

PEDAGOGY AND PROGRAMME OUTCOME
CENTRE FOR GANDHIAN STUDIES
GANDHI BHAVAN, MANASAGANGOTHRI

Prepared

By

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MASTERS PROGRAMME IN PEACE AND CONFLICT RESOLUTION (MA PCR)

PROGRAMME OUTCOME

The United Nations Organizations which celebrates Mahatma Gandhi's birthday as international day for non violence, has projected that Gandhi's thinking can be a model to the whole world. Nobel laureates from different streams have propagated that peaceful development is possible if the world embraces Gandhian ideals. Since the MA (PCR) programmes engages students in studying such life oriented ideals of the legendary personality it is expected that those graduating would develop a qualitative personality.

**PROGRAMME STRUCTURE
I SEMESTER**

1 st SEMESTER	COURSE CODE	COURSE TITLE	TEACHING MODE				
			L	T	P	credits	MARKS
	15501	Peace: : Basic Issues (HC)	03	01	0	04	100
	15502	Conflict: : Basic Issues (HC)	03	01	0	04	100
	15503	Durable Peace: Challenges and Methods (HC)	03	01	0	04	100
	15504	Methods for Conflict Resolution (SC)	03	01	0	04	100
	15505	Global Conflict and Peace Initiatives (SC)	03	01	0	04	100
	15506	Religious Philosophy and Conflict Resolution (SC)	03	01	0	04	100
		TOTAL	18	06	0	24	600

Any two Soft Core.

II SEMESTER

2 nd SEMESTER	COURSE CODE	COURSE TITLE	TEACHING MODE				
			L	T	P	Credit	MARKS
	15511	Peace Movements at the Global Level I (HC)	03	01	0	04	100
	15512	Peace Movements at the Global Level II (HC)	03	01	0	04	100
	15513	Globalizatio n and Growing Conflict (SC)	03	01	0	04	100
	15514	Globalizatio n Civil Society and World Peace (SC)	03	01	0	04	100
	15515	Conflicts and Political Thought: Marx, Lenin, Ambedkar (SC)	03	01	0	04	100
	15516	Gandhi , World Order and Global Peace (OE)	03	01	0	04	100
		TOTAL	18	06	0	24	600

Any two Soft Core.

III SEMESTER

			TEACHING MODE				
3 rd SEMISTER	COURSE CODE	COURSE TITLE	L	T	P	Credits	MARKS
	15521	Peace Movements in India HC	3	01	0	04	100
	15522	Contemporary Conflicts in India HC	03	01	0	04	100
	15523	Post-Gandhian Conflict Resolutions in India HC	03	01	0	04	100
	15524	Gandhian Issues in Indian Politics SC	03	01	0	04	100
	15525	Gandhi and Constructive Programmme SC	03	01	0	04	100
	15526	Peace Issues in Indian Philosophy OE	03	01	0	04	100
Total			18	06	0	24	600

Any One Soft Core.

IV SEMESTER

			TEACHING MODE				
4 th SEMESTER	COURSE CODE	COURSE TITLE	L	T	P	Credits	MARKS
	15531	Gandhian Understanding Of Peace (HC)	3	01	0	04	100
	15532	Gandhian Techniques of Conflict Resolution (HC)	03	01	0	04	100
	-----	Minor Project Work (HC)	00	02	0	04	100
	15533	Gandhi, Ecology and Peace (SC)	03	01	0	04	100
	15534	Application of Gandhian Techniques (Case studies) (SC)	03	01	0	04	100
	15535	India after Gandhi (OE)	03	01	0	04	100
		Total	15	07	0	24	600

Any one Soft Core

Semester	Credits	Total credits
I	24	24
II	20	20
III	20	20
IV	20	20
Total	84	84

SYLLABUS

I SEMESTER

Course I : Peace - Basic Issues (Hard Core)

COURSE OUTCOME

This course prepares the students to understand the concept of peace from the perspective of various religions. It makes the students well aware of the economic and social equality and relationship with peace.

PEDAGOGY: The course is start through lecture and tutorial mode with the former focusing on bringing conceptual clarity and the safe presiding opportunity for participation learning through seminars and discussion.

Course I : Peace - Basic Issues (Hard Core)

- Unit I Peace: Meaning, Definition and Nature of Peace; Philosophy of Peace; Importance of Peace in the Present day context.
- Unit II Theories of Peace: Democratic peace theory, Active Peace theory, Game Theory
- Unit III Religious Beliefs and Peace theories: Buddhism, Islam - Christianity, Hinduism
- Unit IV Meaning, Strategies, (1)Economic Equality, (2)Social Justice (3)Social Values: Peace and Social Classes, Ethnicity and Peace.

REFERENCES

1. **John Galtung, Peace by peaceful means:** peace and conflict, development and civilization, Sage 1999
2. David Barash, Charles P Webel, [Peace and Conflict Studies](#), Sage, 2008
3. **Michael E Brown, Theories of war and peace:** can international security reader MIT Press, 1998
4. Ekkehart Krippendorff, Håkan Wiberg, International Peace Research Institute University forlaget, 1981
5. Chanju Mun ed Buddhism and Peace: Theory and Practice Jung Bup Sa Buddhist Temple of Hawaii,2006

6. P. C. Sinha, **International encyclopaedia of peace, security, social justice, human rights** Anmol Publications New Delhi., 1996
7. Majid Khadduri **War and peace in the law of Islam** The Lawbook Exchange, Ltd., 2006
8. Taisier Mohamed Ahmed Ali, Robert O. Matthews Durable Peace: challenges for peace building in Africa University of Totonto Press, 2004
9. Otto Tod William Zartman Mallery Economic union and durable peace Ayer Publishing, 1972.

Course II : Conflict - Basic Issues (Hard Core)

COURSE OUTCOME

As a furtherer of the first course, this course facilitates an understanding of traditional and modern conflict situations and helps developing a clear understanding of conflict and peace. It facilitates development of positive thinking.

PEDAGOGY: The course involve lecture sessions by faculty and case studies on various types of conflict situations.

Course II : Conflict - Basic Issues (Hard Core)

Unit I Meaning ,types , levels and Reasons for Conflict

Unit II Approaches to the study of conflict; Traditional and Modern Approaches

Unit III Theories of conflict: Critical theory (Frankfort School) Saint Simmon, Classical Conflict theory (K.Marks, Lenin), Feminist theory, Post-modern theory

Unit IV Theories of Conflict: World System theory, Post-colonial theory, Post structural theory

REFERENCES

1. Greg Ashman. What causes war?: An introduction to theories of International conflict, Lexicton, 2000

2. Morton Deutsch **The Resolution of Conflict:** Constructive and Destructive Processes Yale University Press, 1977
3. James A. Schellenberg **Conflict resolution:** theory, research, and practice, Suny Press,1995
4. Oliver Ramsbotham Contemporary conflict resolution , Polity, 2005
5. Jolle Demmers **Theories of Violent Conflict:** An Introduction. Taylor and Francis,2011

Course III : Durable Peace: Challenges and Methods (Hard Core)

COURSE OUTCOME

While familiarizing the students with various challenges and stages of achieving peace, this course emphasizes students to develop a pro-society thinking.

PEDAGOGY: The course is taught through lecture and tutorial mode . This is particular stress on group activates through which students analyze various conflicts peace situation.

Course III : Durable Peace: Challenges and Methods (Hard Core)

Unit I : Challenges for Durable Peace: Unequal development, Social Exclusion, Economic Inequality

Unit II : Problems for Durable Peace: War, Terrorism Ethnic Conflict and Violence against vulnerable groups

Unit III : Methods for Durable Peace: Economic Development, Social equality and Dialogue among civilizations

Unit IV: Conflict Management: From Diplomatic Strategy to UN Initiative for Global Peace

REFERENCES:

1. Dr.Radha Krishna.B.G., 1991 (Gandhian Economic Thought), Prasaranga, Mysore.
2. Shriman Narayan, Relevance of Gandhian Economics, Navajivan Publishing House, Ahmedabad, 1970
3. P.R.Brahmananda, Planning for a Futureless Economy, Himalaya Publishing House, 1978

4. Ram K.Vepa, New Technology: A Gandhian Concept, Gandhi Book House New Delhi 1975
5. Quoted by Shriman Narayan in India Needs Gandhi.
6. C.Rajagopalachari, Gandhiji's Teachings and Philosophy, Bharatiya vidya bhavan, Bombay 1963.
7. M.K.Gandhi, The Story of My Experiments with Truth, Navajivan Publishing House, Ahmedabad, 1969.
8. M.K.Gandhi, India's Food Problem, Navajivan Publishing House, Ahmedabad, 1960
9. M.K.Gandhi, My Theory of Trusteeship, Edited by Hingorani, Bharatiya Vidya Bhavan, Bombay, 1970
10. M.K.Gandhi, Village Swaraj, Navajivan Publishing House, Ahmedabad, 1963.

Soft Core Paper IV: Methods for Conflict Resolution

COURSE OUTCOME

The course is designed to provide the student a holistic idea about methods of conflict resolution and hence makes them learn the various means of handling conflict.

PEDAGOGY: While the lecture sessions preside basic frame work of resolving conflict, the tutorials writing of thematic discussions help clarifying concepts and other doubts of the students.

Soft Core Paper IV: Methods for Conflict Resolution

Unit I Addressing Conflict Resolution: Western and Eastern Perspectives

Unit II Mediation, Negotiation, Diplomacy, Coercive Methods and Conflict Resolution

Unit III Modes of conflict resolution: Competing, accommodating, avoiding, collaborating, and compromising; Gandhian Method of Conflict Resolution

Unit IV Conflict Management and Alternative Dispute Resolutions: Creative Peace Building, Cross cultural Methods of Conflict Resolution

REFERENCES

1. Jacob Bercovitch, Scott Sigmund Gartner international [conflict mediation: new approaches and findings](#),2008.

2. William J. Pammer, Jr. Jerri Killian Handbook of Conflict Management *Wright State University, 2006*
3. M. Afzalur Rahim Theory and Research in Conflict Management PRAEGER Westport, Connecticut ,2000
4. EVIN AVRUCH, PETER W. BLACK, and JOSEPH A. SCIMECCA CONFLICT RESOLUTION Cross-Cultural Perspectives PRAEGER Westport, Connecticut London, 2000
5. [Rashmi-Sudha Puri](#) Gandhi on War and Peace, Praeger, 1987

Course V : Global Conflict and Peace Initiatives (Soft Core)

COURSE OUTCOME

The course provides an overview of various peace initiatives in the world and by narrating the initiatives based on Gandhian ideals, it helps students understanding how Gandhi's ideally have global relevance.

PEDAGOGY: The course is start through lecture and tutorial mode with the former focusing on bringing conceptual clarity and the safe presiding opportunity for participation learning through seminars and discussion.

Course V : Global Conflict and Peace Initiatives (Soft Core)

Unit I Global Conflicts : Nature and Forms

Unit II Wars for resources, Ecological Violence, Role of MNCs , Violence on indigenous people

Unit III Global Peace Initiatives: The Environment and Peace Initiative, UN, India.

Unit IV Global Pace Initiative by the International Civil Society Groups, Social Activists: Dalai Lama, Martin Luther King in U.S.A. Nelson Mandela & South African experiment, Nobel Prize winners in peace

REFERENCES

1. Peter Wallensteen [Understanding Conflict Resolution: War, Peace and the Global System](#), Sage, 2007
2. [The](#) Robert A. Baruch Bush [Promise of Mediation: The Transformative Approach to Conflict](#). Jossey Boss, New York, 2008

3. [Professor Lisa B. Bingham](#) (Editor) *The Promise and Performance of Environmental Conflict Resolution*, REF, 2003
4. Mary Kaldor, Helmut K. Anheier, Marlies Glasius *Global Civil Society 2006/7* SAGE, 2006
5. **Guy Ben-Porat** *Global liberalism, local populism: peace and conflict in Israel/Palestine and Northern Ireland* Syracuse University Press, 2006
6. [Wendy M. Sargent](#) *Civilizing peace building: twenty-first century global politics* Ashgate Publishing, Ltd., 2007

Course VI :Religious Philosophy and Conflict Resolution (Soft Core)

COURSE OUTCOME

By explaining the conflict resolution ideally excoriated through various religions, this course helps the students to appreciate religious harmony.

PEDAGOGY: While faculty led lecture sessions are the core of learning process, the core examples of various religions too are discussed at the tutorials.

Course VI :Religious Philosophy and Conflict Resolution (Soft Core)

- | | |
|----------|---|
| Unit I | Religious Philosophy and the issues of peace: question of tolerance, question of co-existence, issues of non-violence |
| Unit II | Religious Philosophy of Buddhism, Jainism: Issues of Conflict Resolution and Peaceful existence |
| Unit III | Indian Tradition of Peace, Conflict Resolution: Hindu Philosophy and ancient texts. |
| Unit IV | Religious philosophy of Semitic Religions: Islam, Christianity and Judaism – addressing the issues of conflict and solutions for peaceful living. |

REFERENCES:

1. Ralph H.Salmi, Cesar Adib Majul, George Kilpatrick Tanham *Islam and conflict resolution: theories and practice*, University Press of America, 1998.
2. Chanju Mun ed *Buddhism and Peace: Theory and Practice* Jung Bup Sa Buddhist Temple of Hawaii, 2006.

3. P.C.Sinha, International encyclopaedia of peace, securing, social justice, human rights Anmol Publications New Delhi, 1996.
4. Majid Khaddari Was and peace in the law of Islam The Lawbook Exchange, Ltd., 2006.

II SEMESTER

Course I : Peace Movements at the Global Level-1 (Hard Core)

COURSE OUTCOME

The course provides learners with the knowledge of various peace movements across the world and thus equips them with practical insights.

PEDAGOGY: Taught through lecture and tutorial mode student presentations are extensively used in this course.

Course I : Peace Movements at the Global Level-1 (Hard Core)

Unit I Peace Movement during Gandhis' period

Unit II Peace Movements in the US upto the end of second World War

Unit III Peace Movements in the UK until the end of second world war

Unit IV Pacificist and Gandhians : Martin Luther King and his politics

REFERENCES

1. Marian Turski, Henryk Zdanowski The peace movement: people and facts : pages from the history of the peace movement in Poland
2. [Nancy Harris](#) The Peace Movement Interpress Publishers, 1976 Greenhaven Press, 2004
3. [Paul Laity](#) The British peace movement, 1870-1914 Clarendon Press, 2001
4. [Laura L. Toussaint](#) The contemporary US peace movement, Taylor & Francis, 2009
5. [John Lofland](#), [Victoria Lee Johnson](#), [Pamela Kato](#), Peace movement organizations and activists in the U.S.: an analytic bibliography, Routledge 1991
6. Martin Ceadel Semi-detached idealists: the British peace movement and international relations, 1854-1945 Oxford University Press, 2000
7. [Badruddin](#) Global Peace And Anti-Nuclear Movements Mittal Publications, 2003
8. [Alice Holmes Cooper](#) Paradoxes of peace: German peace movements since 1945 University of Michigan Press, 1996

Course II : Peace Movements at the Global Level -2 (Hard Core)

COURSE OUTCOME

A continuation of the first course, year the primary focus is on the world wars and the consequent peace initiatives.

PEDAGOGY: As a measure of providing clarity on war and its consequences, apart from lectures students are made to learn through case study methods.

Course II : Peace Movements at the Global Level -2 (Hard Core)

Unit I Peace Movements after II World War in the US

Unit II Peace Movements in the European Continent after II World War

Unit III Peace Movements in Asian Continent after II World War

Unit IV Peace Initiatives in Africa and India

REFERENCES

1. Marian Turski, Henryk Zdanowski The peace movement: people and facts : pages from the history of the peace movement in Poland
2. [Nancy Harris](#) The Peace Movement Interpress Publishers, 1976
3. Greenhaven Press, 2004
4. [Paul Laity](#) The British peace movement, 1870-1914 Clarendon Press, 2001
5. [Laura L. Toussaint](#) in The contemporary US peace movement, Taylor & Francis, 2009
6. [John Lofland](#), [Victoria Lee Johnson](#), [Pamela Kato](#), Peace movement organizations and activists in the U.S.: an analytic bibliography, Routledge 1991
7. Martin Ceadel Semi-detached idealists: the British peace movement and international relations, 1854-1945 Oxford University Press, 2000
8. [7. Badruddin](#) Global Peace And Anti-Nuclear Movements Mittal Publications, 2003
9. [Alice Holmes Cooper](#) Paradoxes of peace: German peace movements since 1945 University of Michigan Press, 1996
10. [Richard K. S. Taylor](#) Against the bomb: the British peace movement, 1958-1965 Oxford University Press, 1988
11. S. Narayanasamy The Sarvodaya movement: Gandhian approach to peace and non-violence Mittal Publications, 2003

Course III : Globalization and Growing Conflict (Soft Core)

COURSE OUTCOME

This course prepares students with detailed understanding of the process and implications of globalization and their relationship with new conflict situations.

PEDAGOGY: Taught through L&T mode, there is greater emphasis in this course on structured and theme based group discussions.

Course III : Globalization and Growing Conflict (Soft Core)

Unit I Globalization : Its meaning, nature and its effect on different social categories

Unit II Globalization : Forms of Displacement (Economic, Cultural & Social)

Unit III Globalization : Forms of Conflicts – ethnic to regional

Unit IV Globalization: New Forms of Culture and Violence against cultures, traditional forms of social organization - violence against traditional forms of livelihoods, indigenous knowledge systems including agriculture.

REFERENCES

1. [Miles Kahler](#), [Barbara F. Walter](#) Territoriality and conflict in an era of globalization Cambridge University Press, 2006
2. [Gerald Schneider](#), [Katherine Barbieri](#), [Nils Petter Gleditsch](#) Globalization and armed conflict, Rowman & Littlefield, 2003
3. [Jan Nederveen Pieterse](#) Globalization or empire? Routledge, 2004
4. John Wiley and Sons, 2010
5. [George Ritzer](#), [Zeynep Atalay](#) Readings in Globalization: Key Concepts and Major Debates
6. [Ashok Swain](#), [Ramses Amer](#), [Joakim Öjendal](#) Globalization and challenges to building peace Anthem Press, 2008

Course IV: Globalization, Civil Society and World Peace (Soft Core)

COURSE OUTCOME

This course builds knowledge about the role of civil society in building world peace.

PEDAGOGY: The course is taught through classroom lectures, special lectures by civil society representations and group discussions on themes identified by students

Course IV: Globalization , Civil Society and World Peace (Soft Core)

Unit I Civil Society initiatives in India and Asian sub continent

Unit II Global Civil Society and Anti War Movements

Unit III Global Civil Society and environment Movements

Unit IV Global Civil Society and World Peace - A Critique

REFERENCES

1. [Ino Rossi](#) Frontiers of globalization research: theoretical and methodological approaches 2007
2. [Ashok Swain](#), [Ramses Amer](#), [Joakim Öjendal](#) Globalization and challenges to building peace Anthem Press, 2008
3. Hewa, Soma; Stapleton, Darwin (Eds.) Globalization, Philanthropy, and Civil Society
4. Marcus Akuhata-Brown Civil society at the millennium Kumarian Press, 1999
5. Peter Wagner The languages of civil society Berghahn Books, 2006

Course V: Conflicts and Political Thought: Kautilya, Marx, Lenin and Ambedkar (Soft Core)

COURSE OUTCOME

With a view to provide meaningful insights on political dimensions of conflict and peace this course provides specific insights on the thoughts of select political thinkers.

PEDAGOGY: Apart from lectures the students learn through group study of select works and biography of the major thinkers covered in the course content.

Course V: Conflicts and Political Thought: Kautilya, Marx, Lenin and Ambedkar (Soft Core)

- Unit I Kautilya Issues of Conflict in Political thought - General observations: nature of Conflict, forms of Conflict, Politics of peace
- Unit II Marx, conflict and political Thought: class struggle, class conflict, nature of conflict, transformation of conflict, Path to resolve conflict
- Unit III Lenin: Different classes, nature of conflict, class conflict, state and Revolution, peaceful co-existence of the new states
- Unit IV Ambedkar and Issues of Conflict; his analysis of caste conflict, social system and caste system, issues in: annihilation of caste.

REFERENCES:

1. R.Shama Shastri, 1995 Artha Shastra , ORI, University of Mysore.
2. Karl Marx, Communist Manifesto, Progress, Moscow. 1972
3. Jon Elster, Marx: A Reading, 1986
4. Isaah Berlin, Karl Marx: His life and Environment, 1979
5. Lenin, Imperialism: The Highest Stages of Capitalism, Progress, Moscow, 1978
6. Lenin, State and Revolution, Progress, Moscow. 1975
7. Christophe Jeffrelot, India's silent Revolution: The Rise of Lower castes in North India, 2008.
8. ಡಾ: ಬಿ.ಆರ್.ಅಂಬೇಡ್ಕರ್‌ರವರ ವಿಚಾರಗಳು: ಸಂಪಾದಕರು ಹೆಚ್.ದಂಡಪ್ಪ, ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತ ಇಲಾಖೆ ಮತ್ತು ಕುವೆಂಪು ಭಾಷಾ ಭಾರತಿ, ಬೆಂಗಳೂರು.

Course VI: Open Elective: Gandhi, World Order and Global Peace (Soft Core)

COURSE OUTCOME

This course specifically highlights the importance of nonviolence mode adopted by Gandhi to achieve peace at global level.

PEDAGOGY: The course is taught through lecture and tutorial mode. Interaction with Gandhian followers are arranged to help students understand the Gandhian approach to peace.

Course VI: Open Elective: Gandhi, World Order and Global Peace (Soft Core)

- Unit I World Order: Old and New, US Hegemony – forms of hegemony and Empire
- Unit II Factors affecting Global Peace: Nationalist struggle, Role of International Agencies, Western World and war in developing world, Unequal distributions of resources
- Unit III Violation of Human Rights and Global Peace: Genocide, Growing Disparity and Human Rights, Ethnic Conflict in Afro-asia.
- Unit IV Gandhian Methods for World Peace: His philosophy, strategy and principles, Gandhi in different New Social Movements.

REFERENCES:

1. George Ritzer, Zeynep Atalay Readings in Globalization: Key Concepts and Major Debates
2. Inis L.Claude, Jr. Pragmatic Liberal Approach to World Order, University of America, 2011.
3. H.G.Wells, The New World Order, Filiquarian Publishing, LLC, 2007
4. Miles Kahler, Barbara F.Walter Territoriality and conflict in an era of globalization Cambridge University Press, 2006.
5. ಗಾಂಧೀ.ಮೋ.ಕ.(ಅನು), ಕುವೆಂಪು (1959) 'ಅರ್ಥವಿಚಾರ, ಗಾಂಧಿ ಸ್ಮಾರಕ ನಿಧಿ', ಕರ್ನಾಟಕ ಶಾಖೆ, ಗಾಂಧೀ ಗ್ರಂಥಮಾಲೆ, ಸಂಪಾದಕ ಮಾಲೆ, ಸಂಪಾದಕ ಮಂಡಲಿ, ಮೈಸೂರು.

III SEMESTER

Course I : Peace Movements in India (Hard Core)

COURSE OUTCOME

This course instils among learners lot of faith and belief in peace initiatives by making them learn about peaceful social movements.

PEDAGOGY: Lectures by faculty accompanied interactive sessions with social activists and visits to civil society initiatives constitute the teaching methodology for this course.

Course I : Peace Movements in India (Hard Core)

Unit I Social Movements and the Issues of Peace: Anti- Nuclear Movement, Movement against Big Dams, Development projects

Unit II Ecology Movement and Anti Globalization Movements

Unit III Dalit Movement and New Farmers Movements, Tribal movements,

Unit IV Women's Movement and L.G.B.T.Movement,

REFERENCES

1. Rāmachandra Kshīrasāgara, “ Dalit movement in India and its leaders, 1857-1956 ”M.D. Publications Pvt. Ltd., 1994
2. Tom Brass, New Farmers Movement in India, Frankcass, London, 1998
3. Muzaffar Assadi, Politics of Peasant Movement, Shipra, New Delhi 1997
4. [Timothy Doyle](#), Environmental movements in minority and majority worlds: a global perspective Rutgers University Press, 2005
5. M. V. Ramana, Prisoners of the nuclear dream, Orient Blackswan, 2003

Course II : Contemporary Conflicts in India (Hard Core)

COURSE OUTCOME

The focus of this course is to introduce students various contemporary conflicts situations in India and equip them with the knowledge of ongoing events and initiatives.

PEDAGOGY: Lecture sessions and tutorials in the form of incident based cases constitute the pedagogy of the course.

Course II : Contemporary Conflicts in India (Hard Core)

Unit I Nature of Conflict during the Post Independence period

Unit II Post –Independence Period and Communal Conflict

Unit III Caste Conflict : Atrocities on Dalits and Tribals
Ethnic Conflict : Problems in North Eastern Region

Unit IV Regional Conflict : Interstate Conflict, Conflict over natural Resources, Conflicts within the regions

REFERENCES

1. Sanjay Paswan, Pramanshi Jaideva **Encyclopaedia of Dalits in India: Human rights : new dimensions in dalit problems** Gyan Publishing House, 2003
2. Karin Kapadia **The violence of development: the politics of identity, gender and social inequalities in India** Palgrave Macmillan, 2002
3. P.K. Mohanty **Encyclopaedia Of Scheduled Tribes In India (5 Vols.)** Gyan Publishing House, 2006
4. Ashish Ghosh **Dalits and peasants: the emerging caste-class dynamics** Dalits and peasants: the emerging caste-class dynamics Gyan Sagar Publications, 1999.
5. ಸ್ವಾತಂತ್ರ್ಯದ ಅಂತರ್ಜಾಲ: ರಾಮಮನೋಹರ ಲೋಹಿಯಾ ಪ್ರಾತಿನಿಧಿಕ ಲೇಖನಗಳು, ಸಂಪಾದಕರು: ಕಾಳೇಗೌಡ ನಾಗವಾರ, ಡಾ:ನಟರಾಜ ಹುಳಿಯಾರ್, ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ನಿರ್ದೇಶನಾಲಯ, ಬೆಂಗಳೂರು, 1996.

Course III : Post-Gandhian conflict resolutions in India (Hard core)

COURSE OUTCOME

This Course Familiarizes students with movements designed based on Gandhian influence such as the , Bhoodhan Movement , Ghandhian Movement, Religious harmony movements.

PEDAGOGY: The course is taught through lecture and tutorial mode with faculty lead classroom interaction and self drives dialogs and discussions among students.

Course III : Post-Gandhian conflict resolutions in India (Hard core)

Unit I Rural Reconstruction and Peace Building: Pani Panchayts, Palekar Experiments, Role of Co-operatives in the rural re-construction (Milk co-operatives, Sugar co-operatives, Credit Co-operatives, Enviornmental Co-operatives, etc.)

Unit II Peace Building in India: Bhoodan, Gram Dhan Inter faith Dialogue, Communal Harmony

Unit III Social Activists and Peace Building: Medha Patkar, Baba Amte

Unit IV Gandhian Activists and Peace Building: Sundarlal Bahuguna and Anna Hazare, Gandhian Economic Thought; J.C.Kumarappa – Economy of permanence

REFERENCES

1. Rajib Shaw, Danai Thaitakoo **Water Communities**, Emerald Group Publishing, 2010
2. Bhabani Shankar Nayak **Nationalizing crises** the political economy of public policy in contemporary India Atlantic Publishers & Distributors, 2007
3. R. Nanekar, S. V. Khandewale, **Bhoodan and the landless** Popular Prakashan,
4. Raghavendra Nath Misram **Bhoodan Movement: An Economic Assesment** S. Chand, 1972
5. Vinoba, **Gramdan**, 1958
6. Sunderlal Bahuguna, Vandana Shiva, Mahesh N. Buch **Environment crisis & sustainable development** Natraj Publishers, 1992
6. Anna Hazare, Ganesh Pangare, Vasudha Lokur **Adarsh Gaon Yojana: government participation in a peoples program : ideal village project of the Government of Maharashtra** Hind Swaraj Trust, 1996
7. Hans Staffner **Baba Amte: a vision of new India** , Popular Prakashan, 2000.

Course IV: Gandhian issues in Indian politics (Soft core)

COURSE OUTCOME

The students would familiarize themselves with political structures such as village panchayath which are a product of Gandhian political thinking.

PEDAGOGY: Lecture sessions field visits to Panchayaths to study their functioning with Q&A sessions with elected members constitute the learning methods.

Course IV: Gandhian issues in Indian politics (Soft core)

Unit I Directive Principles of State Policies and Gandhism

Unit II Decentralization and Panchyat Raj Institutions

Unit III Gandhian Issues in Political Parties

Unit IV Civil Society and Gandhian Praxis

REFERENCES

1. V. T. Patil **Problems and issues in Gandhism** , Inter-India Publication, 1990

2. J. C. Johari **Indian government and politics:** basic framework and state structure Vishal Publications, 1974
3. Anil Dutta Mishra **Fundamentals of Gandhism** Mittal Publications, 1995
4. Vijandra Singh **Panchayati Raj and Village Development** Sarup & Sons, 2003
5. Jai Narain Sharma **Satyagraha:** Gandhi's approach to conflict resolute Concept Publishing Company, 2008

Course V: Gandhi and Constructive programme (Soft core)

COURSE OUTCOME

This course helps students understand the model constructive programs initiated by Gandhi and his followers.

PEDAGOGY: Lecture by faculty and Gandhian thinkers along with Q&A tutorial sessions are used to teach the course.

Course V: Gandhi and Constructive programme (Soft core)

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|----------|--|
| Unit I | Gandhian constructive programme: His time and Our time, |
| Unit II | Principles of Constructive programme - significance, its relation with non-violence |
| Unit III | Constructive Programme I: (1) Communal Unity (2) Removal of Untouchability (3) Prohibition (4) Khadi (5) Village Industries (6) Village Sanitation |
| Unit IV | Content of Constructive Programme II: (7) Nai Talim or Basic Education (8) Adult Education (9) Uplift of Women (10) Education in Health and Hygiene (11) Provincial Languages (12) National Language (13) Promotion of Economic Equality, (14) Kisans (15) Labour (16) Adivasis (17) Lepers (18) Students. |

REFERENCES:

1. Gandhi M.K., Problem of education, Ahmedabad/ 1962
2. Gandhi M.K. The way to communal harmony, Ahmadabad, 1973.
3. Gandhi M.K. The Village swaraj, Ahmadabad, 1985
4. TANEJA V.R. Mahatma Gandhi and basic education on :Critique on basic education being chapter 21 of educational thought and practice, Jullundur, 1962.

Course VI: Peace Issues in Indian Philosophy (Open elective, soft core)

COURSE OUTCOME

Drawing examples from Indian philosophy this course makes students gain knowledge of develop values about equality among religions, universal brotherhood.

PEDAGOGY: The course is taught through classroom lectures and structured group discussions.

Course VI: Peace Issues in Indian Philosophy (Open elective, soft core)

- Unit I Ancient India; Vedanta Tradition, Nitishastra tradition
Dharmashastra tradition, Arthashastra tradition
- Unit II Issues of Peace in Philosophical discourses:samkhya, nyaya,
dwaita, adwaita and buddhist philosophy
- Unit III Spiritual nationalism and Indian Philosophy on
peace: Arobindo Gosh, Vivekananda, Dayananda
Saraswathi, Maulana Abdul Kalam Azad.
- Unit IV Contemporary Indian Philosophy on Peace
Dr.S.Radhakrishnan Daya Krishna and Partha Chatterjee.

REFERENCES:

1. Prajnandananda, Schools-of-Indian-philosophical-thought, Mukhopadyaya, Calcutta, 1973
2. Rajmani Tigunait, Seven system of Indian philosophy, Himalayan Institute, 1984.
3. Surendranath Dasgupta, A History of Indian Philosophy, Motilal Banarasidas, 1992
4. Basant Kumar Lal, contemporary Indian Philosophy, Motilal Banarasidas 2010
5. Devaraja N.K. Indian Philosophy today, Macmillan, Meerut, 1975
6. Kishore Gandhi, contemporary Relevance of Aurobindo Gosh, Vivek Delhi 1973.

IV SEMESTER

Course I: Gandhian Understanding of peace (Hard core)

COURSE OUTCOME

Focusing on Gandhi's conception of peace and strategies advanced by him this prepares learners to visualize Gandhi's nonviolence principle, co living and brotherhood.

PEDAGOGY: Lectures sessions group discussions and case studies are used to impart this course.

Course I: Gandhian Understanding of peace (Hard core)

Unit I Gandhian Political Philosophy of Peace: *Ahimsa*, Truth

Unit II Gandhian Understanding of Peace: Tolerance, Harmony and Forgiveness

Unit III Gandhian Understanding of Peace among Communities: Hindu Muslim Unity, Non-Conflictual Relations

Unit IV Gandhi and Religious Tolerance, Gandhi's approach to conflict resolution and political dialogue

REFERENCES

1. Jai Narain Sharma **Satyagraha:** Gandhi's approach to conflict resolute Concept Publishing Company, 2008.
2. [Thomas Weber](#) **Gandhi's peace army:** the Shanti Sena and unarmed peacekeeping Syracuse University Press, 1996
3. Joan Valérie Bondurant **Conquest of violence:** the Gandhian philosophy of conflict Princeton University Press, 1988
4. Himansu Roy **Poverty of Gandhian philosophy** Concept Publishing Company, 2001
5. Anthony Parel **Gandhi's philosophy and the quest for harmony** Cambridge University Press, 2006
6. Muzaffar Assadi ed., **Gandhis Hind Swaraj, vismaya**, Mysore 2010

Course II: Gandhian techniques of conflict resolution (Hard core)

COURSE OUTCOME

This course provides a detailed analysis of the simple living, struggle for truth and principle of nonviolence practiced and propagated by Mahatma Gandhi.

PEDAGOGY: Classroom interactions in the form of lectures and Q&A are the primary tools used to teach this course.

Course II: Gandhian techniques of conflict resolution (Hard core)

Unit I Fasting, Satyagraha, Long Marches, Dandi March

Unit II Mediation and Reconciliation

Unit III Neo-Gandhian Methods: Gav Bhandhi, Teach –in, Caravan – Jean Sharpe and New Gandhian, Methods

Unit IV Gandhian methods for Global Peace

REFERENCES

1. Himansu Roy Poverty of Gandhian philosophy Concept Publishing Company, 2001
2. Frederick George Bailey, F. G. Bailey Gosm botherers and other true believers: Gandhi, Hitler, and the religious, Berghahn Books, 2008
3. K.K. Sinha Social And Cultural Ethos Of India, Atlantic Publishers & Distributors, 2008
4. Douglas Allen The philosophy of Mahatma Gandhi for the twenty-first century Lexington Books, 2008
5. Raymond G. Helmick Forgiveness and reconciliation:
6. Religion, public policy & conflict transformation Templeton Foundation Press, 2002
7. Muzaffar Assadi, ed, Gandhis; Hind Swaraj: Vismaya, Mysore, 2010
8. Frederick George Bailey, F. G. Bailey Gosm botherers and other true believers: Gandhi, Hitler, and the religiousm, Berghahn Books, 2008

Course III: Minor Project Work (Hard core)

COURSE OUTCOME

This course develops research skills and ability to carry out on academic work independently.

PEDAGOGY: This course uses a self learning mode by the student with guidance by a designated member of the faculty.

Course IV: Gandhi, Ecology and peace (Soft core)

COURSE OUTCOME

This course helps developing in the minds of the students, awareness about environment and hygiene apart from ability to link these issues for peaceful coexistence.

PEDAGOGY: Lectures, invited based discussions and invited talk by environmental activist are used to teach this course.

Course IV: Gandhi, Ecology and peace (Soft core)

Unit I Changing Perspectives on Ecology and Development

Unit II Deep Ecology and Gandhi's views on Mankind

Unit III Spiritual Foundations of Gandhian Development

Unit IV Gandhian Critique of modernity and Western Civilization,
Gandhi on Health

REFERENCES

1. Claude Markovits **The Gandhian Gandhi:** the life and afterlife of the Mahatma Anthem Press, 2004
2. Edward J. Brantmeier, Jing Lin, John P. Miller **Spirituality, Religion, and Peace Education** IAP, 2010
3. Gunanidhi Parida **Ecology and development in conflict:** a Gandhian approach APH Publishing, 2000
4. Anguva Srinivasa **Gandhi and development theory:** an inquiry into the economic philosophy of Mahatma Gandhi vis-a-vis modern Western theory of economic development I.S. Publishers, 1971
5. Rakesh Raman Jha **Sociology of peace and non-violence** Northern Book Centre, 2003
6. Douglas Allen **The philosophy of Mahatma Gandhi for the twenty-first century** Lexington Books, 2008

Course V: Application of Gandhian techniques (Case studies, Hard core)

COURSE OUTCOME

This course is directed towards preparing the students for self employment use of Khadi and practicing the mode of cottage industries in their life.

PEDAGOGY: Given its high practical orientation on the course is taught through visits to and interaction with self employed persons , in particular those

who are involved in village and cottage industries. Lecture sessions are also used to provide basic information and knowledge.

Course V: Application of Gandhian techniques (Case studies, Hard core)

Unit I Trade Movement and Gandhian Techniques- Ahmadabad Hand Mill Workers Struggle

Unit II Viacom Struggle and Khilafat

Unit III Peasant Struggles and Gandhian Techniques during Nationalist Movement

Unit IV Gandhi against Fascism and World War

REFERENCES

1. Sankar Ghose **Mahatma Gandhi** Allied Publishers, 1991
2. Shiri Ram Bakshi **Gandhi and Khilafat**, Gitanjali Pub. House, 1985
3. Harold G. Coward **Indian critiques of Gandhi** SUNN Press, 2003
4. Frederick George Bailey, F. G. Bailey Gosm **botherers and other true believers: Gandhi, Hitler, and the religiousm**, Berghahn Books, 2008
5. Paul F. Power **Gandhi on world affairs**, Public Affairs Press, 1960

Course VI: India after Gandhi (Open elective)

COURSE OUTCOME

This is an open elective course designed for the benefit of students of all streams of study. By studying this course students get to understand the applicability of Gandhian methods in the contemporary political, economic and social demines.

PEDAGOGY: This course is thought through lecture and tutorial components, with the former for providing conceptual understanding and the later to reinforce the ideas and bringing clarity.

Course VI: India after Gandhi (Open elective)

- Unit I Indian economy and path of development, India as an economic power- from socialist ideology to open door policy
- Unit II Indian society: Changing nature of caste-class, social structure, changing land relations
- Unit III Changing Indian politics: From dominant party to coalition politics, growth of regional parties
- Unit IV India after Gandhi: Bhoodan, Gramdan Movement, JP movement, Chipko movement, Narmada Bachao andolan, Gandhian pacificist

REFERENCES

1. Ramachandra Guha. India after Gandhi, Macmillan, New Delhi, 2011
2. Devid Hardiman, Gandhi in his time and ours C.Hurt and company, 2003
3. Anil Dutta Mishra, Gandhism after Gandhi, Mittal New Delhi 1999
4. Stephan Cohen, India: Emerging Power, Booking Institution Press, 2004.
5. ತಗಡೂರು ರಾಮಚಂದ್ರರಾವ್ (1986) 'ಗ್ರಾಮದಾನ - ಗ್ರಾಮಸ್ವರಾಜ್ಯ', ಮೈಸೂರು ಪ್ರಿಂಟರ್ಸ್ ಅಂಡ್ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್, ಮೈಸೂರು.

DIPLOMA PROGRAMME IN GANDHIAN STUDIES

PROGRAMME OUTCOME

This diploma programme is designed keeping in mind youth who would complete this school and pre-University level education. The programme prepare students to perceive, understand and appreciate the socially relevant ideals of Gandhi. In a sense it equips young minds to select and pursue a socially desirable and globally relevant field of study at the level of higher education.

PROGRAMME STRUCTURE

Annual Scheme	COURSE CODE	COURSE TITLE	MARKS
	33381	Gandhiji's life and Philosophy	100
	33382	Gandhian Economic Thoughts	100
	33383	Gandhian Socio-Political Thought	100
	33384	Gandhian Philosophy of Education	100
	33385	Gandhian Concept of Sarvodaya and World-Order	100
		Constructive Programme (Practical)	100
		TOTAL	600

SYLLABUS

Course – I Gandhiji's Life and Philosophy

COURSE OUTCOME

This course prepares the students to understand the concept of peace from the perspective of various religions. It makes the students well aware of the economic and social equality and relationship with peace.

PEDAGOGY: The course is start through lecture and tutorial mode with the former focusing on bringing conceptual clarity and the safe presiding opportunity for participation learning through seminars and discussion.

Course – I Gandhiji's Life and Philosophy

Chapter I:	Introduction-Back ground of Gandhian era-Gandhiji's Life at a glance. Influence of Personalities like RUSKIN, TOLSTOY, THOREAU, SWAMI VIVEKANANDA, RAJARAM MOHAN ROY and others, on Gandhiji.
Chapter II:	Influence of Different Religions-Hinduism, Jainism, Buddhism, Christianity, Islalm and others on Gandhiji.
Chapter III:	Gandhiji's Experiments with Truth and Non-Violence His conception of means and ends.
Chapter IV:	Mahatama Gandhiji's Cardinal Virtues; Ekadashavrata and Sapta Samajika Patakas (sins).
Chapter V:	Gandhiji's conception of self, God and world.
Chapter V I:	Gandhiji's conception of war, peace and conflict resolutions.

REFERENCES

1. My Experiments with Truth (Autobiography) - Gandhiji.
2. Gandhi-His Life and Thought - J.B Kripalani.
3. Philosophy of Gandhi - M U Dutt.
4. Mahatma Gandhi – Early Phase - Pyarelal.
5. Hindu Dharma (Gandhiji) – M.K. Gandhi.
6. Ashram observance in Action - M.K. Gandhi.

7. Hind Swaraj - M.K. Gandhi.
8. Ethical Religion - M.K. Gandhi.
9. Atma Kathe or Nanna Satyanveshane - Gandhi.
10. Dharma – Neethi - Geetha Mathe - Gandhi.

Course – II Gandhian Economic Thoughts

COURSE OUTCOME

While familiarizing the students with various challenges and stages of achieving peace, this course emphasizes students to develop a pro-society thinking.

PEDAGOGY: The course is taught through lecture and tutorial mode . This is particular stress on group activates through which students analyze various conflicts peace situation.

Course – II Gandhian Economic Thoughts

Chapter I:	The Background of Gandhin Economic Thoughts, Evaluation of Gandhiji and Kautilya.
Chapter II:	Fundameentals of Gandhian Economic order – Economics and Ethics; Non – Violence and purity of means; Plain life and high thinking – Bread labour; Swadeshi, Classless-casteless and self reliant society.
Chapter III:	Gandhiji’s Views on Distribution of wealth-Equality and Trusteeship.
Chapter IV:	Decentralisation of Economic power; Features of a decentralized economic order; Role of Agriculture, Khadi and villages industries-Machine VS Man-Features of a self-reliant Commune.
Chapter V:	Economic Reconstruction of Villages ; Status of Villages in India _ Land Ownership, Credit and marketing – The Problem of landless labour – Review of land reforms and other measures of rural reconstruction – Economics of Bhoodan and Gramadan.
Chapter V I:	Relevance of Gandhian Economic thought in modern times.

REFERENCES

1. Gandhian Economic thought – J.C Kumarappa.

2. Why the village Movement? - J.C Kumarappa.
3. The Gandhian Plan to Economic Development - Sriman Narayan.
4. Relevance of Gandhian Economics - Sriman Narayan.
5. Gandhi and Marx – K.G. Mashruwals.
6. The Gandhian Alternative to Western Socialism – VKRV Rao.
7. Gandhi’s Economics – South Gujarat University.
8. Gandhian Economic Philosophy – Bifin Behart.
9. Gandhi Artha Vichara.

Course – III Gandhian Socio-Political Thought

COURSE OUTCOME

The students would familiarize themselves with political structures such as village panchayath which are a product of Gandhian political thinking.

PEDAGOGY: Lecture sessions field visits to Panchayaths to study their functioning with Q&A sessions with elected members constitute the learning methods.

Course – III Gandhian Socio-Political Thought

Chapter I:	Basic Features of Gandhian Social Thought – his views on women, untouchables and weaker sections.
Chapter II:	Social evils; their eradication and Reconstruction of Society.
Chapter III:	Synthesis of Individual Freedom and Social obligation - Gandhian Social Thought vis a vis - present social scenario.
Chapter IV:	Basic features of Gandhian Political philosophy – his conception of Sarvodaya – Antyodaya. Decentralization of administration; Spiritualization of politics.
Chapter V:	Gandhiji’s conception of Freedom, Fraternity and Equality.
Chapter V I:	Gandhiji’s views on Democracy – problem of Majority and Minority – Democracy and Non – violence – Role of Judiciary /Bureaucracy/ and Legislature in democracy; role of legislators, Participatory Democracy Swarajyam Grama Rajya and Ramarajya.
Chapter VII:	Satyagraha for social and global changes – Nationalism, Internationalism and the concept of ‘one world’ and World – government.

REFERENCES

1. The Political Thought of Mahatma Gandhi – Gopinath Dharan
2. Moral and Political thought of Gandhi – Raghavan N Iyer.
3. Democracy – Read and deceptive – Mahatma Gandhi.
4. Democratic Values – Vinoba Bhave.
5. Sara for the People – J.P. Aryan.
6. Swarajya Shasta – Vinoba Bhave.
7. Social and Political thought of Mahatma Gandhi – Bandopadhyaya.
8. Constructive Programme – M.K. Gandhi.
9. Rajanithi - Gandhi.
10. Bashanagalu (Speeches) – Helikegalu Gandhi.

Course – IV Gandhian Philosophy of Education

COURSE OUTCOME

This course provides a detailed analysis of the simple living, struggle for truth and principle of nonviolence practiced and propagated by Mahatma Gandhi.

PEDAGOGY: Classroom interactions in the form of lectures and Q&A are the primary tools used to teach this course.

Course – IV Gandhian Philosophy of Education

Chapter I:	Nature, Scope and aims of Education – Relation between Philosophy and Education.
Chapter II:	Gandhi on inadequacies of Prevailing Education – Towards New Education (Nayi Talim) also called 34 educations – Characteristics of New Education: New Education to be rooted In the culture and Life of people – to develop character, to Teach self – reliance and respect for Manual Labor – to promote around development of the pupil – to be craft centered. Review of Wardha Educational Experiment.
Chapter III:	Gandhiji on the medium of education – national language – compulsory Education – Higher Education – National Universities and Education.

Chapter IV:	Gandhiji to Students – The Duty of Students – Students and Power Politics – Students and Character Building – Ashimsa In Education.
Chapter V:	Gandhiji’s views on Religious Education – Sex Education- Education in Health and Hygiene.
Chapter V I:	Gandhian system of Education as the basis of Rural Reconstruction and National Integration – Present Day Educational Policies Vis – a- Vis Gandhian Perspective of Education.

REFERENCES

1. M.K. Gandhi, Basic Education.
2. M.K. Gandhi, Towards New Education, Navajivan Publications, Ahmedabad, 1953.
3. M.K. Gandhi, To Students, Navajivan Publications, Ahmedabad, 1949.
4. Selected Works of Mahatma Gandhi, Vol.IV and VI (only relevant portions), Navajivan Publication, Ahmedabad, 1968.
5. Dharendra Majumdar, Nai Talilm.
6. Potel, M.S the Educational Philosophy of Mahatma Gandhi.
7. Saiyuddin, K.G., Introduction the Basic System.
8. Concept of Basic Education (Ministry of Education, Govt. of India).

Course – V Gandhian Concept of Sarvodaya and World-Order

COURSE OUTCOME

The course provides an overview of various peace initiatives in the world and by narrating the initiatives based on Gandhian ideals, it helps students understanding how Gandhi’s ideally have global relevance.

PEDAGOGY: The course is start through lecture and tutorial mode with the former focusing on bringing conceptual clarity and the safe presiding opportunity for participation learning through seminars and discussion.

Course – V Gandhian Concept of Sarvodaya and World-Order

Chapter I:	The Nature, Scope and aim and evolution of the concept of Sarvodaya.
Chapter II:	The spiritual basis of Sarvodaya. Purity of means and ends The virtues required for sarvodaya path Truth and non – violence- Respect for all religions.
Chapter III:	Social basis of sarvodaya social order – casteless, class – less, Equal and just society; upliftment of Harjijans, Women and Other weaker sections of society- Sarvodaya and Social change-Satyagraha as an instrument for social change.
Chapter IV:	Characteristics of Sarvodaya - state and social order – Non – Violent basis – Decentralized System of economy and authority – Panchayat Raj-the role of “santisena” in villages – Federation of Self – governing and self- reliant communes- planning from Below for a Sarvodaya order of society.
Chapter V:	Post – Gandhian Sarvodaya movement – contribution of Acharya Vinoba Bhave and Jayaprakash Narayan to the Development of the concept of Sarvodaya.
Chapter V I:	Sarvodaya and Satyagraha to build a holistic society; some instances of contemporary satyagraha, for instance, the struggle by Medha Padkar Jayaprakash Narayan, Ram Manohar Lohia. M.N. Roy; comparative study of their views; Gandhian thought as developed in the post – independence period.
Chapter V II:	Socialism and Sarvodaya – Gandhi and Marx – Gandhi on Sarvodaya world order ; Gandhi on world peace.

REFERENCES

1. Sarvodaya M.K. Gandhi ethics (Navjivan).
2. Unto this Last (paraphrase) M.K. Gandhi.
3. Socialism, Sarvodaya and Democracy – J.P Narayan.
4. Basic Education - M.K. Gandhi.
5. Thoughts on education – Vinoba Bhave.
6. Gramadan for Grama Swaraj – Vinoba Bhave.
7. The Role of Women - M.K. Gandhi.
8. Studies in Gandhism – Nirmal Kumar Bose.
9. Samaja Dharma – Gandhi.
10. Jeevana Shikshana – Gandhi.
11. Mahileyaru.
12. Sarvodaya Darshana – Dada Dharmadikari.

Course – VI Constructive Programme (Practical)

COURSE OUTCOME

This course helps students understand the model constructive programs initiated by Gandhi and his followers.

PEDAGOGY: Lecture by faculty and Gandhian thinkers along with Q&A tutorial sessions are used to teach the course.

Course – VI Constructive Programme (Practical)

01.	Communal Unity.
02.	Removal of untouchability.
03.	Prohibition.
04.	Propagation of Khadi.
05.	Village industries.
06.	Village Education and Literacy.
07.	Upliftment of women.
08.	Samagra Grama Seva.
09.	Love of the mother tongue and its propagation.
10.	Work for economic equality.
11.	Service of the Adivasis.
12.	Work among students.
13.	Work among Kisans.
14.	Work among Labourers.

Every student has got to select one or two items of Constructive Programme in consultation with the Director and the concerned teacher. A batch of five students shall be attached to a teacher who will guide the students in preparing and carrying out surveys and case studies in order to get an insight into the nature of current social and economical problems. Every student shall keep a diary of Work and submit it periodically for internal assessment. Total marks prescribed for constructive work shall be 100.

REFERENCES

1. Mahatma – D.G. Tendulkar Vol. I to VIII.
2. Mahatma Gandhi – The Last Phase Vol. I and II.
3. The Mind of Mahatma Gandhi – R.K. Prabhu & UR Rao.
4. All Men are Brothers – Ed. BY S Radhakrishnan.
5. Non – Violence in Peace and war, Vol. I and III.

PH.D PROGRAMME IN GANDHIAN STUDIES

PROGRAMME OUTCOME

Designed to facilitated interdisciplinary research on the multidimensional issue of Gandhian Ideals, it helps Post Graduate Degree holders from various discipliner to conduct research under the barras of Gandhian Bhavan. Those who complete those Doctoral Programme will be both qualified and competent to teach Gandhian Models and work in voluntary sector and in Rural Development domains.

PH.D COURSE WORK PROGRAMME STRUCTURE

Annual Scheme	COURSE TITLE	MARKS
	Advanced Research Methodology and Theory in Gandhian Studies	100
	These broad Themes are for general reference and Review of Literature	100
	Total	200

SYLLABUS

Course – I Advanced Research Methodology and Theory in Gandhian Studies

COURSE OUTCOME

This course enables students to fine tune these research skills and pursue independent research.

Course – I Advanced Research Methodology and Theory in Gandhian Studies

- Unit.1 Research, meaning and concept, importance of research, objectives, methodology, types of research, descriptive and analytical approach, conceptual and empirical.

- Unit.2 Research formulation – Research questions, tools and design, Selecting the topic, literature review, primary and secondary sources, web as resource, library reference method, magazines and periodicals, academic sources.
- Unit.3 Research design, features of good design, observation and facts, developing research plan, frame work of research, steps to be taken for systematic research.
- Unit.4 Data collection and analysis, methods of data collection, sampling method, data processing and analysis, Hypothesis, meaning and importance, formulation of hypothesis.
- Unit.5 Reporting and thesis writing, structure and composition of thesis writing, layout and method of writing, maintaining good quality research writing presentation and effective communication and linguistic skills.

REFERENCES

1. Balley, Kenneth D., *Methods of Social Research*, New York, 1978.
2. Best John W, Kahn James U., *Reseach in Education*, PHL Learning Private Limited, Delhi, 2014.
3. Emory, C.W. Willam., *Business Research Methods*, Illinois, Richard D. Irwin, Inc., Homewood, 1976.
4. Krishnaswamy O.R. Ranganatham M., *Methodology of Research in Social Science*, Himalaya Publishing House, Mumbai, 2006.
5. Kothari C.R., *Research Methodology, Methods and Techniques*, New Age International Publishers, New Delhi, 2010.
6. Mangal S.K., Shubhra Mangal., *Research Methodology in Behavioural Science*, PHL Learning Private Limited, Delhi. 2015.
7. Young V.Pauline., *Scientific Social Surveys and Research*, PHL Learning Private Limited, Delhi, 2014.
8. Singh K.K., *Research Methodology – APH Publishshing Corporation*, New Delhi, 2016.

Course – II These Broad Themes Are For General Reference and Review of Literature

COURSE OUTCOME

By reviewing the literature pertaining to all aspects of Gandhian thought in general and the those research theme in particular the researcher will be able to identify the research gaps and conduct focused research.

Course – II These Broad Themes Are For General Reference and Review of Literature

- Unit.1 Gandhian Philosophy – Gandhiji’s Life and Message –Major Influences on Gandhiji – Truth and Non-violence Ends and Means Satyagraha and Passive Resistance - Gandhiji’s view of Religion – Gandhian concept of Ideal Village.
- Unit.2 Gandhian issues in Indian Politics – Decentralization, Local Government Bodies, Grama Panchayat, Taluk Pachayat, Zilla Panchayat, Municipalities, Corporations.
- Unit.3 Gandhi and Ecology – Natural resources and Classifications – Land, water, air, forest, Fisheries as resources – Importance of Conservation of Natural resources.
- Unit.4 Gandhi and Indian economics – Rural development, Khadi and Village Industries, Agriculture, Economic equality –Voluntary Poverty – Bread labour – concept of Decentralisation, the concept of Co-Operation.
- Unit.5 Gandhi and Feminism/Gender problem – Women’s Status and Role in Society, Marriage and Sex, Women’s Education, Political power.

REFERENCES

1. Sarvodaya M.K. Gandhi ethics (Navjivan).
2. Unto this Last (paraphrase) M.K. Gandhi.
3. Socialism, Sarvodaya and Democracy – J.P Narayan.
4. Mahatma – D.G. Tendulkar Vol. I to VIII.
5. Mahatma Gandhi – The Last Phase Vol. I and II.

6. The Mind of Mahatma Gandhi – R.K. Prabhu & UR Rao.
7. Moral and Political thought of Gandhi – Raghavan N Iyer.
8. Democracy – Read and deceptive – Mahatma Gandhi.
9. Democratic Values – Vinoba Bhave.

Prof.M.S.Shekar

MASTERS PROGRAMME IN (PCR)

PROGRAMME OUTCOME

The United Nations Organizations which celebrates Mahatma Gandhi's birthday as international day for non violence, has projected that Gandhi's thinking can be a model to the whole world. Nobel laureates from different streams have propagated that peaceful development is possible if the world embraces Gandhian ideals. Since the MA (PCR) programmes engages students in studying such life oriented ideals of the legendary personality it is expected that those graduating would develop a qualitative personality.

**PROGRAMME STRUCTURE
I SEMESTER**

1 st SEMESTER	COURSE CODE	COURSE TITLE	TEACHING MODE				
			L	T	P	credits	MARKS
	15501	Peace: : Basic Issues (HC)	03	01	0	04	100
	15502	Conflict: : Basic Issues (HC)	03	01	0	04	100
	15503	Durable Peace: Challenges and Methods (HC)	03	01	0	04	100
	15504	Methods for Conflict Resolution (SC)	03	01	0	04	100
	15505	Global Conflict and Peace Initiatives (SC)	03	01	0	04	100
	15506	Religious Philosophy and Conflict Resolution (SC)	03	01	0	04	100
		TOTAL	18	06	0	24	600

Any two Soft Core.

II SEMESTER

2 nd SEMESTER	COURSE CODE	COURSE TITLE	TEACHING MODE				
			L	T	P	Credit	MARKS
	15511	Peace Movements at the Global Level I (HC)	03	01	0	04	100
	15512	Peace Movements at the Global Level II (HC)	03	01	0	04	100
	15513	Globalizatio n and Growing Conflict (SC)	03	01	0	04	100
	15514	Globalizatio n Civil Society and World Peace (SC)	03	01	0	04	100
	15515	Conflicts and Political Thought: Marx, Lenin, Ambedkar (SC)	03	01	0	04	100
	15516	Gandhi , World Order and Global Peace (OE)	03	01	0	04	100
		TOTAL	18	06	0	24	600

Any two Soft Core.

III SEMESTER

			TEACHING MODE				
3 rd SEMESTER	COURSE CODE	COURSE TITLE	L	T	P	Credits	MARKS
	15521	Peace Movements in India HC	3	01	0	04	100
	15522	Contemporary Conflicts in India HC	03	01	0	04	100
	15523	Post-Gandhian Conflict Resolutions in India HC	03	01	0	04	100
	15524	Gandhian Issues in Indian Politics SC	03	01	0	04	100
	15525	Gandhi and Constructive Programme SC	03	01	0	04	100
	15526	Peace Issues in Indian Philosophy OE	03	01	0	04	100
Total			18	06	0	24	600

Any One Soft Core.

IV SEMESTER

			TEACHING MODE				
4 th SEMISTER	COURSE CODE	COURSE TITLE	L	T	P	Credits	MARKS
	15531	Gandhian Understanding Of Peace (HC)	3	01	0	04	100
	15532	Gandhian Techniques of Conflict Resolution (HC)	03	01	0	04	100
	-----	Minor Project Work (HC)	00	02	0	04	100
	15533	Gandhi, Ecology and Peace (SC)	03	01	0	04	100
	15534	Application of Gandhian Techniques (Case studies) (SC)	03	01	0	04	100
	15535	India after Gandhi (OE)	03	01	0	04	100
		Total	15	07	0	24	600

Any one Soft Core

I SEMESTER

Course I : Peace - Basic Issues (Hard Core)

This course prepares the students to understand the concept of peace from the perspective of various religions. It makes the students well aware of the economic and social equality and relationship with peace.

PEDAGOGY: The course is start through lecture and tutorial mode with the former focusing on bringing conceptual clarity and the safe presiding opportunity for participation learning through seminars and discussion.

Course II : Conflict - Basic Issues (Hard Core)

As a furtherer of the first course , this course facilitates an understanding of traditional and modern conflict situations and helps developing a clear understanding of conflict and peace. It facilitates development of positive thinking.

PEDAGOGY: The course involve lecture sessions by faculty and case studies on various types of conflict situations.

Course III : Durable Peace: Challenges and Methods (Hard Core)

While familiarizing the students with various challenges and stages of achieving peace, this course emphasizes students to develop a pro-society thinking.

PEDAGOGY: The course is taught through lecture and tutorial mode . This is particular stress on group activates through which students analyze various conflicts peace situation.

Course IV : Methods for Conflict Resolution (Soft Core)

The course is designed to provide the student a holistic idea about methods of conflict resolution and hence makes them learn the various means of handling conflict.

PEDAGOGY: While the lecture sessions provide basic framework of resolving conflict, the tutorials writing of thematic discussions help clarifying concepts and other doubts of the students.

Course V : Global Conflict and Peace Initiatives (Soft Core)

The course provides an overview of various peace initiatives in the world and by narrating the initiatives based on Gandhian ideals, it helps students understanding how Gandhi's ideals have global relevance.

PEDAGOGY: The course is started through lecture and tutorial mode with the former focusing on bringing conceptual clarity and the latter providing opportunity for participation learning through seminars and discussion.

Course VI : Religious Philosophy and Conflict Resolution (Soft Core)

By explaining the conflict resolution ideals exemplified through various religions, this course helps the students to appreciate religious harmony.

PEDAGOGY: While faculty led lecture sessions are the core of learning process, the core examples of various religions too are discussed at the tutorials.

II SEMESTER

Course I : Peace Movements at the Global Level-1 (Hard Core)

The course provides learners with the knowledge of various peace movements across the world and thus equips them with practical insights.

PEDAGOGY: Taught through lecture and tutorial mode student presentations are extensively used in this course.

Course II : Peace Movements at the Global Level -2 (Hard Core)

A continuation of the first course, year the primary focus is on the world wars and the consequent peace initiatives.

PEDAGOGY: As a measure of providing clarity on war and its consequences, apart from lectures students are made to learn through case study methods.

Course III : Globalization and Growing Conflict (Soft Core)

This course prepares students with detailed understanding of the process and implications of globalization and their relationship with new conflict situations.

PEDAGOGY: Taught through L&T mode, there is greater emphasis in this course on structured and theme based group discussions.

Course IV: Globalization , Civil Society and World Peace (Soft Core)

This course builds knowledge about the role of civil society in building world peace.

PEDAGOGY: The course is taught through classroom lectures, special lectures by civil society representations and group discussions on themes identified by students

Course V: Conflicts and Political Thought: Kautilya, Marx, Lenin and Ambedkar (Soft Core)

With a view to provide meaningful insights on political dimensions of conflict and peace this course provides specific insights on the thoughts of select political thinkers.

PEDAGOGY: Apart from lectures the students learn through group study of select works and biography of the major thinkers covered in the course content.

Course VI: Open Elective: Gandhi, World Order and Global Peace (Soft Core)

This course specifically highlights the importance of nonviolence mode adopted by Gandhi to achieve peace at global level.

PEDAGOGY: The course is taught through lecture and tutorial mode. Interaction with Gandhian followers are arranged to help students understand the Gandhian approach to peace.

III SEMESTER

Course I : Peace Movements in India (Hard Core)

This course instils among learners lot of faith and belief in peace initiatives by making them learn about peaceful social movements.

PEDAGOGY: Lectures by faculty accompanied interactive sessions with social activists and visits to civil society initiatives constitute the teaching methodology for this course.

Course II : Contemporary Conflicts in India (Hard Core)

The focus of this course is to introduce students various contemporary conflicts situations in India and equip them with the knowledge of ongoing events and initiatives.

PEDAGOGY: Lecture sessions and tutorials in the form of incident based cases constitute the pedagogy of the course.

Course III : Post-Gandhian conflict resolutions in India (Hard core)

This Course Familiarizes students with movements designed based on Gandhian influence such as the , Bhoodhan Movement , Ghandhian Movement, Religious harmony movements.

PEDAGOGY: The course is taught through lecture and tutorial mode with faculty lead classroom interaction and self drives dialogs and discussions among students.

Course IV: Gandhian issues in Indian politics (Soft core)

The students would familiarize themselves with political structures such as village panchayath which are a product of Gandhian political thinking.

PEDAGOGY: Lecture sessions field visits to Panchayaths to study their functioning with Q&A sessions with elected members constitute the learning methods.

Course V: Gandhi and Constructive programme (Soft core)

This course helps students understand the model constructive programs initiated by Gandhi and his followers.

PEDAGOGY: Lecture by faculty and Gandhian thinkers along with Q&A tutorial sessions are used to teach the course.

Course VI: Peace Issues in Indian Philosophy (Open elective, soft core)

Drawing examples from Indian philosophy this course makes students gain knowledge of develop values about equality among religions, universal brotherhood.

PEDAGOGY: The course is taught through classroom lectures and structured group discussions.

IV SEMESTER

Course I: Gandhian Understanding of peace (Hard core)

Focusing on Gandhi's conception of peace and strategies advanced by him this prepares learners to visualize Gandhi's nonviolence principle, co living and brotherhood.

PEDAGOGY: Lectures sessions group discussions and case studies are used to impart this course.

Course II: Gandhian techniques of conflict resolution (Hard core)

This course provides a detailed analysis of the simple living, struggle for truth and principle of nonviolence practiced and propagated by Mahatma Gandhi.

PEDAGOGY: Classroom interactions in the form of lectures and Q&A are the primary tools used to teach this course.

Course III: Minor Project Work (Hard core)

This course develops research skills and ability to carry out on academic work independently.

PEDAGOGY: This course use a self learning mode by the student with guidance by a designated member of the faculty.

Course IV: Gandhi, Ecology and peace (Soft core)

This course helps developing in the minds of the students, awareness about environment and hygiene apart from ability to link these issues for peaceful coexistence.

PEDAGOGY: Lectures, invited based discussions and invited talk by environmental activist are used to teach this course.

Course V: Application of Gandhian techniques (Case studies, Hard core)

This course is directed towards preparing the students for self employment use of Khadi and practicing the mode of cottage industries in their life.

PEDAGOGY: Given its high practical orientation on the course is taught through visits to and interaction with self employed persons , in particular those who are involved in village and cottage industries. Lecture sessions are also used to provide basic information and knowledge.

Course VI: India after Gandhi (Open elective)

This is an open elective course designed for the benefit of students of all streams of study. By studying this course students get to understand the applicability of Gandhian methods in the contemporary political, economic and social demines.

PEDAGOGY: This course is thought through lecture and tutorial components, with the former for providing conceptual understanding and the later to reinforce the ideas and bringing clarity.

DIPLOMA PROGRAMME IN GANDHIAN STUDIES

PROGRAMME OUTCOME

This diploma programme is designed keeping in mind youth who would complete this school and pre-University level education. The programme prepare students to perceive, understand and appreciate the socially relevant ideals of Gandhi. In a sense it equips young minds to select and pursue a socially desirable and globally relevant field of study at the level of higher education.

PROGRAMME STRUCTURE

Annual Scheme	COURSE CODE	COURSE TITLE	MARKS
	33381	Gandhiji's life and Philosophy	100
	33382	Gandhian Economic Thoughts	100
	33383	Gandhian Socio-Political Thought	100
	33384	Gandhian Philosophy of Education	100
	33385	Gandhian Concept of Sarvodaya and World-Order	100
		Constructive Programme (Practical)	100
		TOTAL	600

Course – I Gandhiji's Life and Philosophy

This course prepares the students to understand the concept of peace from the perspective of various religions. It makes the students well aware of the economic and social equality and relationship with peace.

PEDAGOGY: The course is start through lecture and tutorial mode with the former focusing on bringing conceptual clarity and the safe presiding opportunity for participation learning through seminars and discussion.

Course – II Gandhian Economic Thoughts

While familiarizing the students with various challenges and stages of achieving peace, this course emphasizes students to develop a pro-society thinking.

PEDAGOGY: The course is taught through lecture and tutorial mode . This is particular stress on group activates through which students analyze various conflicts peace situation.

Course – III Gandhian Socio-Political Thought

The students would familiarize themselves with political structures such as village panchayath which are a product of Gandhian political thinking.

PEDAGOGY: Lecture sessions field visits to Panchayaths to study their functioning with Q&A sessions with elected members constitute the learning methods.

Course – IV Gandhian Philosophy of Education

This course provides a detailed analysis of the simple living, struggle for truth and principle of nonviolence practiced and propagated by Mahatma Gandhi.

PEDAGOGY: Classroom interactions in the form of lectures and Q&A are the primary tools used to teach this course.

Course – V Gandhian Concept of Sarvodaya and World-Order

The course provides an overview of various peace initiatives in the world and by narrating the initiatives based on Gandhian ideals, it helps students understanding how Gandhi's ideally have global relevance.

PEDAGOGY: The course is start through lecture and tutorial mode with the former focusing on bringing conceptual clarity and the safe presiding opportunity for participation learning through seminars and discussion.

Course – VI Constructive Programme (Practical)

This course helps students understand the model constructive programs initiated by Gandhi and his followers.

PEDAGOGY: Lecture by faculty and Gandhian thinkers along with Q&A tutorial sessions are used to teach the course.

PH.D PROGRAMME IN GANDHIAN STUDIES

PROGRAMME OUTCOME

Designed to facilitated interdisciplinary research on the multidimensional issue of Gandhian Ideals, it helps Post Graduate Degree holders from various discipliner to conduct research under the barras of Gandhian Bhavan. Those who complete those Doctoral Programme will be both qualified and competent to teach Gandhian Models and work in voluntary sector and in Rural Development domains.

PH.D COURSE WORK PROGRAMME STRUCTURE

Annual Scheme	COURSE TITLE	MARKS
	Advanced Research Methodology and Theory in Gandhian Studies	100
	These broad Themes are for general reference and Review of Literature	100
	Total	200

Course – I Advanced Research Methodology and Theory in Gandhian Studies

This course enables students to fine tune these research skills and pursue independent research.

Course – II These Broad Themes Are For General Reference and Review of Literature

By reviewing the literature pertaining to all aspects of Gandhian thought in general and the those research theme in particular the researcher will be able to identify the research gaps and conduct focused research.