPLOYABILITY OF THE COURSE
<p>This course on Technology Governance is highly relevant in today's rapidly evolving technological landscape. It equips students with the knowledge, skills, and perspectives needed to navigate the complex interplay between technology, society, and governance. The course prepares students for careers in various sectors, including technology policy, innovation management, regulatory affairs, and social impact organizations, where an understanding of technology governance is increasingly valuable. The interdisciplinary nature of the course also enhances students' employability by fostering critical thinking, problem-solving, and communication skills that are highly sought-after in the job market.</p>

	<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	Gandhian Studies		
Course Title	Central Philosophy of Mahatma Gandhi		
Course Type	MDC		
Course Level	100-199		
Course Code	MG2MDCUGT102		
Course Overview	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.		
Semester	2	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	45		
Pre-requisite	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 Satyagraha
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.

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.



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

School	School of Gandhian Thought and Development Studies		
Programme	4+1 Integrated UG and PG Programme		
Course Title	<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.
<b>Module 1: Introduction to the Metaverse</b> <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

<b>Module 2: Virtual Economies in the Metaverse</b> <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
<b>Module 3: Social Dynamics in Virtual Environments</b> <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
<b>Module 4: Challenges and Governance in Virtual Spaces</b> <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

<b>Module 5: Future Implications and Strategies</b> <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>	5 hours	CO5 CO7
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<b>MODE OF TRANSACTION</b>	<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>
<b>MODE OF ASSESSMENT</b>	<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. Bialy, 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.

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School	School of Gandhian Thought and Development Studies		
Programme	4+1 Integrated U.G. and P.G. Programme		
Course Title	Introduction to Continental Philosophy: Key Concepts		
Course Type	MDC		
Course Level	100-199		
Course Code	MG2MDCUGT105		
Course Overview	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.		
Semester	1	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	45		
Pre-requisite	Language Skills, Curiosity, and a Positive Attitude		

#### COURSE OUTCOMES (C.O.)

C.O. No.	Expected Course Outcome	Learning Domains	PSO No.
	<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

Module 1 – The Source of Knowledge	Hours	CO No
<ol style="list-style-type: none"> <li>1. Sense experience</li> <li>2. Reason</li> <li>3. Authority</li> <li>4. Intuition</li> <li>5. Revelation</li> <li>6. Faith</li> <li>7. Language</li> </ol>	10	CO1
Module 2 – What is Knowledge?	Hours	
<ol style="list-style-type: none"> <li>1. Realism vs Idealism: Ontology</li> <li>2. Rationalism vs Empiricism: Epistemology</li> <li>3. Kantian Transcendental Analysis: Methodology</li> <li>4. Nietzsche and Historical Analysis: Genealogy</li> <li>5. Postmodern Knowledge: Encountering Finitude</li> </ol>	10	CO2
Module 3 – Concepts/Ideas: Nuanced Differences	Hours	
<ol style="list-style-type: none"> <li>1. Plato's Theory of Ideas</li> <li>2. Descartes's Theory of Ideas</li> <li>3. Locke's Theory of Ideas</li> <li>4. Hume's Theory of Ideas</li> <li>5. Kant's Concept of Ideas</li> <li>6. Hegelian Concept of Ideas</li> <li>7. Deleuze's Concept of Ideas</li> </ol>	15	CO3
Module 4 – Truth		
<ol style="list-style-type: none"> <li>1. Existentialist Perspective</li> <li>2. Hermeneutics Perspective</li> <li>3. Ontological Perspectives</li> <li>4. Postmodern Perspective</li> </ol>	10	CO4

<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

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

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.

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School	SCHOOL OF GANDHIAN THOUGHT AND DEVELOPMENT STUDIES		
Programme	GANDHIAN STUDIES		
Course Title	GANDHI IN FILMS		
Course Type	MDC		
Course Level	200-299		
Course Code	MG3MDCUGT201		
Course Overview	<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>		
Semester	1	Credit	3
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	45		
Pre-requisite	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

Mode of Transaction	Classroom activities:
	<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>

	<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>

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<b>School of Gandhian Thought and Development Studies</b>  <b>Major : Economics with specialization in Development Studies</b>  <b>SEMESTER III</b>	

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	<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>Microeconomics Applied to Development Studies</b>
<b>Course Type</b>	<b>Major</b>
<b>Course Level</b>	<b>200-299</b>
<b>Course Code</b>	<b>MG3DSCUDS201</b>
<b>Course Overview</b>	<p>This course provides a comprehensive introduction to microeconomics, focusing on how individuals and firms make economic decisions. Students will learn the basics of microeconomic theory, including supply and demand, pricing, and cost structures. The course covers: How firms optimize production, pricing, and costs to maximize profits.</p>



	The impact of different market structures on firm behaviour and pricing. Key principles of welfare economics and the role of government policies. Market inefficiencies, adverse selection, and the importance of addressing information imbalances.		
Semester	3	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work// fieldwork	
	60		
Pre-requisite			

#### **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 basics of micro economics	Understand	
2	appraise how firms make decisions about production and pricing and costs to optimize resource allocation and maximize profits	Evaluate	
3	analyse how different market structures impact firm behaviour, pricing, and overall market outcomes	Analyse	
4	understand the core principles and goals of welfare economics	Understand	
5	understand market inefficiencies, adverse selection, and the need for mechanisms to mitigate information imbalances.	Evaluate	

## COURSE CONTENT

<b>Module 1: Introduction to Micro Economic Theory</b>	<b>Hours</b>	<b>CO No</b>
<ul style="list-style-type: none"> <li>The Economic Problem: Scarcity and Choice; scope of Economic theory and Basic Economic Problems; Methods of Economics Analysis; Static and Dynamic Analysis- Micro and Macro differences.</li> </ul>	<b>10</b>	
<b>Module 2: Theory of Production and Costs</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>Production function; Linear Programming in production production technology- Homogeneous and homothetic production functions; returns to scale, Euler's theorem, Cobb-Douglas, CES, Translog Leontief's Production Functions</li> <li>Cost functions- short run and long run; Profit maximization. Baumol's sales revenue maximization model; Williamson's model of managerial discretion. Marris model of managerial enterprise, Bains limit pricing theory.</li> </ul>	<b>15</b>	
<b>Module 3: Competition and Market Structures</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>Markets under perfect competition; market equilibrium; Stability of equilibrium; Dynamic adjustments; Monopoly; Monopsony; Discriminating Monopoly, Monopolistic Competition; Duopoly and Oligopoly- Cournot, Stackalberg, Kinked Demand Curve</li> </ul>	<b>15</b>	
<b>Module 4: Welfare Economics and Economics of Information</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>Welfare Economics; Fundamental Theorems, Social Welfare Function Efficiency Criteria: Pareto-Optimality, Externalities and Public Goods; Social Choice; Economic justice</li> <li>Asymmetric Information: Adverse Selection and Moral Hazard</li> </ul>	<b>20</b>	

<b>Mode of Transaction</b>	<b>Classroom activities:</b> <ol style="list-style-type: none"> <li>Lecture-Discussion Session</li> <li>Focused Reading and Reflection</li> <li>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><b>Assignment</b></li> <li><b>Book Review</b></li> </ol>

	<b>3. Seminar Presentation</b>
	<b>4. Internal Test</b>


## Learning Resources

1. Koutsoyiannis A. (1979), Microeconomic Theory (2nd edition), Macmillan, London.
2. Pindyck and Rubinfeld (2006) Microeconomics, Prentice Hall of India Ltd, New Delhi.
3. Gravelle H and R. Rees (2004), Microeconomic s, Pearson London .
4. Varian, Hal R. (1992) Microeconomic Analysis, W.W Norton & Company, New York.
5. Geoffrey A. Jehle and Philip J. Reny, (2011) Advanced Microeconomic Theory 3rd Edition, Prentice Hall.
6. David M. Kreps, (1990) A Course in Microeconomic Theory, Princeton University Press.
7. Baumol, W.J. (1982), Economic Theory and Operations Analysis, Prentice Hall of India, New Delhi. 2. Hirshleifer, J and A. Glazer (1997), Price Theory and Applications, Prentice Hall of India, New Delhi.
8. Baumol, W.J. (1982), Economic Theory and Operations Analysis, Prentice Hall of India, New Delhi.
9. Green, H.A.G. (1971), Consumer Theory, Penguin, Harmondsworth.
10. Henderson, J.M. and R.E. Quandt (1980), Microeconomic Theory: A Mathematical Approach, McGraw Hill, New Delhi.
11. Da Costa, G.C. (1980), Production, Prices and Distribution, Tata McGraw Hill, New Delhi.
12. Healthfields and Wibe (1987), An Introduction to Cost and Production Functions, Macmillan, London.
13. Hirshleifer, J and A. Glazer (1997), Price Theory and Applications, Prentice Hall of India, New Delhi.

14. Archibald, G.C. (Ed.) (1971), Theory of the Firm, Penguin, Harmondsworth.

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

This course in Microeconomic Theory is essential for understanding decision-making by individuals and firms in scarce resource environments. It covers key economic problems, production and cost theories, market structures, and welfare economics. By analyzing competition, pricing, and information asymmetry, students gain critical insights into real-world economic and business strategies. These concepts are vital for careers in economics, business, and policy-making.

	<p align="center"><b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b></p>
	<p align="center"><b>4 + 1 Integrated UG and PG Programme</b></p>

<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>Development Economics</b>
<b>Course Type</b>	<b>Major</b>
<b>Course Level</b>	<b>200-299</b>
<b>Course Code</b>	<b>MG3DSCUDS202</b>

<b>Course Overview</b>	This course on Development Economics examines economic growth, structural change, poverty, and human capital formation. It covers classical and modern growth models, dual economy theories, and sustainable development. By integrating traditional and alternative approaches, students gain analytical tools to assess economic progress and policy strategies.		
<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>			

### 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	define and explain core concepts of development economics, including growth, poverty, and structural change.	Understand	
2	Evaluate classical and modern growth theories, including those of Marx, Rostow, and Solow.	Analyse	
3	Analyse policies for economic development, sustainability, and poverty alleviation.	Evaluate	

4	Understand the relationship between economic growth, environmental sustainability, and social well-being.	Evaluate	
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## COURSE CONTENT

<b>Module1: Introduction to Development Economics</b>	<b>Hours</b>	<b>CO No</b>
<ul style="list-style-type: none"> <li>Definition, nature and importance of Development Economics -Values in Development Economics – Concepts and Approaches- Theoretical framework for Economic development - Hollis Chenery's patterns of structural change- Economic growth and income distribution-Simon Kuznets Hypothesis- Structural features of under development.</li> </ul>	<b>10</b>	
<b>Module 2: Economic Development: Meaning and measurement</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>Growth and development- Development as capability expansion- Poverty and Deprivation- Vicious circle of poverty- Measures for Economic Development- Capital and Human capital formation- Entrepreneurship, the motive force in Economic Development- Agriculture and industrial development- Demographic economics: Population growth and economic development</li> <li>Measurement of Economic Development - National Income approach- Social Indicators- Human Development Index (HDI)- Physical Quality of life Index (PQLI)- Human Poverty Index- Multidimensional Poverty Index and Gross Happiness Index.</li> </ul>	<b>15</b>	
<b>Module 3: Linear Stages of Growth, Dual Economy Models and Growth Models</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>Karl Marx and W.W.Rostow's stage theories of growth - Arthur Lewis model- Rural Urban migration (Harris and Todaro)- Labour turnover model, Wage productivity model - Ragner Nurkse theory.</li> <li>Classical thinkers: Adam Smith, Ricardo, and J.S.Mill- Balanced Growth- Harod-Domar and Low level equilibrium trap- Neoclassical growth Theories - Solow-Swan model and Growth accounting</li> </ul>	<b>20</b>	

<b>Module 4: Alternative Economics and Sustainable Development</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>Sustainable development: meaning and objectives- ecology, economics and ethics: missing links, concept of eco-system- Causes and problems of environmental degradation- Sustainable agriculture and organic farming - measurement of sustainable development- Policies for sustainable development- Management of common resources: River basins, banks and watersheds - People centered development.</li> <li>Post-development- New development economics- Knowledge economy- Green economics and Natural capital- Solidarity economics and Economy - The limits to growth- Deindustrialisation- De growth- Global Peace Index: Economic benefits of non-violence</li> </ul>	<b>15</b>	

<b>Mode of Transaction</b>	<b>Classroom activities:</b> 4. Lecture-Discussion Session 5. Focused Reading and Reflection 6. 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**

1.Amin, Ash(ed.)(2009), The social economy; International perspectives of economic solidarity, London Zed books

2.Arndt,H.W (2015), Economic development, the History of an idea, Chicago, University of Chicago Press


3. Bhagavathy, Jagdish; (1966), The Economics of underdeveloped countries, World university library
4. Basu, K (1997), Analytical Development economics, London, MIT Press
5. Chakravarty, Sukhamoy; (1997), Writings on development, New Delhi, Oxford University Press
6. Cherian, George (1999), Equations for life; issues on sustainable development, Bangalore, Book for change
7. Daly, Herman E. and Joshua Farley (2004), Ecological Economics: Principles and Applications, London, Island Press
8. D'Alisa, Giacomo, Federico Demaria and Giorgos Kallis. (ed.) (2014), Degrowth: A vocabulary for a new era, London, Routledge
9. Galbraith, J.K. (1962), Economic development in perspective, Cambridge, Harvard University Press
10. Geirgescu-Roegen; (1971) The entropy law and the economic process, Cambridge, Harvard University press
11. George, Susan; (1986) How the other half dies; The real reasons for world hunger, Harmondsworth, Penguin
12. Hahnel, Robin (2010) Green Economics: Confronting the Ecological Crisis, London, M.E. Sharpe
13. Hawken, Paul, Amory Lovins and Hunter Lovins (1999), Natural Capitalism: Creating the Next Industrial Revolution, Boston, Little Brown & Company
14. Hayami, Y (2005), Development economics: From the Poverty to the wealth of nations, Oxford, Oxford University press
15. Kennet, Mariam (2012), Handbook of Green Economics: A Practitioner's Guide, U.K., The Green economic Institute
16. Kuznets, S. (1961), Six lectures on economic growth, Free Press
17. Lal, Deepak; (1983), The Poverty of development economics, London, Institute of economic affairs
18. Nolan, Brian and Christopher T. Whelan (1996); Resource Deprivation and Poverty, Oxford, Clarendon Press
19. Nurkse, R. (1966), Problems of capital formation in underdeveloped countries, Oxford, Oxford University Press



20. Parr, Sakiko Fukuda and A.K. Sivakumar (ed.); Readings in Human development, New Delhi, Oxford University Press
21. Ramakrishnan, P.S.; (2001), Ecology and sustainable development; working with knowledge systems, New Delhi, National Press trust.
22. Ray, Debraj (1998), Development economics, Princeton University Press
23. Stern, Nicholas; The economics of development, A survey The Economic Journal, Vol. 99, No. 397 (Sep., 1989), pp. 597-685 Wiley on behalf of the Royal Economic Society
24. Todaro, P. Michael and Stephen C. Smith (2011) Economic development, Pearson education Pvt. Ltd.
25. Ziai, Aram (ed.) (2013) Exploring post-development theory and practice, problems and perspectives, Routledge

<b>Relevance of Learning the Course/ Employability of the Course</b>
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<p>This course in Development Economics equips students with the tools to analyse economic growth, poverty, and sustainability. It explores key theories, policies, and development indicators, preparing students for careers in economics, policy-making, and international development.</p>
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	<b>MAHATMA GANDHI UNIVERSITY</b> <b>Graduate School</b>
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School	School of Gandhian Thought and Development Studies
Programme	4+1 Integrated UG and PG Programme

Course Title	Economic Development and Social Change		
Course Type	Development Studies (Major)		
Course Level	200-299		
Course Code	MG3DSCUDS203		
Course Overview	Overview This course explores the dynamic relationship between economic development and social change, examining how economic growth influences societal structures, norms, and behaviours, and vice versa. It combines theoretical frameworks with real-world case studies to provide a comprehensive understanding of the topic.		
Semester	III	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/ fieldwork	
	50	10	
Pre-requisite	None		

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

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No</b>
CO1	Understand the theoretical frameworks linking economic development and social change.	Knowledge	
CO2	Analyse the impact of economic growth on urbanization, education, and technology.	Analysis	
CO3	Evaluate the role of social movements, demographic shifts, and cultural changes in shaping economic policies.	Evaluation	
CO4	Assess the challenges of inequality, social exclusion, and environmental degradation in the context of economic development.	Synthesis	
CO5	Propose inclusive and sustainable development strategies to address global challenges.	Application	

### **COURSE CONTENT**

<b>Module and Content</b>	<b>Hours</b>	<b>CO No.</b>
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<p><b>Module 1: The Nexus of Economic Development and Social Change</b></p> <ul style="list-style-type: none"> <li>- <b>Defining Economic Development:</b> Beyond GDP—exploring multidimensional metrics (HDI, inequality-adjusted HDI, Genuine Progress Indicator).</li> <li>- <b>Understanding Social Change:</b> Key drivers (technology, culture, politics) and manifestations (norms, institutions, behaviors).</li> <li>- <b>Theoretical Frameworks</b> <ul style="list-style-type: none"> <li>○ Modernization Theory: Economic growth as a catalyst for societal progress.</li> <li>○ Dependency Theory: How global economic systems perpetuate inequality.</li> <li>○ Human Development Approach: Prioritizing well-being over mere economic growth.</li> </ul> </li> <li>- <b>Historical Lens:</b> The Industrial Revolution and its dual impact—economic prosperity vs. social dislocation.</li> </ul>	9	CO1
<p><b>Module 2: Economic Development as a Transformative Force</b></p> <ul style="list-style-type: none"> <li>- <b>Urbanization and Its Social Implications</b> <ul style="list-style-type: none"> <li>○ Rise of megacities and their impact on community structures.</li> <li>○ Informal economies and urban poverty.</li> </ul> </li> <li>- <b>Education and Skill Development</b> <ul style="list-style-type: none"> <li>○ How economic growth funds education systems.</li> <li>○ Education as a tool for breaking cycles of poverty and inequality.</li> </ul> </li> <li>- <b>Technological Disruption</b> <ul style="list-style-type: none"> <li>○ Automation and its impact on employment and social stratification.</li> <li>○ Digital divide and access to technology as a social equity issue.</li> </ul> </li> </ul>	9	CO2

<ul style="list-style-type: none"> <li>- <b>2.4 Case Study:</b> South Korea’s Economic Miracle: From war-torn nation to a high-tech society—examining the social transformations.</li> </ul>		
<p><b>Module 3: Social Change as a Precursor to Economic Development</b></p> <ul style="list-style-type: none"> <li>- <b>Social Movements and Economic Policy</b> <ul style="list-style-type: none"> <li>○ Civil rights movements and their influence on inclusive economic policies.</li> <li>○ Environmental activism and the rise of green economies.</li> </ul> </li> <li>- <b>Demographic Transitions</b> <ul style="list-style-type: none"> <li>○ Aging populations in developed nations and their economic challenges.</li> <li>○ Youth bulges in developing nations and opportunities for innovation.</li> </ul> </li> <li>- <b>Cultural Shifts and Economic Behaviour</b> <ul style="list-style-type: none"> <li>○ Changing gender roles and their impact on labour markets.</li> <li>○ Consumerism and its role in shaping economic priorities.</li> </ul> </li> <li>- <b>Case Study:</b> Rwanda’s Post-Genocide Recovery: How social cohesion and gender equality fuelled economic growth.</li> </ul>	9	CO3
<p><b>Module 4: Inequality and Social Fragmentation in Economic Development</b></p> <ul style="list-style-type: none"> <li>- <b>Wealth Disparities</b> <ul style="list-style-type: none"> <li>○ The role of globalization in widening income gaps.</li> <li>○ Gini coefficient as a measure of inequality.</li> </ul> </li> <li>- <b>Social Exclusion and Marginalization</b> <ul style="list-style-type: none"> <li>○ Economic development without inclusivity—case of indigenous communities.</li> <li>○ The rise of precarious work and its social consequences.</li> </ul> </li> <li>- <b>Environmental Justice</b></li> </ul>	9	CO4

<ul style="list-style-type: none"> <li>○ How climate change disproportionately affects vulnerable populations.</li> <li>○ The social costs of extractive industries.</li> </ul> <p>- <b>Case Study:</b> Brazil's Bolsa Família Program: Balancing economic growth with social welfare.</p>		
<p><b>Module 5: Pathways to Inclusive and Sustainable Development</b></p> <p>- <b>5.1 Sustainable Development Goals (SDGs)</b></p> <ul style="list-style-type: none"> <li>○ Aligning economic growth with social equity and environmental sustainability.</li> <li>○ Role of public-private partnerships in achieving SDGs.</li> </ul> <p>- <b>5.2 Inclusive Economic Models</b></p> <ul style="list-style-type: none"> <li>○ Universal Basic Income (UBI) and its potential to address inequality.</li> <li>○ Social entrepreneurship as a driver of equitable growth.</li> </ul> <p>- <b>Global Cooperation and Policy Frameworks</b></p> <ul style="list-style-type: none"> <li>○ The role of international organizations (IMF, World Bank, UN) in shaping development agendas.</li> <li>○ Addressing global challenges like migration and climate change through collaborative efforts.</li> </ul> <p>- <b>Case Study:</b> Bhutan's Gross National Happiness (GNH): Redefining development beyond economic metrics.</p>	9	CO5

<b>MODE OF TRANSACTION</b>	<ul style="list-style-type: none"> <li>- Lectures and interactive discussions.</li> <li>- Case study analysis and group presentations.</li> <li>- Visits to local communities or organizations to observe development projects.</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 and class participation.

## LEARNING RESOURCES

### Textbooks

1. Todaro, M. P., & Smith, S. C. (2020). *Economic Development* (13th ed.). Pearson.
  2. Sen, A. (1999). *Development as Freedom*. Oxford University Press.
  3. Sachs, J. D. (2015). *The Age of Sustainable Development*. Columbia University Press.
  4. Stiglitz, J. E. (2012). *The Price of Inequality: How Today's Divided Society Endangers Our Future*. W.W. Norton & Company.
  5. Ha-Joon Chang (2010). *23 Things They Don't Tell You About Capitalism*. Penguin Books.
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### Articles and Reports

1. **World Development Reports** (World Bank).
  2. **Human Development Reports** (UNDP).
  3. **Global Inequality Reports** (Oxfam International).
  4. **Sustainable Development Goals (SDGs) Progress Reports** (United Nations).
  5. **Journal of Development Studies**: Peer-reviewed articles on economic and social development.
  6. **IMF Working Papers**: Research on global economic trends and policies.
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### Online Resources


1. **UN Sustainable Development Goals (SDGs) Platform**: <https://sdgs.un.org>
  2. **World Economic Forum**: Reports on global development trends and challenges. <https://www.weforum.org>
  3. **Our World in Data**: Data-driven insights on global development issues. <https://ourworldindata.org>
  4. **The World Bank Open Data**: Free access to global development data. <https://data.worldbank.org>
  5. **TED Talks on Development**: Inspiring talks on economic and social change. <https://www.ted.com>
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### Additional Reading Materials

1. **"Poor Economics"** by Abhijit Banerjee and Esther Duflo (2011): A groundbreaking exploration of poverty and development.
2. **"The Bottom Billion"** by Paul Collier (2007): Analysis of why the poorest countries fail to develop.
3. **"Factfulness"** by Hans Rosling (2018): A data-driven perspective on global development trends.
4. **"Doughnut Economics"** by Kate Raworth (2017): A new economic model for sustainable development.

RELEVANCE OF LEARNING THE COURSE/ EMPLOYABILITY OF THE COURSE
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<p>This course equips students with the knowledge and skills to analyse and address complex issues at the intersection of economic development and social change. Graduates can pursue careers in international development, public policy, social entrepreneurship, and non-governmental organizations (NGOs). The course also prepares students for advanced studies in development economics, sociology, and related fields.</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 Name</b>	<b>School of Gandhian Thought and Developmental Studies</b>
<b>Programme</b>	<b>MA Development Studies</b>
<b>Course Name</b>	<b>Population and Development</b>
<b>Type of Course</b>	Minor

<b>Level of Course</b>	200-299		
<b>Course Code</b>	MG3DSCUGT221		
<b>Course Summary &amp; Justification</b>	This course is designed as an minor course for 4+1 UG and PG Programme. The course introduces the basics of population studies and its relationship with development. Impact of population growth on society, polity and environment is significant in the current context.		
<b>Semester</b>	III	<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 population growth and distribution		

#### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	<i>Upon completion of this course, students will be able to;</i>		
1	<b>Explain</b> the Significance of Population studies from the perspectives of development	Understand	
2	<b>Categories</b> the structure and composition of population	Analyse	
3	<b>Appraise</b> the theories of population growth	Evaluate	
4	<b>Explain the dynamics of population</b> with illustrations	Understand	

#### COURSE CONTENT

<b>Module 1 – Population Studies</b>	CO 1
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<ul style="list-style-type: none"> <li>• Relevance population studies in the context of Development</li> <li>• Sources of Population Data – Census, NSS, Vital Statistics</li> <li>• Trends of Population Growth in world, India and Kerala</li> <li>• World population distribution</li> </ul>	
<b>Module 2 – Theories of Population</b>	CO3
<ul style="list-style-type: none"> <li>• Malthusian and Neo Malthusian Theories</li> <li>• Marxian and Neo Marxian Theories</li> <li>• Population Transition Theories</li> <li>• Optimum Theory of Population</li> </ul>	
<b>Module 3 – Structure and Composition of Population</b>	CO2
<ul style="list-style-type: none"> <li>• Structure and Composition - Age, Gender, Locale, Religion, Caste, education etc</li> <li>• Population Pyramid in India and Kerala</li> <li>• Ageing of Population</li> <li>• Impact of Population Growth in India and Kerala</li> </ul>	
<b>Module 4– population Dynamics</b>	CO4
<ul style="list-style-type: none"> <li>• Fertility – Role in Population Change , Factors affecting fertility rate</li> <li>• Mortality – Mortality and Population Change, Determinants of Mortality</li> <li>• Migration – Types, Impacts of Migration</li> </ul>	

<b>Mode of Transaction</b>	<p><b>Lecture-Discussion Session:</b> Teacher provides a platform for review of experiences, develop insights into the disciplinary knowledge on population and its relationship with development</p> <p><b>Focused Reading and Reflection:</b> Students would be led into focused readings on various themes and Statistics for reflections and inferences on Population growth and its impact on society, economy, polity and environment.</p> <p><b>Reading and Reflection and interpretation of data:</b> Simulated and real life educational experiences would be arranged for the student teachers to observe, document in the form of Census data, NSSO data, Vital Statistics and</p>
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	<p>educational statistics and analyze structure and composition of population</p> <p><b>Seminar:</b> Students will undertake thematic/topical study from various topics on Population, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p><b>Assignments:</b> Students will prepare problem based assignments based on relevant themes on population studies.</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 on extended answer type</li> <li>2. Assignment – every students need to submit an assignment on a relevant issues related to Population studies</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. Analysis of Census data/NSS Data/Vital Statistics individually or in group to present a report</li> </ol> <p><b>Semester End examination (60 Marks)</b></p>

## References

- Agarwala, S. N. (1984). *Population in India*. National Book Trust,
- Agarwala, S.N.(1977). *India's Population Problems*. New Delhi: Tata McGraw Hill.
- Bhende, A.& Tara, K. (1999). *Principles of Population Studies*. Mumbai: Himalayan Publications,
- Bose, A. (1991). *Demographic Diversity in India*. Delhi: B.R. Publishing,
- Census of India (2011) Government of India
- Census of India. (2001) Government of India

- Hans, R. (2001). *Fundamentals of Demography*. New Delhi: Surjeet Publications.
- Kleinmann, S. (1980). *Human Adaptation and Population Growth: A Non Malthusian Perspective*. New York: Monclairef,
- Pachauri, S. (1999). *Implementing Reproductive Health Agenda in India: the Beginning*. New Delhi: Population Council,
- Premi, M. K. (1991). *India's Population: Heading Towards a Billion*. New Delhi: B.R. Publishing
- Sen, A. and Jean, D. (1996). *Indian Development*, Oxford University Press.
- Simon, J. L. (1981). *The Ultimate Resource*. Princeton: Princeton University press.




**MAHATMA GANDHI UNIVERSITY**  
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**School of Gandhian Thought and Development Studies**

**Major : Economics with specialization in Development  
Studies**

**SEMESTER IV**

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	<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>Theories and Concepts in Development Studies</b>		
<b>Course Type</b>	<b>Major</b>		
<b>Course Level</b>	<b>200-299</b>		
<b>Course Code</b>	<b>MG4DSCUDS201</b>		
<b>Course Overview</b>	<p>This course in Development Studies explores the concepts, theories, and approaches that shape economic and social progress. It examines key dimensions of development, including political, social, and cultural aspects, while distinguishing between growth and development. Students will analyze classical and modern theories, alternative approaches, and contemporary debates on globalization, sustainability, and gender. By integrating diverse perspectives, the course provides a comprehensive understanding of development challenges and strategies, equipping students with critical insights for policy-making, research, and social change.</p>		
<b>Semester</b>	<b>4</b>	<b>Credit</b>	<b>4</b>
<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>	
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### **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	Define and differentiate key aspects of development, including economic, social, and political dimensions.	Understand	
2	Evaluate classical, modernization, dependency, and alternative development theories.	Analyse	
3	Assess conventional, participatory, grassroots, and human-centered development models.	Compare	
4	Utilize theoretical and practical insights to analyze real-world development challenges and policies.	Apply	

### **COURSE CONTENT**

<b>Module 1: Foundations of Development</b>	<b>Hours</b>	<b>CO No</b>
<ul style="list-style-type: none"> <li>• Concept, significance, and scope of development</li> <li>• Political, social, and cultural dimensions</li> <li>• Human development and well-being</li> <li>• Growth vs. development</li> <li>• Sustainable Development and UN SDGs</li> </ul>	<b>10</b>	
<b>Module 2: Theories of Development</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• Classical and modernization theories</li> <li>• Dependency and World System theories</li> <li>• Globalization and development</li> <li>• Feminist and human development perspectives</li> </ul>	<b>15</b>	

<b>Module 3: Development Approaches</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• Conventional vs. alternative approaches</li> <li>• Socialist, structuralist, and participatory models</li> <li>• Gandhian and grassroots development strategies</li> <li>• Capability approach and human-centered development</li> </ul>	<b>20</b>	
<b>Module 4: Key Debates in Development</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• Environment vs. development</li> <li>• Globalization's impact</li> <li>• Democracy and governance</li> <li>• Gender and development</li> <li>• Alternative and post-development perspectives</li> </ul>	<b>15</b>	

<b>Mode of Transaction</b>	<b>Classroom activities:</b> <b>1.Lecture-Discussion Session</b> <b>2.Focused Reading and Reflection</b> <b>3.Seminar</b> <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


1. Chambers, R. (1997). Whose reality counts? Putting the first last. Intermediate Technology Publications.
2. Chari, S., & Corbridge, S. (2008). The development reader. Routledge.
3. Cornwall, A., & Rivas, A. M. (2015). From "gender as usual" to "gender justice": Changing the terms of debate. Third World Quarterly, 36(2), 405–422.

4. Escobar, A. (1995). *Encountering development: The making and unmaking of the Third World*. Princeton University Press.
5. Escobar, A. (2018). *Designs for the pluriverse: Radical interdependence, autonomy, and the making of worlds*. Duke University Press.
6. Ferguson, J. (1994). *The anti-politics machine: Development, depoliticization, and bureaucratic power in Lesotho*. University of Minnesota Press.
7. Frank, A. G. (1967). *Capitalism and underdevelopment in Latin America: Historical studies of Chile and Brazil*. Monthly Review Press.
8. Gandhi, M. K. (1997). *Hind Swaraj and other writings*. Cambridge University Press.
9. Hickel, J. (2017). *The divide: A brief guide to global inequality and its solutions*. Penguin Random House.
10. Hickey, S., & Mohan, G. (Eds.). (2004). *Participation: From tyranny to transformation? Exploring new approaches to participation in development*. Zed Books.
11. Kabeer, N. (1999). Resources, agency, and achievements: Reflections on the measurement of women's empowerment. *Development and Change*, 30(3), 435–464.
12. Nussbaum, M. C. (2011). *Creating capabilities: The human development approach*. Harvard University Press.
13. Peet, R., & Hartwick, E. (2015). *Theories of development: Contentions, arguments, alternatives* (3rd ed.). Guilford Press.
14. Raworth, K. (2017). *Doughnut economics: Seven ways to think like a 21st-century economist*. Chelsea Green Publishing.
15. Rostow, W. W. (1960). *The stages of economic growth: A non-communist manifesto*. Cambridge University Press.
16. Sachs, J. D. (2015). *The age of sustainable development*. Columbia University Press.
17. Sachs, W. (2010). *The development dictionary: A guide to knowledge as power*. Zed Books.
18. Sen, A. (1999). *Development as freedom*. Oxford University Press.
19. Shiva, V. (2005). *Earth democracy: Justice, sustainability, and peace*. Zed Books.
20. Todaro, M. P., & Smith, S. C. (2020). *Economic development* (13th ed.). Pearson.
21. United Nations Development Programme (UNDP). (2020). *Human development report 2020: The next frontier—Human development and the Anthropocene*. UNDP.
22. Wallerstein, I. (2004). *World-systems analysis: An introduction*. Duke University Press.



<b>Relevance of Learning the Course/ Employability of the Course</b>
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<p>This course in Development Studies is essential for understanding the complexities of economic, social, and political progress. It equips students with the analytical tools to assess development theories, policies, and real-world challenges such as poverty, inequality, and sustainability. By exploring diverse approaches and contemporary debates, students gain critical insights into shaping effective development strategies. This knowledge is valuable for careers in economics, public policy, international development, and social advocacy, enabling informed decision-making for sustainable and inclusive growth.</p>
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	<b>MAHATMA GANDHI UNIVERSITY</b> Graduate School
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School	School of Gandhian Thought and Development Studies		
Programme	4+1 Integrated UG and PG Programme		
Course Title	Development Macroeconomics		
Course Type	Development Studies (Major)		
Course Level	200-299		
Course Code	MG4DSCUDS202		
Course Overview	This course examines the macroeconomic issues and policies relevant to developing economies. It focuses on growth, stability, and structural transformation, addressing challenges such as poverty, inequality, and external debt. The course combines theoretical frameworks with empirical evidence and case studies to provide a comprehensive understanding of macroeconomic development.		
Semester	IV	Credit	4
Total Student Learning Time	Instructional hours for theory	Instructional hours for practical/lab work/ fieldwork	
	50	10	
Pre-requisite	Introduction to Economics		

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No
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CO1	Understand the key macroeconomic theories and models applicable to developing economies.	Knowledge	
CO2	Analyse the role of fiscal, monetary, and trade policies in promoting economic growth and stability.	Analysis	
CO3	Evaluate the impact of external debt, foreign aid, and capital flows on development.	Evaluation	
CO4	Assess the challenges of poverty, inequality, and unemployment in developing economies.	Synthesis	
CO5	Propose policy solutions for achieving sustainable and inclusive macroeconomic development.	Application	

## COURSE CONTENT

Module and Content	Hours	CO No.
<b>Module 1: Foundations of Development Macroeconomics</b> <ul style="list-style-type: none"> <li>- Macroeconomic indicators in developing economies (GDP, inflation, unemployment).</li> <li>- Structural characteristics of developing economies (dual economies, informality).</li> <li>- Theoretical frameworks: Harrod-Domar, Solow-Swan, and Endogenous Growth models.</li> </ul>	9	CO1
<b>Module 2: Macroeconomic Policies for Development</b> <ul style="list-style-type: none"> <li>- Fiscal policy: Public investment, taxation, and subsidies.</li> <li>- Monetary policy: Inflation targeting, financial inclusion, and credit markets.</li> <li>- Trade policy: Export-led growth, import substitution, and trade liberalization.</li> <li>- Case study</li> </ul>	9	CO2
<b>Module 3: External Sector and Development</b> <ul style="list-style-type: none"> <li>- Balance of payments and exchange rate management.</li> <li>- External debt: Causes, consequences, and debt sustainability.</li> <li>- Foreign aid and capital flows: Role in financing development.</li> <li>- Case study</li> </ul>	9	CO3

<b>Module 4: Poverty, Inequality, and Employment</b> <ul style="list-style-type: none"> <li>- Measuring poverty and inequality (Gini coefficient, poverty lines).</li> <li>- Unemployment and underemployment in developing economies.</li> <li>- Social safety nets and inclusive growth strategies.</li> <li>- Case study</li> </ul>	9	CO4
<b>Module 5: Sustainable and Inclusive Development</b> <ul style="list-style-type: none"> <li>- Sustainable Development Goals (SDGs) and macroeconomic policies.</li> <li>- Climate change and green growth strategies.</li> <li>- Gender-responsive macroeconomic policies.</li> <li>- Case study</li> </ul>	9	CO5

<b>MODE OF TRANSACTION</b>	<ul style="list-style-type: none"> <li>- Lectures and interactive discussions.</li> <li>- Case study analysis and group presentations.</li> <li>- Practical sessions: Data analysis using macroeconomic indicators.</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 and class participation.

## LEARNING RESOURCES

### Textbooks

1. Agénor, P.-R., & Montiel, P. J. (2015). *Development Macroeconomics* (4th ed.). Princeton University Press.
2. Todaro, M. P., & Smith, S. C. (2020). *Economic Development* (13th ed.). Pearson.
3. Ray, D. (1998). *Development Economics*. Princeton University Press.
4. Rodrik, D. (2017). *Straight Talk on Trade*. Princeton University Press.

5. Easterly, W. (2001). *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*. MIT Press.

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### Articles and Reports

1. World Development Reports (World Bank).
2. IMF Working Papers: Research on macroeconomic policies in developing economies.
3. Journal of Development Economics: Peer-reviewed articles on development macroeconomics.
4. Human Development Reports (UNDP).
5. Reserve Bank of India (RBI) Reports

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### Online Resources

1. World Bank Open Data: <https://data.worldbank.org>
2. IMF eLibrary: <https://www.elibrary.imf.org>
3. Our World in Data: <https://ourworldindata.org>
4. UN Sustainable Development Goals (SDGs) Platform: <https://sdgs.un.org>
5. Reserve Bank of India – Database: <https://www.rbi.org.in/>


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### Case Study Repositories

1. Harvard Business School Case Studies: <https://hbsp.harvard.edu>
2. World Bank Case Studies: <https://www.worldbank.org>
3. UNDP Case Studies: <https://www.undp.org>

RELEVANCE OF LEARNING THE COURSE/ EMPLOYABILITY OF THE COURSE
This course prepares students for careers in economic policy analysis, international development, and financial institutions. Graduates can work in government agencies, central banks, NGOs, and international organizations like the World Bank and IMF. The course also provides a strong foundation for advanced studies in development economics and macroeconomics.

<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 (DS)		
<b>Course Level</b>	200-299		
<b>Course Code</b>	MG4DSCUDS203		
<b>Course Summary &amp; Justification</b>	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.		
<b>Semester</b>	IV	<b>Credit</b>	<b>4</b>
<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		

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

#### COURSE OUTCOMES

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

<b>COURSE CONTENT</b>	<b>Hours</b>	<b>CO No</b>
<b>Module 1 - Introduction to Research in Social Sciences</b>	<b>10</b>	<b>1</b>
<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>	<b>10</b>	<b>2</b>
<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>	<b>25</b>	<b>2,3</b>
<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> </ul>		




<ul style="list-style-type: none"> <li>• Writing process – originality check and use of softwares</li> </ul>	
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<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 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 proposal</li> </ol> <p><b>Semester End examination (60 Marks)</b></p>

## References

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- Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, NewYork: Longman, Inc.
- Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
- Cohen, Lewis and Manion Lawrence (1994) Research Methods in Education. New York : Holt Rinchart and Winston Inc.
- Creswell,J.W. (2011)Research Design. New Delhi Sage
- Devi,P.S (2017). Research Methodology: A handbook for beginners. Chennai: Notion Press
- Flick, Uwe (1996): An Introduction to Qualitative Research . London sage publication
- Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
- Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich.
- Kothari,C.R.(2004). Research Methodology: Methods and Techniques. New Delhi: New age international
- Kumar,R. (2014) research Methodology: A step by Step guide for beginners: New Delhi: Sage
- Pamela,M.,Richard, M.(1994). Beginning Qualitative Research- A Philosophic and Practical Guide. The Falmer Press London. Washington D.C.
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- Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage.
- Scott, D.,Usher, R. (1996). Understanding Educational Research. New York: Rout ledge.
- Shank, G.D. (2002). Qualitative Research. Columbus, ott: Merrill, Prentice Hall.

- Somekh, B., & Lewin, C. (2005). *Research Methods in the Social Sciences*. London: Sage
- Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
- Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.
- Van Dalen, Debonald, B. and Meyer, William J. (1979) *Understanding Educational Research: An Introduction*. New York: McGraw Hill.
- Walliman, N. (2011). *Your Research Project*. New Delhi: Sage
- Arbor, Ann (ed.) (2012), *Academic Writing For Graduate Students : Essential Tasks And Skills* (Michigan: The University of Michigan Press)
- Bailey, S. (2011), *Academic Writing - A Handbook for International Student*, (3rd ed.). New York: Routledge).
- Coffin, C., Curry, M. J., Goodman, S., Hewings, A., Lillis, T.M., & Swann, J. (2005). *Teaching Academic Writing - A toolkit for higher education* (New York: Routledge)
- Folse, K. S., Muchmore-Vokoun, A., & Solomon, E. V. (2010), *Great Essays* ( Boston: Sherrise Roehr)
- Hartley, J. (2008), *Academic Writing and Publishing - A practical handbook* (New York: Routledge).
- Murray, R., & Moore, S. (2006), *The Handbook of Academic Writing - A Fresh Approach* (New York: Open University Press).
- Oshima, A., & Hogue, A. (2006) *Writing Academic English* (New York: Pearson Education, Inc.)
- Zemach, D. E., & Rumisek, L. A. (2006) *Academic Writing - From Paragraph to Essay* (London: Macmillan).

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<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>Gender and Development</b>
<b>Course Type</b>	Minor
<b>Course Level</b>	200-299
<b>Course Code</b>	MG4DSCUGT241
<b>Course Overview</b>	<p>This course explores the intersection of gender and development, analyzing how gender shapes economic, political, and social structures. It critically examines key theories, policies, and global frameworks, including feminism, development paradigms, and gender-responsive budgeting. Students will engage with historical and contemporary debates on gender inequality, empowerment, and sustainable development. By integrating theoretical</p>

	perspectives with real-world case studies, the course equips students with analytical tools to assess gender disparities and advocate for inclusive development policies. Through a multidisciplinary approach, it fosters a deeper understanding of gender dynamics in shaping societies and economies globally.		
<b>Semester</b>	4	<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>			

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

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains</b>	<b>PSO No.</b>
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	<i>Upon completion of this course, students will be able to;</i>		
1	differentiate between sex and gender, analyse gender roles, stereotypes, and power structures, and explore intersectionality in social identities.	Understand	
2	Evaluate various feminist waves, theories of gender in development, and their impact on policy and social change	Analyse	
3	Understand and apply gender-sensitive indices like HDI, GDI, GEM, and GII to analyze gender gaps in development.	Evaluate	
4	Develop skills to integrate gender perspectives in development programs, policies, and advocacy initiatives.	Apply	

## COURSE CONTENT

<b>Module 1: Understanding Gender</b>	<b>Hours</b>	<b>CO No</b>
<ul style="list-style-type: none"> <li>• Concept of sex and gender: Biological vs. social differences</li> <li>• Gender roles and stereotypes: Cultural construction and impact on society</li> <li>• Patriarchy and power relations: Historical and contemporary perspectives</li> <li>• Intersectionality: Gender, race, class, and identity</li> <li>• Waves of feminism: First, second, third, and fourth waves and their impact on development</li> </ul>	<b>10</b>	
<b>Module 2: Gender in Global Development Agendas</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• Evolution of gender in development discourse</li> <li>• Key international conferences and their outcomes: <ul style="list-style-type: none"> <li>○ Mexico City Conference (1975)</li> <li>○ Copenhagen Conference (1980)</li> <li>○ Nairobi Conference (1985)</li> <li>○ Beijing Conference (1995) and its impact on policy</li> </ul> </li> </ul>	<b>10</b>	

<ul style="list-style-type: none"> <li>• Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW): Objectives, implementation, and challenges</li> <li>• Role of international organizations (UN, World Bank, NGOs) in gender development</li> <li>• Gender mainstreaming in global policy frameworks</li> </ul>		
<b>Module 3: Measuring Gender and Development</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• Importance of gender-sensitive indicators in development</li> <li>• Human Development Index (HDI): Components and limitations</li> <li>• Gender Development Index (GDI): Measuring gender gaps in human development</li> <li>• Gender Empowerment Measure (GEM): Political and economic participation of women</li> <li>• Other gender-related indices: Gender Inequality Index (GII), Global Gender Gap Index</li> <li>• Data collection challenges and gender statistics</li> </ul>	<b>20</b>	
<b>Module 4: Gender and Sustainable Development</b>	<b>Hours</b>	
<ul style="list-style-type: none"> <li>• Women in Development (WID): Origins, approaches, and critiques</li> <li>• Women and Development (WAD): Emphasis on structural inequalities</li> <li>• Gender and Development (GAD): Shift towards gender relations and empowerment</li> <li>• Women, environment, and development: Ecofeminism and sustainable resource management</li> <li>• Gender and Sustainable Development Goals (SDGs): Achievements and challenges</li> <li>• Gender-responsive budgeting: Principles, implementation, and impact</li> <li>• Emerging issues: Digital gender divide, gender and climate change, economic empowerment</li> </ul>	<b>20</b>	

<b>Mode of Transaction</b>	<b>Classroom activities:</b> <b>1.Lecture-Discussion Session</b> <b>2.Focused Reading and Reflection</b>
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	<b>3.Seminar</b> <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

1. Agarwal, B. (2010). *Gender and green governance: The political economy of women's presence within and beyond community forestry*. Oxford University Press.
2. Benería, L., Berik, G., & Floro, M. (2015). *Gender, development, and globalization: Economics as if all people mattered* (2nd ed.). Routledge.
3. Braidotti, R., Charkiewicz, E., Hausler, S., & Wieringa, S. (1994). *Women, the environment and sustainable development: Towards a theoretical synthesis*. Zed Books.
4. Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
5. Chant, S., & McIlwaine, C. (2009). *Geographies of development in the 21st century: An introduction to the global South*. Edward Elgar.
6. Connell, R. W. (2002). *Gender*. Polity Press.
7. Cornwall, A., Harrison, E., & Whitehead, A. (2007). *Gender myths and feminist fables: The struggle for interpretive power in gender and development*. *Development and Change*, 38(1), 1-20.
8. Duflo, E. (2012). Women's empowerment and economic development. *Journal of Economic Literature*, 50(4), 1051-1079.
9. Fausto-Sterling, A. (2000). *Sexing the body: Gender politics and the construction of sexuality*. Basic Books.
10. Harcourt, W. (2017). *The Palgrave handbook of gender and development: Critical engagements in feminist theory and practice*. Palgrave Macmillan.
11. hooks, b. (2000). *Feminism is for everybody: Passionate politics*. South End Press.
12. Kabeer, N. (1999). Resources, agency, achievements: Reflections on the measurement of women's empowerment. *Development and Change*, 30(3), 435-464.
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14. Lorber, J. (1994). *Paradoxes of gender*. Yale University Press.
15. Moser, C. O. N. (1993). *Gender planning and development: Theory, practice and training*. Routledge.



16. Mohanty, C. T. (2003). *Feminism without borders: Decolonizing theory, practicing solidarity*. Duke University Press.
17. Momsen, J. (2019). *Gender and development* (3rd ed.). Routledge.
18. Nussbaum, M. C. (2000). *Women and human development: The capabilities approach*. Cambridge University Press.
19. Oakley, A. (1972). *Sex, gender and society*. Temple Smith.
20. Rai, S. M. (2008). *The gender politics of development: Essays in hope and despair*. Zed Books.
21. Scott, J. W. (1986). Gender: A useful category of historical analysis. *The American Historical Review*, 91(5), 1053-1075.
22. Sen, A. (1999). *Development as freedom*. Oxford University Press.
23. Tinker, I. (1990). *Persistent inequalities: Women and world development*. Oxford University Press.

<b>Relevance of Learning the Course/ Employability of the Course</b>
<p>Understanding gender and development is essential for creating inclusive and equitable societies. This course equips students with critical insights into how gender shapes economic, political, and social structures, influencing development outcomes. By analysing global gender policies, measurement tools, and feminist theories, students gain the ability to assess and address gender disparities in various sectors. The course also explores sustainable development, environmental justice, and gender-responsive budgeting, providing practical tools for policy analysis and advocacy. As gender equality is a key driver of economic growth and social progress, this knowledge is invaluable for careers in policymaking, international development, social work, and academia.</p>