Syllabus of 4 + 1 Year Integrated UG and PG Programme

w. e. f 2024-25 Academic Year

GRADUATE SCHOOL

Mahatma Gandhi University

P. D. Hills P O

Kottayam, Kerala

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Schools offering Majors

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

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

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

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

Schools offering Minors/MDCs/AECs/VACs/SECs

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

Scheme for 4 + 1 Integrated UG and PG Programme
School of Gandhian Thought and Development Studies
Mahatma Gandhi University
Major - Gandhian Studies

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

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

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

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

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

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

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

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

3	Secularism**					
MG10DSCUGS504	Gandhi and Western Thought – Aristotle, Spinoza and Marx**	4	4	0	"	Major
MG10DSCUGS505	Gandhi's View on Human Nature**	4	4	0	"	Major
Total Credits		**40**				

*Only for 4-Years Honours Students
**Only for students who opt for theory courses instead of Research Project

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

Level	Foundation (100-199	Intermediate (200-299)	Higher (300-399)	Advanced (400-499)	PG Level (500-599)

Type	Major	Minor	MDC	SEC	VAC	AEC

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

School	School of Gandhian Thought and Development Studies		
Programme	**4+1 Integrated UG and PG Programme**		
Course Title	**Engagement with Social Sciences-Ideas, Concepts and Theories**		
Course Type	**Major**		
Course Level	**Foundation**		
Course Code	**MG1DSCUGS101**		
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 Gandhian Studies represent. This paper aims at creating critical understanding of ideas that may be already known or familiar with. The students after completing this course are expected to engage with the major concepts and theories in social science disciplines in a matured academic fashion.		
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.
	Upon completion of this course, students will be able to;		
1	**List** various theories and concepts of social sciences.	Remember	
2	**Explain** the significance of many of the central theories, concepts and ideas in social sciences.	Understand	
3	**Make use of** concepts and theories in examining various social phenomena.	Apply	
4	**Categorise** various types of various theories and concepts with which one can understand social issues, actions and social behaviour.	Analyse	
5	**Assess** the effectiveness of certain theoretical approaches in social sciences in making sense of social issues and actions.	Evaluate	
6	**Judge** 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**
• Nationalism • State • Citizenship • Democracy and Civil Society • Secularism	**15**	**CO1** **CO 2** **CO 4**
Module 2-Major Ideas	**Hours**	
• Power • Gender and Difference • Class and Caste • Agency and Structure • Self and other • Epistemology, Ontology • Interdisciplinarity and Multidisciplinarity	**15**	**CO1** **CO 2** **CO3** **CO 4**
Module 3- Major Theoretical Approaches	**Hours**	
• Liberalism • Marxism (s) • Neoliberalism and Globalization • Postmodernism • Postcolonialism and Subaltern Studies	**20**	**CO 5** **CO 6**
Module 4-Gandhian Perspectives		
• Gandhi on State • Gandhi on Nationalism • Gandhi on Democracy • Gandhi on Secularism	**10**	**CO 5** **CO 6**

Mode of Transaction	**Classroom activities:** 1. ***Class Room Lectures Using PPT***. The course instructor introduces the ideas, concepts and theories with applications. 2. ***Further Reading and Preparation of Compendium***. 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. 3. ***Conducting focused discussions and special lectures.*** Focused discussions and special lectures will be conducted for more an effective learning. **Field activities: Nil** **Lab based activities**: **Nil**
Mode of Assessment	1. Preparation and presentation of an assignment based on the topics discussed in the course content (10 Score) 2. Preparation of a book review (10 Score) 3. An internal Test – MCQ Based (10 Score)

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 Minnesotta Press)

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

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

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

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

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

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

Relevance of Learning the Course/ Employability of the Course
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.

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

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

COURSE OUTCOMES (CO)

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

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

COURSE CONTENT

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

Mode of Transaction	**Classroom activities:** ˅ **Lecturing, Interactive discussion sessions using available Technical advancements. These sessions offer a thorough**

	understanding of the subject and its applications.
Mode of Assessment	**Seminar, Book Review, Assignment, Interaction, Group Discussion & Internal Examination. Continuous evaluation methods used**

Learning Resources

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

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.

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

School	SCHOOL OF GANDHIAN THOUGHT AND DEVELOPMENT STUDIES		
Programme	**GANDHIAN STUDIES**		
Course Title	**GANDHI AND THE NATIONAL MOVEMENT**		
Course Type	Minor		
Course Level	100-199		
Course Code	**MG1DSCUGT151**		
Course Overview	This course examines the role of Mohandas Karamchand Gandhi in the Indian national movement for independence from British rule. It delves into his philosophies, strategies, and the broader socio-political context of the time. Students will gain an understanding of how Gandhi's leadership and vision influenced the course of Indian history and inspired global movements for civil rights and freedom.		
Semester	1	**Credit**	4
Total Student Learning Time	**Instructional hours for theory**	**Instructional hours for practical/lab work//fieldwork**	
	60		
Pre-requisite	A basic understanding of the National Movement in India		

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
	Upon completion of this course, students will be able to;		
1	Understand the historical context of British colonial rule in India.	Understand	
2	Explore the early Sathyagrahas of Gandhi	Identify	
3	Analyse key events and movements within the Indian independence struggle.	Analyse	
4	Examine Gandhi's methods of nonviolent resistance and civil disobedience.	Understand	
5	To differentiate between the political ideas and ideological differences between Gandhi and his contemporaries	Identify	
6	Assess the impact of Gandhi's leadership on India's independence and global movements.	Assess	

COURSE CONTENT

Module 1 **Socio Political Context of the 19th and Early 20th Centuries in India**	**Hours**	**CO No**
• Early Nationalist Movements: Revolt of 1857 -Formation of Indian National Congress • Early Nationalist Leaders: Dadabhai Naoroji, Lala Lajpat Rai, Bipin Chandra Pal, Bala Gangadhar Thilak, Gopal Krishna Gokhale • Rise of Revolutionary Movements and their leaders – Role of World War I in shaping the Indian Political Consciousness – Homo Rule Movement • Impact of Montague -Chelmsford Reforms and Rowlatt Act	**15**	**1**
Module 2 Gandhi and the National Movement	**Hours**	
• Early Sathyagrahas of Gandhi: Champaran (1917), Kheda (1918), and Ahmedabad Mill Strike (1918) • Gandhi and the Indian National Congress • Non-Cooperation Movement (1920-22) • Civil Disobedience Movement (1930-34) • Quit India Movement (1942) • Gandhi in Kerala	**15**	**2&3**
Module 3 Interactions with Contemporaries and Ideological Differences	**Hours**	
• Gandhi, Women and the National Movement • Gandhi and Indian National Congress Leaders: Collaboration and conflicts with Jawaharlal Nehru, Sardar Patel, and Maulana Azad – Role in shaping Congress Policies and Strategies	**15**	**4 & 5**

• Gandhi and Revolutionary Leaders: Relationship with Subhas Chandra Bose - Criticisms and support from revolutionaries like Bhagat Singh- Differences in methods and ideologies. • Gandhi and the Muslim League: Gandhi's interactions with Muhammad Ali Jinnah - Efforts to maintain Hindu-Muslim unity- Differences leading to the partition of India.		
Module 4 Lasting Impact of Gandhi's Ideology	**Hours**	
• Gandhi's vision for post-independent India- • Global Movements Influenced by Gandhi and Contemporary Relevance: Impact on civil rights movements in the USA (Martin Luther King Jr.)-Influence on anti-apartheid struggle in South Africa (Nelson Mandela). • Critiques and Reappraisals of Gandhi's Legacy • Contemporary Relevance of Gandhi	**15**	**6**

Mode of Transaction	**Classroom activities:** • Lecture-discussion session using PPT: These sesions offer a thorough understanding of Gandhi's role in the national movement, his strategies, interactions with contemporaries, and the lasting impact of his ideologies • Role Plays on key events in the National Movement: Students will develop critical thinking skills and an understanding of the complexities and challenges of different resistance strategies. • Research and Presentations on Global Impact: Assign students to research how Gandhi's methods inspired other global leaders and movements (e.g., Martin Luther King Jr., Nelson Mandela, the Civil Rights Movement). Have them present their findings and Students will recognize the global significance of Gandhi's philosophy and its application in various contexts. **Field activities**: Nil
Mode of Assessment	An **Assignment** on the key events or figures involved in the National Movement (10 scores) A **Research cum Seminar Presentation** on Gandhi and the National Movement (10 scores) An **Internal Examination** (20 scores)

Learning Resources

Ayer, S.A.Subhas Chandra Bose and the Resolution of the National Planning Committee. Bombay: Thacker & Co., 1944.

Brown, Judith M. Gandhi's Rise to Power: Indian Politics 1915-1922. Cambridge: Cambridge University Press, 1972.

Brown, Judith M. Gandhi and Civil Disobedience: The Mahatma in Indian Politics 1928-1934. Cambridge: Cambridge University Press, 1977.

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

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

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

Desai, A.R. Social Background of Indian Nationalism. Mumbai: Popular Prakashan, 2000.

Fischer, Louis. The Life of Mahatma Gandhi. New York: Harper & Brothers, 1950.

Govindu, Venu Madhav, and Deepak Malghan. Gandhi and Nehru: The Forgotten Future. London: Routledge, 2016.

Guha, Ramachandra. Gandhi: The Years That Changed the World, 1914-1948. New Delhi: Penguin Viking, 2018.

Guha, Ranajit. Elementary Aspects of Peasant Insurgency in Colonial India. Durham: Duke University Press, 1999.

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

Keer, Dhananjay. The Gandhi-Ambedkar Dispute: An Analysis. Bombay: Popular Prakashan, 1971.

Majumdar, R.C. History of the Freedom Movement in India. Vol. 1-3. Calcutta: Firma K.L. Mukhopadhyay, 1962-1971.

Matthews, Roderick. Jinnah vs. Gandhi. New Delhi: Hachette India, 2012.

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

Sarkar, Sumit. Modern India: 1885-1947. New Delhi: Macmillan India Ltd., 1983.

Seal, Anil. The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century. Cambridge: Cambridge University Press, 1968.

Taneja, Anup. Gandhi, Women, and the National Movement(1920-1947), New Delhi:Har-Anand Publications,2005.

Weber, Thomas. On the Salt March: The Historiography of Gandhi's March to Dandi. New Delhi: HarperCollins India, 1997.

Wolpert, Stanley.Gandhi's Passion: The Life and Legacy of Mahatma Gandhi. New York: Oxford University Press, 2001.

Journal Articles

Bayly, C.A. "The Origins of Swadeshi (Home Industry): Cloth and Indian Society, 1700-1930." Journal of Social History 20, no. 3 (1987): 491-512. doi:10.1353/jsh/20.3.491.

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

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

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

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

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

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

Other References

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

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

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

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

School	School of Gandhian Thought and Development Studies		
Programme	**4+1 Integrated UG and PG Programme**		
Course Title	**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.
	Upon completion of this course, students will be able to;		
1	**Discuss** various types of visual culture and their significance in the religious context.	Remember	
2	**Explain** various religious practices in the light of visual culture.	Understand	
3	**Comprehend** how various forms of visual culture influence religious believes.	Apply	
4	**Assess** strength and weakness of various theories and approaches of understanding visual culture.	Evaluate	

COURSE CONTENT

Module 1- Understanding Visual Culture	**Hours**	**CO No**
• What is visual culture? • Visuality, Orality and Textuality • Various theories of understanding visual culture • Visuality and power	**15**	**CO 1** **CO 4**
Module 2-Understanding Religion	**Hours**	
• Typology • Belonging, believing and behaving • Reveled Religion versus 'Living' Traditions • Darsan: seeing divine images in Hinduism • Visuality in Christian tradition • Orality and visuality in Islamic tradition	**20**	**CO 2**
Module 3- Visuals and Public Display of Religion	**Hours**	
• Murals of Temples • Islamic architecture • Church paintings • Religion and cinema	**20**	**CO 2** **CO 3**

Mode of Transaction	**Classroom activities:** **1. *Class Room Lectures Using PPT***. The course instructor introduces various concepts, theories and methods to understand and appreciate visual culture. **2. Film/Documentary Screening:** Films/documentaries based on certain forms of visual culture relevant in the context of religion. **3.*Preparation of Compendium***. 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. ***4. Conducting focused discussions and special lectures.*** Focused discussions and special lectures will be conducted for more an effective learning.

	Field activities: 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. **Lab based activities**: **Nil**
Mode of Assessment	1. Preparation and presentation of an assignment based on the topics discussed in the course content (10 Score) 2. Preparation of a film review (10 Score) 3. Preparation and presentation of field activity report (10 Score)

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, pp.1-17

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

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

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

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

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

School	School of Gandhian Thought and Development Studies		
Programme	**4+1 Integrated UG and PG Programme**		
Course Title	**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)

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

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

COURSE CONTENT

Module 1 – Education as a Discipline	**Hours**	**CO No**
• Meaning, Functions and Aims of Education • Types of Education – Formal, Informal and Nonformal • Scope of education as a discipline • Interdisciplinary nature of education	**10**	**CO1**
Module 2 – Evolution of Education System in Modern India	**Hours**	
• Education in Ancient and Medieval India • Colonial Policy of Education • Education in Post colonial India – Constitutional Provisions, Radhakrishnan Commission, Muthaliar Commission, Kothari Commission, NEP (1986) and National Educational Policy (2020) • Education and Kerala Development	**20**	**CO2**
Module 3 – Issues and Challenges of Education in India	**Hours**	
• Universalization of School Education • GER in Higher Education • Quality – Quantity Paradox • Equity and Access • Implementation of Outcome Based Education • Structural Change in School education and Higher Education	**15**	**CO3** **CO4**

Mode of Transaction	**Classroom activities:** 1. ***Lecture-Discussion Session using PPT***. Teacher provides a platform for disciplinary knowledge on Education, its meaning, functions and scope. 2. ***Focused Reading and Reflection***. Learners would be led to focused readings on various reports and policies on education in India inviting reflections either individually or in small groups. 3. ***Collaborative/Small Group Learning.*** Learners will work together to analyze and present in groups the contemporary issues and challenges of Indian education system. **Field activities: Nil** **Lab based activities**: **Nil**
Mode of Assessment	1. An assignment on a relevant issue of Indian Education (10 Score) 2. Preparation of a Review on an educational commission report/Policy document related to Indian Education (10 Score) 3. An internal Test – MCQ Based (10 Score)

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
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.

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

School	SCHOOL OF GANDHIAN THOUGHT AND DEVELOPMENT STUDIES		
Programme	**GANDHIAN STUDIES**		
Course Title	**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.
	Upon completion of this course, students will be able to;		
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**
• Overview of Gandhi's life and philosophy: Key principles: simplicity, self-sufficiency, and non-violence (Ahimsa) - The concept of Sarvodaya (welfare of all) • Nature and Humanity in Gandhi's Thought: Relationship between humans and nature - The idea of trusteeship: stewardship over ownership - Rural economy and sustainability • 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	**15**	**1&2**
Module 2Theories and Applications of Gandhi's Environmental Philosophy	**Hours**	**3**
• Sustainable Agriculture and Rural Development: Gandhi's vision of village industries - Case studies of sustainable agricultural practices inspired by Gandhi • Environmental Movements Influenced by Gandhi: Chipko Movement - Narmada Bachao Andolan–Silent Valley Movement - The role of women in environmental movements • Modern Applications and Innovations: Contemporary initiatives and projects inspired by Gandhi - Analysis of eco-villages and sustainable communities	**15**	
Module 3Criticisms of Gandhi's Environmental Philosophy	**Hours**	
• 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 • Economic and Technological Criticisms: Criticism of Gandhi's rejection of industrialization - Discussion on the balance between technological advancement and environmental sustainability • Postcolonial and Feminist Critiques: Postcolonial perspectives on Gandhi's	**15**	**4 & 5**

environmental views - Feminist critiques: intersectionality and the role of women		

Mode of Transaction	**Classroom activities:** • Lecture-discussion session using PPT: These sessions offer a thorough understanding of Gandhi's Environmental Philosophy. • Open forum discussion: Future directions for Gandhi-inspired environmental action. • Group presentations on key learnings from each module **Field activities**: Nil
Mode of Assessment	An **Assignment** on the Environmental Philosophies of Gandhi (10 scores) A **Research cum Seminar Presentation** on Gandhi in films (10 scores) An **Internal Examination** (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.

Relevance of Learning the Course/ Employability of the Course
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.

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

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.
	Upon completion of this course, students will be able to;		
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

Module 1: Introduction to Yoga	**Hours**	**CO No**
# Origin and Development of Yoga – An overview # History of Yoga # Basic Philosophy & Principles of Yoga # Introduction to Yoga Practicals	**15**	
Module 2: Natural Living – An Introduction	**Hours**	
# Nature Cure-An Overview # Basic Awareness about Panchabhoothas # Moral Basis of Vegetarianism # Health & Hygiene	**15**	
Module 3: Health & Wellness	**Hours**	
# Basics of Health & Disease # Natural Dietetics # Gandhian Views on Health # Agency Visit/Field Study	**15**	

Mode of Transaction	**Classroom activities: Lecturing, Interactive discussion sessions using available technical advancements. These sessions offer a thorough understanding of the subject and its applications.**
Mode of Assessment	**Seminar, Book Review, Assignment & Internal Examination. Continuous evaluation methods used**

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 onYoga.NewDelhi: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, Adavaitashram 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 Banarasidass 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, 9th 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 Developmemt, 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

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

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

COURSE OUTCOMES (CO)

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

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

COURSE CONTENT

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

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

Learning Resources

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

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.

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

School	School of Gandhian Thought and Development Studies		
Programme	**4+1 Integrated UG and PG Programme**		
Course Title	**Gandhian Economics**		
Course Type	Minor		
Course Level	100-199		
Course Code	**MG2DSCUGT131**		
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.
	Upon completion of this course, students will be able to;		

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

COURSE CONTENT

Module 1: Economics and pre-Gandhian economic thought in India	**Hours**	**CO No**
• Meaning, Definition and Scope of economics- Economic school of thought - Mercantilism, Physiocracy, Classical economic thought - Science and Ideology in Economics - Rationality and Ethics in Economics • Ram Mohan Roy on Economic modernization- Satish Chandra Mukherjee on Rural communitarianism - G.V.Joshy on Inter-sectoral imbalance - Gokhale on Development and welfare - Dadhabhai Navroji on India's Moral poverty, poverty and drain of resources- Romesh Chandra Dutt on Imperialism, land tax and famines	**10**	
Module 2: Economic dimension of Gandhian ideas	**Hours**	
• Ethical man Vs Economic man- Truth and Nonviolence- Means and Ends- Simple living and limiting wants- Co-operation- Self-sufficiency- Nonviolent production and consumption- *Sarvodaya* • Swadeshi- definition, Swadeshi and international trade, Bread labour - Meaning and Definition, Nature of production and motivation in bread labour • Khadi and Village industries: Concept and relevance- Gandhi's ideas on Mechanization and industrialization- Gandhian concept of Decentralization, and Trusteeship	**20**	
Module 3: Post Gandhian Development in Non-violent Economics	**Hours**	
➢ Non-violent economics: Conceptual analysis- Vinoba's six-fold dan - Bhoodan, Gramadan, Shramadan, Budhidan, Sampthi dan and Jeevadan. ➢ J.C.Kumarappa's contribution- Work, wages and economies in nature- Man, Free will and Human development- Values and valuation- Living and standards of living- Non-violent work, Resistance to development induced displacement, ➢ E.F.Shumacher's contribution- The problem of production- Violence and nonviolence in the use of resources- Natural capital- Buddhist economics, Appropriate/Intermediate technology-Maximum wellbeing with minimum consumption.	**15**	
Module 4: Solidarity Economics and Degrowth	**Hours**	
• Solidarity economics and economy: Definition and characteristics - Non-violence and sustainable development - Economic benefits of non-violence. • Degrowth and deindustrialization	**15**	

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

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 Horrizons, Ahemedabad, Navajeevan Publishing House

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

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

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

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

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

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

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

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

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

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

Relevance of Learning the Course/ Employability of the Course
Throughout history, in times of crisis, whether it be a financial or environmental crisis such as famines, floods, earthquakes, or an epidemic or pandemic, the economic principles of Gandhi are often resurrected as potential alternatives.What is required is an economic vision that has the ability to establish connectio ns 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.

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

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

COURSE OUTCOMES (CO)

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

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

COURSE CONTENT

Module 1 – Defining Concepts	**Hours**	**CO No**
• Meaning and Dimensions of Peace • Violence and Conflict • Negative and Positive Peace • Peace Studies, Peace Education • Peace Building & Peace keeping	**15**	**CO1**
Module 2- Types and Causes of Violence	**Hours**	
• Nature and Type of Conflict • Causes of conflicts • Taxonomy of war • Conflict Prevention, Management and Transformation	**15**	**CO1** **CO4**
Module 3 – Gandhi and World View of Non-Violence	**Hours**	
• Major instances of Non-Violent political actions • Gandhian Approach to Peace • Philosophy of Non-Violence • Practical and Theoretical Aspects of Ahimsa • Agencies and conventions	**15**	**CO2** **CO4** **CO5**
Module 4- Caste, Gender and Peace		
• Structural violence • Patriarchy and Violence • Domestic violence • Women's Human Rights • Caste Hierarchy and Violence	**15**	**CO1** **CO3**

Mode of Transaction	**Classroom activities:** **1. *Class Room Lectures Using PPT***. The course instructor introduces the ideas, concepts and theories with applications. **2. Film Screening:** Films based on the themes of war, peace, and conflict will be screened in class for a more effective learning. **Field activities:** Visit to the zones of conflict zones with the purpose of making them understand the possibility of peace building. **Lab based activities**: **Nil**
Mode of Assessment	1. Preparation and presentation of an assignment based on the topics discussed in the course content (10 Score) 2. Preparation of a film review (10 Score)

	An internal Test – MCQ Based (10 Score)

Learning Resources

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School	School of Gandhian Thought and Development Studies		
Programme	4+1 Integrated UG and PG Programme		
Course Title	**Metaverse: Exploring Virtual Economics and Societies**		
Course Type	MDC		
Course Level	100-199		
Course Code	MG2MDCUGT104		
Course Overview	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. 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. 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. 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. 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.		
Semester	**I**	Credit	**3**
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.
Module 1: Introduction to the Metaverse - Defining the Metaverse: Concepts and characteristics - Evolution of virtual worlds and the emergence of the Metaverse - Key technologies enabling the Metaverse: VR, AR, blockchain, and more - Potential applications, use cases, and innovations in the Metaverse - The Metaverse in the context of developing countries, with a focus on India - The role of artificial intelligence (AI) in shaping the Metaverse	8 hours	CO1

Module 2: Virtual Economies in the Metaverse - Information economics and its relevance in the Metaverse - Digital assets: Cryptocurrencies, NFTs, and their implications - E-commerce and entrepreneurship in virtual environments - User-generated content and the economics of data - Transaction costs and their impact on virtual economies - Case studies of successful virtual economies in developing countries - AI-driven economic models and their potential in the Metaverse	10 hours	CO2 CO6
Module 3: Social Dynamics in Virtual Environments - Virtual communities and social networks - Identity, avatars, and social interactions in virtual spaces - Collaboration, co-creation, and the future of work - Social media integration and its impact on virtual societies - Information asymmetry and its consequences in virtual environments - Cultural diversity and inclusivity in virtual communities - Virtual environments and their potential for addressing social issues in developing countries - AI and its role in shaping social interactions and experiences in the Metaverse	12 hours	CO3
Module 4: Challenges and Governance in Virtual Spaces - Privacy, security, and intellectual property rights - Ethical considerations and responsible behaviour in virtual environments - Regulatory frameworks and policies for virtual spaces - Cybercrime, cyber bullying, and their impact on virtual societies - Mental health concerns and addiction in virtual environments - Skill gaps and the need for capacity building in developing countries - Governance models and stakeholder participation in virtual spaces - AI governance and ethical considerations in the Metaverse	10 hours	CO4

Module 5: Future Implications and Strategies - Emerging trends and innovations in virtual environments - The impact of virtual environments on industries: Education, healthcare, entertainment, and more - Strategies for leveraging virtual spaces for socio-economic development - Challenges and opportunities for virtual environment adoption in developing countries - The role of virtual environments in shaping the future of economies and societies - AI and its potential to drive innovation and transformation in the Metaverse	5 hours	CO5 CO7

MODE OF TRANSACTION	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: 1. Lectures and discussions covering fundamental concepts, theories, and real-world examples. 2. Case studies and group projects to analyse successful virtual economies and develop problem-solving skills. 3. Hands-on workshops and tutorials to familiarize students with Metaverse tools, platforms, and technologies. 4. Virtual field trips to Metaverse platforms, online communities, and digital art galleries for immersive experiences. The course will also utilize online learning resources, such as recorded lectures, webinars, and discussion forums, to support students' learning beyond the classroom.
MODE OF ASSESSMENT	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: 1. Assignments and quizzes (10 points) - 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. 2. Class participation and discussions (10 points) - 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. 3. Case study analysis (10 points) - 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.

	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.

LEARNING RESOURCES

Articles and Reading Material

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

Online Learning Platforms and Courses

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

Metaverse Platforms and Tools

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

Industry Reports and Whitepapers

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

Podcasts

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

RELEVANCE OF LEARNING THE COURSE/ EMPLOYABILITY OF THE COURSE
As the world rapidly shifts towards virtual environments, understanding the fundamental principles of the Metaverse, its underlying technologies, and its implications becomes crucial for students across various disciplines. The parallel economy of virtual worlds like the Metaverse is already surpassing real-world economies, and this trend is expected to continue as more social and economic activities move into virtual spaces. This foundational course equips students with the knowledge and skills needed to navigate and leverage the opportunities presented by the Metaverse. By gaining insights into virtual economies, social dynamics, governance, and the role of emerging technologies like AI, students will be well-prepared to adapt to the changing landscape of work and entrepreneurship.

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

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

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

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

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.
	Upon Completion of this Course, Students will be Able to:		
1	***Explain*** and Understand: These ontological, Epistemological and Methodological Discussions on the Nature, Scope and Limits of Human Knowledge and Understanding.	Understand	

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

COURSE CONTENT

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

Mode of Transaction	**Classroom Activities:** 1. Lecture 2. Student Presentations 3. Group discussions 4. Article writing **Field activities: Nil** **Lab-based activities: Nil**
Mode of Assessment	**Internal Assessment** 1. Internal Test – (20 Marks)

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

Learning Resources

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.

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

School	SCHOOL OF GANDHIAN THOUGHT AND DEVELOPMENT STUDIES		
Programme	**Gandhian Studies**		
Course Title	**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)

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

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

Learning Resources

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

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.

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

School	SCHOOL OF GANDHIAN THOUGHT AND DEVELOPMENT STUDIES		
Programme	**GANDHIAN STUDIES**		
Course Title	**GANDHI IN FILMS**		
Course Type	**MDC**		
Course Level	**200-299**		
Course Code	MG3MDCUGT201		
Course Overview	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.		
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.
	Upon completion of this course, students will be able to;		
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**
• Early Life and Influences • Gandhi in South Africa • Gandhi and the National Movement • Gandhi's Social and Political Philosophy • Gandhi's Legacy and Global Impact	**10**	**1**
Module 2 Gandhi in Films	**Hours**	
• Analysis of "Gandhi" (1982) directed by Richard Attenborough : Plot summary and key scenes - Portrayal of Gandhi's philosophy and major events - Performances and direction • 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) • Differences in narrative and portrayal • Historical accuracy and artistic interpretation • Impact on popular perception of Gandhi	**20**	**2,3 & 4**
Module 3 Criticisms and Reviews	**Hours**	
• Scholarly criticisms and debates on the films • Portrayal of Colonialism, race and nationalism • Ethical implications of biographical film making • Role of film in shaping historical memory	**15**	**5 & 6**

Mode of Transaction	**Classroom activities:** • Lecture-discussion session using PPT: These sessions offer a thorough understanding of Gandhi's life and legacy.

	• Film Screening: Students will be able to critically evaluate the historical accuracy and artistic liberties taken in biographical films. • Debates and Discussions: Students will be able to critically assess the reception and critiques of major films on Gandhi. **Field activities**: Nil
Mode of Assessment	An **Assignment** on the Life and Philosophies of Gandhi (10 scores) A **Research cum Seminar Presentation** on Gandhi in films (10 scores) An **Internal Examination** (20 scores)

Learning Resources

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

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

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

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

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

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

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

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

Articles:

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

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

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

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

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

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

Web Resources:

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

IMDb: Gandhi (1982)

IMDb: The Making of the Mahatma (1996)

Rotten Tomatoes: Gandhi (1982) Reviews

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

Relevance of Learning the Course/ Employability of the Course
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.