

THE GANDHIGRAM RURAL INSTITUTE
(Deemed to be University)



Department of
Gandhian Thought and Peace Science

M.A Gandhian Studies and Peace Science
&
Common Courses for UG & PG Programmes

Revised Syllabus
2024 - 2025 onwards

M.A. GANDHIAN STUDIES AND PEACE SCIENCE (GS & PS)
COURSE PROFILE AND SCHEME OF EXAMINATIONS - 2024 - 2025

Course Status	Course Code No.	Course Title	No. of Credits	No. of Classes	CFA Marks	ESE Marks	Total Marks
FIRST							
C	24GTPP0101	Life of Mahatma Gandhi as Revealed in his Autobiography	4	4	40	60	100
	24GTPP0102	Gandhian Concept of Society and Civilization	4	4	40	60	100
	24GTPP0103	Conflictology and Conflict Transformation	4	4	40	60	100
	24GTPP0104	Introduction to Social Sciences	3	3	40	60	100
	24GTPP0105	Peace Science and Peace Building	4	4	40	60	100
	24ENGP00C1	Communication and Soft Skills	2	2	50	-	50
CNCC	24GTPP01F1	Field Visit	-	2	50	-	50
			21	23	300	300	600
SECOND							
C	24GTPP0206	Nonviolent Economy for Sustainable Development with Gandhian Perspective	4	4	40	60	100
	24GTPP0207	Satyagraha for Peace, Nonviolence and Justice	4	4	40	60	100
	24GTPP0208	Gandhian Constructive Programmes and its Relevance	4	4	40	60	100
	24GTPP0209	Gandhian Alternative Lifestyle: Naturopathy	4	4	40	60	100
	24GTPP0210	Gandhi's Concept of Sarva Dharma Samabhava	4	4	40	60	100
Ele-Gen		Electives - Generic	3	3	40	60	100
CNCC	24GTPP02F2	Field Work	-	2	50	-	50
			23	25	290	360	650
THIRD							
C	24APRP0001	Research Methods	4	4	40	60	100
	24APRP0002	Applied Statistics	4	4	40	60	100
	24GTPP0311	Environmental Challenges and the Gandhian Alternatives	4	4	40	60	100
	24GTPP0312	Gandhian Approach to Decentralization - Panchayatiraj	4	4	40	60	100
Ele-DC	24GTPP03DX	Electives - Discipline Centric	3	3	40	60	100
MC	24GTPP03M X	Modular Course	2	2	50	-	50
VPP	24VPPP03V1	Village Placement Programme (VPP)	2	2	50	-	50
CNCC	24GTPP03F3	Field Work	-	2	50	-	50
			23	25	350	300	650
FOURTH							
C	24GTPP0413	Post Gandhian Nonviolent Experiments in India and Abroad	4	4	40	60	100
	24GTPP0414	Science & Technology and Human Ethics	4	4	40	60	100
	24GTPP0415	Violence, Terrorism, War and Peace Initiatives	4	4	40	60	100
	24GTPP0416	Internship	4	4	40+40+20	-	100
MC	24GTPP04M X	Modular Course	2	2	50	-	50
C	24GTPP0418	Dissertation	6	6	75	75+50	200
			24	24	345	305	650

* C - Core, ELE- Gen - Elective - Generic, ELE - DC - Elective -Discipline Centric, MC - Modular Course, CNCC - Compulsory Non Credit Course, VPP - Village Placement Programme.

* Semester - wise Credits: 21+ 23+ 23 + 24 Total: 91.

* Dissertation: 200 Marks (Evaluation: External 75+ Internal 75 and Joint Viva Voce: 50)

* Internship: 40 + 40 + 20 = 100 Marks.

* Internship, Field visit / work and MC have only Internal Evaluations.

MODULAR COURSES

(Offered by the Dept. of Gandhian Thought and Peace Science during III & IV Semesters)

Course Code	Title of the Course	No. of Credits	Hours	Marks		
				CFA	ESE	Total
24GTPP03M1	Gandhian Way of Management	2	2	50	-	50
24GTPP03M2	Shanti Sena	2	2	50	-	50
24GTPP03M3	Institutions and Organizations Working for International Peace	2	2	50	-	50
24GTPP04M1	Research Areas in Gandhian and Peace Studies	2	2	50	-	50
24GTPP04M2	Mahatma Gandhi and Women Empowerment	2	2	50	-	50
24GTPP04M3	Gandhi and Indian Freedom Movement	2	2	50		50

ELECTIVES - DISCIPLINE CENTRIC

(Offered by the Dept. of Gandhian Thought and Peace Science during III Semester)

Course Code	Title of the Course	No. of Credits	Hours	Marks		
				CFA	ESE	Total
24GTPP03D1	Gandhian Techniques for Personality Development	3	3	40	60	100
24GTPP03D2	Human Values and Professional Ethics	3	3	40	60	100
24GTPP03D3	Culture of Peace and Nonviolence	3	3	40	60	100

GENERIC ELECTIVES – OFFERED TO OTHER DEPARTMENTS – PG LEVEL

(Offered by the Dept. of Gandhian Thought and Peace Science)

Course Code	Title of the Course	No. of Credits	Hours	Marks		
				CFA	ESE	Total
24GTPPGE01	Gandhian Perspective of Inner Peace	3	3	40	60	100
24GTPPGE02	Culture of Peace and Nonviolence	3	3	40	60	100
24GTPPGE03	Shanti Sena	3	3	40	60	100

COMMON COURSES FOR UG AND PG PROGRAMMES

(Offered by the Dept. of Gandhian Thought and Peace Science)

Course Code	Title of the Course	No. of Credits	Hours	Marks		
				CFA	ESE	Total
24GTUV1001 24GTIV1001	Let Us Know Gandhi	2	2	50	-	50
24GTUV1002 24GTUI1002	Shanti Sena	2	2	50	-	50
24GTPP0001	Gandhi in Everyday Life	2	2	50	0	50
24GTPP04M1	Human Values and Professional Ethics	2	2	50	0	50

Semester	First	Course Code	24GTPP0101
Course Title	LIFE OF MAHATMA GANDHI AS REVEALED IN HIS AUTOBIOGRAPHY		
No.of Credits	4	No .of contact hours per week	4
New Course/ Revised Course	New Course	If revised ,Percentage of revision effected(Minimum20%)	-
Category	Core		
Scope of the Course(maybe more than one)	<ol style="list-style-type: none"> 1. Understand various principles of Gandhiji 2. Acquire knowledge of the problems of people's lifestyles and change the individual and societal development 3. Adopted a quality life by applying the Gandhian leadership and his Philosophy 		
Cognitive Levels addressed by the Course	<p>K1-Understand the various Gandhian activities in the Universe K2- Acquired the skills of conflict resolution and Gandhian leadership K3- Acquire knowledge of Ashram living and following the communal unit K4- Analyze the need for lifestyle changes in the political and economic fields. K5- Create awareness among the people of the importance of following Gandhian principles and lifestyle.</p>		
Course Objectives (Maximum:5)	<p>The Course aims</p> <ul style="list-style-type: none"> • To introduce the students about the Life and Lifestyle of Gandhiji. • To make the students understand the life and Lifestyle of Gandhiji in-depth. • To create a cadre of disciplined, pro-active and peace promoting youth on Gandhian lines. 		
Unit	Content		No. of Hours
I	<p>Life and Service in India, London and South Africa: Childhood and Student days: influence of Books, Dramas, Parents, Friends, Religions, Individuals, and Social factors, art of forgiveness, Child Marriage Experience, Three Vows to Mother - London Phase: Gandhi as imitator, rebel and learner of western civilization, acquaintance with vegetarianism, simple living, religions and law - Experiments in South Africa: Encountering and transforming humiliations and injustices: Train incident, Coach incident, On pathway, At Court, Attack by protesters, Racial prejudices and Birth of Satyagraha: Asiatic Act, Marriage Registration act, Three Pound Tax, Transvaal March, Experiments in Ashram life: Phoenix Settlement and Tolstoy Farm.</p>		16
II	<p>Gandhi as a Leader and Fighter: Acquaintance with Indian leaders and Scenario - Sharpening the tools of Satyagraha: Champaran, Ahmedabad, Bardoli, Vykom, etc - Spearheading the freedom struggle: The Khilafat Movement, The Non Cooperation Movement - The Civil Disobedience Movement - Salt Satyagraha, Gandhi-Irwin Pact - Second Round Table Conference (1931) - The Quit India Movement - Freedom at Midnight.</p>		12
III	<p>Gandhi as a Reformer and an Activist: Ashrams as Coaching Centres for Nonviolent revolution - Experiences in Kochrab, Sabarmathi and Sevagram Ashrams and experiencing community life - Constructive Programmes: Social, Political, Economic and Educational including Health and Hygiene Programmes - Harijan Sevak Sangh - Khadi and Village Industries Association- Nai Talim Innovation and other Programmes - Involving women in Public life and Political struggles - Economic boycott - Prohibition campaigns - Fostering communal harmony: Yatras for Hindu Muslim Unity - Gandhiji as a Shanti Sainik - The Last Fast - Martyrdom.</p>		12
IV	<p>Political and Economic Life Style: Collective Decision making and the place of consensus – Material and Spiritual Life - Spirit of Democracy – Swaraj and cooperative federalism – Basic need and not greed – Simplicity and Voluntary poverty – Human centered and Peace Economics - Self Reliance and Swadeshi.</p>		12
V	<p>Individual Life Style: Day-to-day living - Diet - Ethical living - Way to Inner Peace - Responsible parenthood - Care for Children, Aged and Sick – Ashram Life – Face to face with small Communities - Pluralism and diversity - Eco-Friendly Behavior.</p>		12

References	<p>TextBooks:</p> <ul style="list-style-type: none"> ➤ Chandran D.S., Devanesen and Rajmohan Gandhi, (2017), <i>The Making of the Mahatma</i> (Second Edition), Orient BlackSwan, New Delhi. ➤ Erik H. Erikson, (1993), <i>Gandhi's Truth – On the Origins of Militant Nonviolence</i>, (Reissue Edition), W. W. Norton & Company, New York. ➤ Gandhi M.K., (1945), <i>Constructive Programme: Its Meaning and Place</i>, Navajivan Publishing House, Ahmadabad. ➤ -----, (2019) <i>Mahatma Gandhi - His Life, Writings, and Speeches</i> Paperback, Diamond Publishers ➤ -----, (1969), <i>Hind Swaraj or The Indian Home Rule</i>, Navajivan Publishing House, Ahmedabad. ➤ -----, (1982), <i>Satyagraha in South Africa</i>, Navajivan Publishing House, Ahmedabad. ➤ -----, (2009), <i>An Autobiography or The Story of My Experiments with Truth</i>, Navajivan Publishing House, Ahmedabad. ➤ -----, (2015), <i>The Collected Works of Mahatma Gandhi (100 vols.)</i>, Publication Division, Govt. of India, New Delhi. ➤ Homer A. Jack, (1956), <i>The Gandhi Reader: A Source Book of His Life and Writings</i>, Gove Press, New York. ➤ Louis Fischer, (2002), <i>The Essential Gandhi: An Anthology of His Writings on His Life, Work and Ideas</i>, Vintage, New York. ➤ Nanda B.R., (1958), <i>Mahatma Gandhi: A Biography</i>, Oxford University Press, New Delhi. ➤ Roman Rolland, (2010), <i>Mahatma Gandhi</i>, Maple Press, New York. ➤ Radhakrishnan, N., (2015), <i>Walking with the Mahatma</i>, Eternal Ganges; First Edition, USA. ➤ <i>The Collected Works of Mahatma Gandhi</i>, (ed) 103 Vols. Publication Division, Govt. of India. ➤ <i>Mahadev Desai, Day to Day with Gandhi.</i> ➤ <i>T.G Tendulkar, Mahatma : Life of Mohandas Karamchand Gandhi (8 Vols.)</i> ➤ <i>Pyarelal, Mahatma Gandhi: The Early Phase and Last Phase.</i> <p>Web Link:</p> <ul style="list-style-type: none"> ➤ www.mkgandhi.org ➤ https://www.mkgandhi.org/ebks/gandhian_thought.pdf <p>Films:</p> <ul style="list-style-type: none"> ➤ Richard Attenborough, <i>Gandhi.</i> ➤ Syam Benegal, <i>Making of The Mahatma.</i>
Course Outcomes	<p>On completion of the Course, students should be able :</p> <p>CO1: Understand the life and Lifestyle of Gandhiji in-depth.</p> <p>CO:2 Undertake an in-depth study of various initiatives undertaken and carried out by Mahatma Gandhi.</p> <p>CO:3 Acquire knowledge and understand the nonviolent experiments undertaken by Gandhiji.</p> <p>CO:4 Study in-depth and get familiarized with the writings on and by Mahatma Gandhi.</p> <p>CO:5 Examine Gandhiji's contribution to the Global Nonviolent Awakening and in the context of various initiatives along Gandhian lines around the world.</p>

Semester	First	Course Code	24GTPP0102
Course Title	GANDHIAN CONCEPT OF SOCIETY AND CIVILIZATION		
No. of Credits	4	No. of contact hours per week	4
New Course/ Revised Course	Revised	If revised ,Percentage of revision effected(Minimum20%)	-
Category	Core		
Scope of the Course(maybe more than one)	1. Improved the society-based Gandhian view 2. Adopted the appropriate civilization to the peaceful society		
Cognitive Levels addressed by the Course	K1-Understand the various problems of the Society K2- Find out the suitable Gandhian Alternatives for social issues. K3- Acquire knowledge of the concept and fundamentalism of religion K4- observe the problems of modern civilization and rectify them based on Gandhian views K5- Create a moral society by reference to Gandhian civilization in India and abroad		
Course Objectives (Maximum:5)	The Course aims <ul style="list-style-type: none"> To enable the students to understand the Gandhian views on society, religion and ethics. To acquire knowledge on True civilization. 		
Unit	Content		No.of Hours
I	Society: Definition - Characteristics - Sociologist views - Individual and Society - Gandhian views on Society - Rights and Duties in Society - Concept of Non-violent Society - Gandhian vision of ideal society.		16
II	Gandhian Alternatives for Social Issues: Castism, Untouchability, Gender inequality, unemployment, child marriage, alcoholism, poverty, sanitation, health and hygiene- Relevance of Gandhian social ideas- Gandhian vision of ideal society (Ramarajyam)- Gandhian Concept of Social change- Individual and Society- Stateless Society.		12
III	Religion: Definition and Concept - Gandhi's Concept of religion - Role of religion in society -Religious intolerance - Religious conflicts - Religious fundamentalism - His acquaintance with religions - Views of religion and God: Ethical Religion - Sarva Dharma Sama Bhava - Interfaith relations.		12
IV	Gandhian Civilization In India: Meaning, Concept and elements of civilization- intellectual trajectory of civil society: Liberation, Idealism, Marxism- contemporary revival of the concept of civil society: post –colonial context, civil society - Panchayat raj - Participatory democracy Modern civilization (Hind Swaraj).		12
V	Gandhian Civilization Abroad: Meaning of civilization as visualized by Gandhi- impact of imitating western civilization- Indian and western civilization- True Civilization- Gandhian outlook on realizing true civilization- moving towards new civilization – Oceanic and Pyramidal Circle Nonviolent Resistance, Peaceful protest and civil society.		12
References	Reference Books: <ul style="list-style-type: none"> Anthony J. Parel,(1997), <i>Introduction to Gandhi: 'Hind Swaraj' and Other Writings</i>. Cambridge University Press. Bikhu Parekh, (1995), <i>Gandhi's Political Philosophy, A Critical Examination</i>, Delhi, Ajanta. Desai Mahadev,(2000),<i>The Gita according to Gandhi</i>, Navajivan Publishing House, Ahmadabad. Edwards, Paul., ed.,(1967), <i>The Encyclopedia of Philosophy</i>, Oxford University Press, New York. Gandhi, M.K., (1962), <i>My God</i>, Navajivan Publishing House, Ahmadabad. -----,(1971), <i>Pathway to God</i>, Navajivan Publishing House, Ahmadabad. -----, (2014) ,<i>Hind Swaraj</i>, Navajivan Publishing House, Ahmedabad. -----,(2009), <i>What Jesus Means to Me</i>, Navajivan Publishing House, Ahmadabad. 		

	<ul style="list-style-type: none"> ➤ Hopkins, E Washburn, (1923), <i>Origin and Evolution of Religion</i>, Bharatiya Vidya Prakashan, Delhi. ➤ Nishikant Kolge, (2017) <i>Gandhi against Caste: An Evolving Strategy to Abolish Caste System in India</i> Hardcover, Oxford University Press, India, New Delhi. ➤ Radhakrishnan, S.,(1966), <i>Indian Philosophy. 2nd Edition, (2 vols)</i>. Humanities Press, New York. ➤ Radhakrishnan, S., (1968), <i>Religion and Society</i>, Vision Books Pvt.Ltd, Delhi. ➤ Ram Puniyani, (2003), <i>Communal Politics Facts, versus Myths</i>, Sage Publication Pvt. Ltd., New Delhi. ➤ Vivekanand, Swami, (1992), <i>Necessity of Religion: Religion Today</i>, Sree Ramakrishna Math, Chennai. ➤ Mathur & Sharma, (1998), <i>Non-violence and social change</i>, Navajivan Pub India, Ahemdabad <p>Web Link:</p> <ul style="list-style-type: none"> ➤ www.mkgandhi.org
Course Outcomes	<p>On completion of the Course, students should be able :</p> <ul style="list-style-type: none"> ➤ CO:1 Understand the Gandhian concept of Society and his alternatives to Social issues. ➤ CO:2 Learn civilization issues and comprehend the Gandhian Concept of true civilization. ➤ CO:3 Have clean views on religion and God in Gandhian perspective. ➤ CO:4 Understand Gandhian Civilization in India. ➤ CO:4 Understand Gandhian Civilization in Abroad.

Semester	First	Course Code	24GTPP0103
Course Title	CONFLICTOLOGY AND CONFLICT TRANSFORMATION		
No. of Credits	4	No .of contact hours per week	4
New Course/ Revised Course	Revised	If revised, Percentage of revision effected(Minimum20%)	-
Category	Core		
Scope of the Course(maybe more than one)	<ol style="list-style-type: none"> 1. Identify the various sources of conflict and prevent it 2. Able to discover the areas of conflict transformation and lead a better life. 		
Cognitive Levels addressed by the Course	K1-Understand the concepts and theories of Conflict. K2- Identify the appropriate approaches and strategies to manage the Conflict K3- Acquire the skill to resolve the various levels of Conflict with the win position K4- Find out the suitable methods of conflict Transformation to prevent the conflict consequences K5- Lead life and society peacefully by using the conflict Management technique		
Course Objectives (Maximum:5)	The Course aims <ul style="list-style-type: none"> • To enable the students to understand the Gandhian views on society, religion and ethics. • To acquire knowledge on True civilization. 		
Unit	Content		No.of Hours
I	Conflict: Concepts, Theories and Definitions - Sources of Conflict: values, interests, needs, communication, relationship, role, structure, data & information - Nature of conflict – Causes and Effects: violence, aggression and war, escalation: cyclic and chain reactions and Outcome of conflict: functional and dysfunctional - Dispute and Conflict - Types of conflicts – Levels: micro, meso, macro, mega and meta conflicts - Areas: intra and interpersonal, organizations and society, national, international and global.		11
II	Approaches, Strategies and Ways of Dealing with Conflict: Major Approaches towards conflict: conflict management, conflict resolution and conflict transformation - Conflict handling strategies before violence, during violence and after violence, Conflict handling styles: competing, collaborating, avoiding, accommodating and compromising - Ways of dealing with conflict: coercion, violence, aggression, war, grievance redressal, investigation, adjudication and lobbying.		11
III	Conflict Resolution: Approaches: Win-Win, Win-Lose Methods: Negotiation: Concept, types: hard, soft, and principled, Outcome of negotiation - Mediation: types: evaluative and facilitative, process of mediation, role of mediator - Arbitration: Concept and Methods, Role of arbitrator, qualification for an arbitrator - Hybrid Methods - Role of Reconciliation and Nonviolent Direct Action in Conflict Resolution.		12
IV	Conflict Transformation: Theories of transformation, conflict transformation proponents: John Paul Lederach and Johan Galtung - Transformative process: lenses of conflict transformation - Areas of transformation: Personal, relational, structural and cultural - connecting conflict resolution and transformation - Change process: Create map for conflict transformation, components and platforms, Transcends and its approaches towards transformation.		11
V	Individual Life Style: Conflict analysis, Conflict mapping, Joint costing, Preventing violent conflict, conflict Intervention techniques, Anger reduction and management, Trust building, Persuasion, Dialogue, Consultation, Facilitation, Enquiry, round table, transforming competitive negotiation to collaborative, Exploring and choosing alternatives and formalizing agreements - Education and training for conflict transformation.		10
References	Reference Books: <ul style="list-style-type: none"> ➤ Asish Kumar Das, (2008), <i>Contemporary Conflict Resolution</i>, Sarup & Sons, New Delhi. ➤ Carol Tavris, (1989), <i>Anger: The misunderstood Emotion</i>, A Touchstone Book, New York. ➤ David P. Barash & Charles P.Webel, (2009), <i>Peace and Conflict Studies</i>, Sage Publications Inc., California, USA. ➤ David P. Barash, (1991), <i>Introduction to Peace Studies</i>, Wadsworth Publishing Company, USA. 		

	<ul style="list-style-type: none"> ➤ Elise Boulding, (1988), <i>Building a Global Civic Culture: Education for an Interdependent World</i>, Syracuse University Press, and Syracuse, USA. ➤ Fisher,R and Ury,W, (1986), <i>Getting to Yes - Negotiating Agreement without Giving in</i>, Hutchinson Business Books Ltd, London. ➤ George Simmel, (1996), <i>Conflict</i>, The Free Press, New York. ➤ James Schellenburg, (1996), <i>Conflict Resolution: Theory, Research and Practice</i>, State University of New York Press, Albany. ➤ Johan Galtung,(1958), <i>Theories of Conflict, Definitions, Dimensions, Negations, Formations</i>, Columbia University. ➤ Johan Galtung,(1992), <i>The Way is the Goal: Gandhi Today</i>, Gujarath Vidyapith, Ahmedabad. ➤ Johan Galtung, <i>Conflict Transformation By Peaceful Means (Transcend Methods) Participants' Manual and Trainer's Manual</i>. ➤ Johan Galtung, <i>Violence, Peace and Peace Research</i>, Journal of Peace Research,Vol. 6, No. 3 (1969), pp. 167-191, Sage Publication Ltd. ➤ John Paul Lederach, (2003), <i>The Little book of Conflict Transformation</i>, Good Books, Intercourse, PA. ➤ Kenneth E. Boulding, (1962), <i>Conflict and Defence</i>, Harper and Row Publishers, New York. ➤ Kurt Lewin, <i>Resolving Social Conflicts</i>, Harper & Row Brothers Publishers, New York. ➤ Lewis Coser, (1956), <i>Functions of Social Conflict</i>, Free Press, New York. ➤ Madhusudan Saharay, (2011), <i>Text book on Arbitration and Conciliation with Alternative Dispute Resolution</i>, Universal Law Publishing Co.Pvt. Ltd., New Delhi. ➤ Mark Gerzon, (2006), <i>Leading Through Conflict</i>, Harvard Business School Press, Boston, USA. ➤ Martin Deutsch, (1973), <i>The Resolution of Conflict: Constructive and Destructive Process</i>, Yale University Press, New haven. ➤ Paul Wehr, (1979), <i>Conflict Regulation</i>, Westview Press, USA. ➤ Robert J Edelman, (2000), <i>Interpersonal Conflicts at work</i>, University Press, Hyderabad. ➤ Thomas Weber, (1991), <i>Conflict Resolution and Gandhian Ethics</i>, The Gandhi Peace Foundation, New Delhi.
Course Outcomes	<p>On completion of the Course, students should be able :</p> <ul style="list-style-type: none"> ➤ CO:1 Understand the concept, sources and impact of conflict in workplace and society. ➤ CO:2 Understand the different approaches and methods of Conflict Resolution and Transformation. ➤ CO:3 Acquire various skills and techniques for Conflict Resolution and Transformation. ➤ CO:4become an effective facilitator in the process of Conflict Resolution and Transformation. ➤ CO:4 learn the different skills and techniques of Conflict Resolution and Transformation.

Semester	First	Course Code	24GTPP0104
Course Title	INTRODUCTION TO SOCIAL SCIENCES		
No. of Credits	3	No. of contact hours per week	3
New Course/ Revised Course	Revised	If revised ,Percentage of revision effected(Minimum20%)	-
Category	Core		
Scope of the Course(maybe more than one)	<ol style="list-style-type: none"> Understand the significant role of social sciences in society. Gain knowledge to apply the social sciences in an individual's development. 		
Cognitive Levels addressed by the Course	K1-Realize the concept of Social science and scientific methods K2- Understand the human nature and biological foundations of humans K3- Gain the knowledge on giving better preformation in the society based on a sociological foundation of society K4- Identify the psychological aspects of humans by expert theories on socialization K5- Being a moral activist in society by applying social science		
Course Objectives (Maximum:5)	The Course aims <ul style="list-style-type: none"> Utilizing Inter-disciplinary approach, this course introduces students to the basic concepts, ideas, issues in social sciences. 		
Unit	Content		No.of Hours
I	Social Science and its Methods: Birth of Social Science - Scientific methods: Objectively relativity - Social Sciences disciplines - Research methods in Social Sciences: Survey methods, Case study, Participant observation.		09
II	Anthropology and Beginning of Human Race: The Theory of Evolution: Natural Selection, the role of heredity - Genetics - the emergence of agriculture - Biological foundations of humans - Culture - Contents of culture: Material and non-material culture - Language, Subcultures and kinship.		08
III	Sociological Foundation of Society - Sociology: Meaning - Elements of Social Structure: Status and Roles - Groups: Primary and secondary - Social stratification: Caste, Class and race - Social Interaction: processes of Interaction.		07
IV	The Psychological Aspects of humans - Personality: A social product or Biology - Socialization: Cooley and Mead's theories - The self and unconscious: Freud, Erikson and Piaget - Memories, Feelings and Learning.		07
V	The Economic and Political Bases of Society: Government and Politics - Political power and the State: The ideologies behind Nation – State Democratic: Socialist and neo-liberal - Economic institutions - Basic elements of economy - Labour, Capital and market - Industrial capitalism - Nature of work in industrial society - Globalization - Multinational and Transnational Corporations - Trade Unions.		09
References	Reference Books: <ul style="list-style-type: none"> Bonior, Andrea, (2016), <i>Psychology: Essential Thinkers and classic Theories</i>, Zephyru Press, Newyork. Elgin F. Hunt and David Colander, (2016), <i>Social Science: An Introduction to the Study of society (16th Edition)</i>, Routledge, London. Giddens, Anthony, (2013), <i>Introduction to Sociology</i>, Norton W.W Company, London. Madan and Majumdar, (2012), <i>An Introduction to Social Anthropology</i>, Mayor Publishers, New Delhi. Perry, John A and Erna K. Perry, (2016), <i>Contemporary Society</i>, Routledge, London. Web Link <ul style="list-style-type: none"> https://www.verywellmind.com/freud-and-erikson-compared-2795959 https://www.simplypsychology.org/social-stratification-definition-types-examples.html Pyarelal , <i>Mahatma Gandhi: The Early Phase and Last Phase.</i> Web Link: <ul style="list-style-type: none"> www.mkgandhi.org https://www.mkgandhi.org/ebks/gandhian_thought.pdf Films: <ul style="list-style-type: none"> Richard Attenborough, Gandhi. Syam Benegal, Making of The Mahatma. 		
Course Outcomes	On completion of the Course, students should be able : <ul style="list-style-type: none"> CO:1 Identify and explain the disciplines and fields of Social Sciences. CO:2 Discuss the uses of Social Sciences - Application of the data, findings and methods in 		

	<p>the contemporary world.</p> <ul style="list-style-type: none">➤ CO:3 Describe the role of Social Science in understanding the individual, culture, institution polices, economics of society.➤ CO:4 Understand the Psychological aspects of Humans.➤ CO:4 Learn the economic and political bases of Society.
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Semester	First	Course Code	24GTPP0105
Course Title	PEACE SCIENCE AND PEACE BUILDING		
No. of Credits	4	No. of contact hours per week	4
New Course/ Revised Course	Revised	If revised ,Percentage of revision effected(Minimum20%)	-
Category	Core		
Scope of the Course(maybe more than one)	1. Lead a life of happiness and peace. 2. Build a peaceful society by preventing conflict and war.		
Cognitive Levels addressed by the Course	K1- Understand the concept of peace and the causes of war and terrorism K2- Acquired skills in conflict resolution and maintaining peace in the society K3- Ability to sustain societies with holistic inner and outer peace. K4- Acquire the skill to approach peace scientifically and create peace building without affecting society. K5- Gain knowledge on various peace building processes and build peace at various levels, such as local, community, national, and international.		
Course Objectives (Maximum:5)	The Course aims • To enable students to acquire basic knowledge and exposure in Peace Science and Peace building.		
Unit	Content		No.of Hours
I	Introduction to Peace and War: Meaning and Concept of Peace: Positive and Negative Peace - Negative Peace: Absence of war, causes for war, nationalism and war, war and aggression, security, just war, war and justice - forms of war: cold war, civil war,terrorism, small scale war, full pledged war, regional war and world war - Preparations for war: Arms race, Arms trade, Military Industrial complex, production, deployment and proliferation of weapons – Economic effects of war and effects of military expenditure.		15
II	Absence of Violence and Alternatives: Direct violence - War & Domestic violence: Killing, Infanticide, Injuring, Threat, Coercion, Damaging and destroying properties and livelihood - Structural violence: Poverty, Inequality, Disparity, Injustice, Discrimination - Cultural violence: Internalization of violence, Nourishing the heart with religion, Ideology, Language, Caste, Ethnic and other identities, Violent communication, Cultural invasion through education and propaganda - Alternatives: Arms control, Disarmament, Diplomacy, Negotiation, Peace talks, International cooperation, Law and organizations.		12
III	Positive Peace:: Peace as love, Nonviolence and cooperation, Mutual aid, Positive Interpersonal relations - Peaceful Resolution of Conflict - Peace and Development - Alternative defense - Human rights- Ecological well-being: living in tune with nature, preserving life and eco system (Gaia Peace) - Economic well-being - Holistic inner and outer Peace - Towards peaceful future - Sarvodaya.		10
IV	Peace Scientists and Movements: (A Sample list) Gene Sharp, Johan Galtung, John Paul Lederach, Kenneth E. Boulding, Elise Boulding, Thomas Weber, Martin Buber, Marshall B. Rosenberg, Paul Wehr - Movements: War Resisters International, Amnesty International, International Fellowship of Reconciliation, Green Peace Movement, Truth and Reconciliation Commission, Alternative to Violence and Sarvodaya Movements.		10
V	Peace Building: Meaning and its importance - Areas of Peace building: Environment and Peace building – Conflict and Peace building - Educational and cultural approaches to Peace building – Human Security and Peace Building - Peace building in action: Peace building at local, community, national and international levels.		10
References	Reference Books: > David P. Barash & Charles P.Weber, (2009), <i>Peace and Conflict Studies</i> , Sage Publications Inc., California, USA. > David P. Barash, (1991), <i>Introduction to Peace Studies</i> , Wadsworth Publishing Company, USA. > Donald Markwell, John Maynard Keynes and International Relations, (2006), <i>Economic Paths to War and Peace</i> , Oxford: Oxford University Press.		

	<ul style="list-style-type: none"> ➤ Ehrlich Robert, (1985), <i>Waging Nuclear Peace: The Technology and Politics of Nuclear Weapons</i>, State University of New York Press, Albany. ➤ (1999), <i>European Centre for Conflict Resolution</i>, Utrecht, The Netherlands. ➤ Galtung, J.,(1996), <i>Peace by peaceful means: Peace and conflict, Development and civilization</i>, Sage Publications. ➤ -----, (1958), <i>Theories of Conflict, Definitions, Dimensions, Negations, Formations</i>, Columbia University. ➤ James Schellenburg, (1996), <i>Conflict Resolution: Theory, Research and Practice</i>, State University of New York Press, Albany. ➤ John Paul Lederach (1996), <i>Preparing for Peace</i>, Syracuse University Press. ➤ Kader Asmal & et.al., (1996), <i>Reconciliation through Truth: A Reckoning of Apartheid's Criminal Violence</i>, David Philip Publishers, Cape Town. ➤ Mac Ginty Roger, (2013), <i>Handbook of Peace Building</i>, Routledge Taylor and Fransis Group, New York. ➤ Martin Ceadel, (1987), <i>Thinking about Peace and War</i>,Oxford University Press, <i>Oxford</i>. ➤ Michael T. Klare Ed. (1989), <i>Peace and World Security Studies</i>, Lynne Rienner Publishers, Boulder, Colorado, USA. ➤ Richard Falk, (2012), <i>The Writings of Richard Falk</i>, Orient Blackswan Private Limited, New Delhi. ➤ Theodore F. Lentz,(1970),<i>Towards a Science of Peace</i>, Navachetna Prakashan, Varanasi. ➤ Wolfgang Dietrich, (2012), <i>Interpretations of Peace in History and Culture</i>, Palgrave Macmillan, London. <p>Web Link:</p> <ul style="list-style-type: none"> ➤ www.mkgandhi.org ➤ https://peacesciencedigest.org/ ➤ https://www.usip.org/publications/1999/09/chiapas-web-links
Course Outcomes	<p>On completion of the Course, students should be able :</p> <ul style="list-style-type: none"> ➤ CO:1 Comprehend the basics of Positive and Negative Peace and their multitudes. ➤ CO:2 Gain knowledge and interest to pursue the vast areas of Peace and Conflict studies. ➤ CO:3 Gain knowledge and exposure towards peaceful future ➤ CO 4 Have ideas and exposure on the works of different Peace Scientists and builders of Peace. ➤ CO:5 Understand various strategies of peace building process.

Semester	Two	Course Code	24GTPP0206
Course Title	NONVIOLENT ECONOMY FOR SUSTAINABLE DEVELOPMENT WITH GANDHIAN PERSPECTIVE		
No. of Credits	4	No. of contact hours per week	4
New Course/ Revised Course	New Course	If revised, Percentage of revision Effected (Minimum20%)	-
Category	Core		
Scope of the Course (maybe more than one)	<ol style="list-style-type: none"> 1. Understand Non-violence dexterities and corporate responsibility values to resolve any emerging socio- economic and political challenges 2. Comprehend and appreciate the Nonviolent Economic principles through Gandhian narratives 3. Gain essential skills and understanding to become Nonviolent Activist/Peace Maker /Peace Educationalist/Non-violent Constructive Development Worker 		
Cognitive Levels addressed by the Course	<p>K1-Understand the fundamentals of Non-violent economy</p> <p>K2- Gain practical skills in the field/ area of Non-violent economic principles and Gandhian economics</p> <p>K3- Acquaintance with Alternative Economic Models and its contemporary relevance</p> <p>K4- Obtain peaceful resolution for economic conflicts</p> <p>K5-Comprehend ecological sustainability and Nonviolent economics</p>		
Course Objectives (Maximum:5)	<p>The Course aims</p> <ul style="list-style-type: none"> • To make students understand fundamentals and significance of Gandhian Economics. • To enable them to comprehend the alternatives to global economic issues and problems. • To Understand alternative economic models and their potential for fostering peace and Sustainability 		
Unit	Content		No.of Hours
I	<p>Basics Of Violent and Nonviolent Economics: Meaning of Violent and Nonviolent Economy-Sources of Violence in Economic structure – Outcome of violent economy: Imperialism, Urbanisation, Capitalism, Industrialization, Environmental Degradation-Understanding the principles of nonviolence in economics- Exploring the historical context and key figures in nonviolent economic movements- Mahatma Gandhi and Buddhist principle of nonviolence-Examining the relationship between violence, conflict, and traditional economic systems.</p>		13
II	<p>Gandhian Economics: Economic philosophy of Mahatma Gandhi -Swadeshi, self-sufficiency, trusteeship - Sarvodaya and decentralized economy Gandhi critique about industrialization, mass production -J.C Kumarappa’s Economic thought (types of economy)- E.F Schumacher’s economic thought (Buddhist Economy) -J.K Mehta’s economic thought – Theory of wantlessness - Shriman Narayan’s economic thought – practical implications of Gandhian economics in contemporary contexts.</p>		12
III	<p>Alternative Economic Models : Alternative economic models- concepts de-growth, steady - state economy, and commons - based economics – Social and solidarity economy–Doughnut economy-Buenvivir economy- community economy-circular economy -common economy-post growth economy - strengths and weaknesses of alternative model – modern and dominant paradigm of development.</p>		15
IV	<p>Peaceful Conflict Resolution in Economic Systems: Strategies for resolving economic conflicts through nonviolent means – case studies of successful nonviolent economic movements, campaigns - role of civil society, grassroots organizations, and social movements in promoting economic justice and peace.</p>		14

V	Ecological Economics and Nonviolence: Intersection of ecological sustainability and Nonviolent economics -impact of environmental degradation and resource depletion on peace and stability-sustainable development, ecological restoration - green economics-Club of Rome's Limits to Growth - Gandhi's view on humankind and earth- Gandhi's Ashrams : seeds beds of ecological development- Gram swaraj and ecological development.	10
References	<p>Text Books:</p> <ul style="list-style-type: none"> ➤ Gandhi, M.K., <i>Hind Swaraj</i>, Navajivan Publishing House, Ahmadabad, 1921. ➤ Roy, Ramashray; <i>The world of Development: A Theoretical Dead - End</i>, Ajanta Publications Delhi, 1993. ➤ Kripalani, J.B; <i>Gandhian Thought</i>, Orient longman, Bombay, 1961. ➤ Sharma, S.P, <i>Gandhian Holistic Economics</i>, Concept publishing company, New Delhi, 1992. ➤ Raval, M.N., et.al., <i>Gandhi's Economic Thought and Its Relevance at present</i>, South Gujarat University, Surat, 1971. ➤ Nanda, B.R., <i>Gandhi and His Critics</i>, Oxford University Press, New Delhi, 1985. ➤ Myrdal, Gunnar; <i>Asian Drama: An Inquiry into the poverty of Nations</i>, Three volumes, panteon, New York, 1968. ➤ Sharma, Jai Narain; <i>Alternative Economics</i>, Deep Deep, New Delhi, 2003. ➤ The collected works of Mahatma Gandhi, Publication Division, Ministry of information and Broadcasting, Government of India, New Delhi, 1961. ➤ <i>Young India</i>, Navajivan Publishing House, Ahmadabad. ➤ Ruskin, John; <i>unto this last</i>, Oxford University press, London, 1934. ➤ Ruskin, John; <i>Seven Lamps of Architecture</i>, George Allen, London, 1925. ➤ Heredia, Rudolf; <i>Interpreting Gandhi's Hind Swaraj</i>, Economic and political weekly, June 12, 1999. ➤ Ahuja, H.L; <i>Modern Economics</i>, S Chand & Company Ltd, New Delhi, 2004. ➤ Anjaria, J.J., <i>An Essay on Gandhian Economics</i>, Vora & Co; Bombay, 1945. ➤ Chauhan, Sandip; <i>GATT to WTO Gandhian Alternative and NIEO</i>, Deep and Deep, New Delhi, 2001. ➤ Gandhi, M.K; <i>Khadi Why and How</i>, Navajivan Publishing house, Ahmedabad, 1959. ➤ George, S.K and G Ramachandran; (ed), <i>The Economy of Peace: The cause and The Man</i>, Peace Publishers, New Delhi, 1962. ➤ Goel, S.K; <i>Gandhian Perspective on Industrial Relations</i>, Shipra Publications, New Delhi, 2002. ➤ Iyer, Raghavan; <i>Gandhian Trusteeship In Theory and Practice</i>, Gandhi Peace Foundation, New Delhi, 1986. ➤ Kumarappa, J.C; <i>Gandhian Economic Thought</i>, Vora & Company, Bombay, 1951. ➤ Kumarappa, J.C; <i>Gandhian Approach to Economics in Philosophy of Work and other Essays</i>, All India village Association, Wardha, 1949. ➤ Gandhi, M.K; <i>Harijan (Various Issues)</i> Narayan, Shriman; (ed), <i>The selected works of Gandhi</i>, Navajivan Publishing House, Ahmedabad, 1968. <p>Web Link:</p>	

	<ul style="list-style-type: none">➤ https://www.ourworldindata.org➤ https://www.economicshelp.org➤ https://www.globalgreens.org
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Course Outcome	<p>On completion of the course, student should be able to understand:</p> <ul style="list-style-type: none">➤ CO1: Learn the concept of Gandhian Economics.➤ CO2: Understand the views of J.C. Kumarappa, E-F Schumacher's, J.K Mehta's on Gandhian Economics.➤ CO3: Get knowledge in Gandhian concept of production & decentralization.➤ CO4: Imbibe ideas on Trusteeship and corporate responsibility.➤ CO5: To Develop critical thinking and research skills through case studies and practical applications of Non-violent economic principles
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Semester	Two	CourseCode	24GTPP0207
CourseTitle	SATYAGRAHA FOR PEACE, NONVIOLENCE AND JUSTICE		
No. of Credits	4	No.ofcontacthoursperweek	4
New Course/ Revised Course	Revised	Ifrevised,Percentageofrevision Effected (Minimum20%)	-
Category	Core		
Scope of the Course (maybe more than one)	1. Secure fundamental know-how to become Nonviolent Activist/Peace Maker /Peace Educationalist/Non-violent Constructive Worker 2. Become well-informed in the subject of Gandhian Satyagraha and Non-violent Direct Action and to apply the doctrines of the same to the needs of the Employer / Institution / Enterprise / Society 3. Acquire knowledge in the Non-violence Direct Action, and skills of Satyagraha to serve the society at large.		
CognitiveLevels addressed bythe Course	K1-Comprehend Gandhian concept of Decentralization of Power, Justice and Peace K2- Understand the theoretical and Practical outline of the concept of Satyagraha K3-Acquire the historical underpinnings of Satyagraha in Action K4- Gain Non-violence dexterities by understanding Non- violent Direct Action methods K5-Gain knowledge about post-Gandhian Satyagraha movements		
Course Objectives (Maximum:5)	The Course aims <ul style="list-style-type: none"> ➤ To introduce the students about the concept of power and its relationship with Justice, Peace and Satyagraha. ➤ To make the students understand Gandhian concept of Satyagraha in-depth. ➤ To give exposure on the latest development and practicability of Satyagraha and Nonviolent Direct action. 		
Unit	Content		No.of Hours
I	Power, Justice and Peace: Concept of Peace and Justice - Types of power: Legitimate, Reward, Coercive, Referent, Expert and Information - State and Power: Democracy, Autocracy (Demagogues), Theocracy and their types - Use, misuse and abuse of power and its impacts on relationship, society and governance - Power, conflicts and resistance - Concept and types of nonviolent struggles and nonviolent struggles in History - Gandhian concept of power: moral, spiritual and ethical power, self-restraint on power and decentralization of power.		13
II	Conceptual Framework of Satyagraha: Meaning of Satyagraha - Origin and development of Satyagraha - Passive Resistance and Satyagraha - Concept and principles Satyagraha: Search for Truth, Nonviolence, Creative self- suffering and self-purification, Satyagraha and Duragraha, Qualification for Satyagrahis, Rules for Satyagraha, Training Satyagraha - Outcome and other Effects of Satyagraha.		12
III	Satyagraha In Action: In South Africa - Resisting Registration Act, Transvaal March, In India: Champaran Satyagraha, Ahmadabad mill workers satyagraha, Kheda Satyagraha, Non Cooperation Movement, Bardoli Satyagraha, Vaikom Satyagraha, Civil Disobedience Movement, Fasting on communal award, Individual Satyagraha and Quit India.		15
IV	Nonviolent Direct Action (NVDA): Types of Satyagraha: Principled (Gentle, Gentler and Gentlest) and Pragmatic - Martin Luther King Jr.'s concept of nonviolent Direct Action - Difference between Satyagraha and Nonviolent Direct Action (Gene Sharp), Theory, Methods, Dynamics and types of NVDA, NVDA against: State, Repressive Regimes, Acute conflicts and invasions - Civilian Defense.		14

V	Post-Gandhian Satyagrahas: American Civil Rights Movement, Anti-Apartheid Struggle in South Africa, Solidarity Movement in Poland, Anti-Marcos struggle in Philippines - Students struggles in Tiananmen Square in China, NVDA in East European countries, Palestinian struggles against Israel, Arab Spring, India: Chipko, Narmada BachaoAndolan, EktaParishad, March on Land Rights, Anti-Corruption Movement, Jallikattu Movement, Anti-Nuclear and Sterlite struggles in Tami Nadu - Formers struggle in New Delhi.	10
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References	<p>Text Books:</p> <ul style="list-style-type: none"> ➤ Diwakar,R.R.,(1969),Saga of Satyagaha, BhartiyaVidyaBhavan, Bombay. ➤ Galtung Johan., (1996), <i>Peace by Peaceful Means: Peace and Conflict, Development and Civilization</i>, Sage, London. ➤ ----- The Way is the Goal: Gandhi Today. (1994), Gujarat Vidyapith Peace Research Centre, Ahmedabad. ➤ Gandhi M.K., (1982), <i>For Pacifists</i>, Navajivan Publishing House, Ahmadabad. ➤ -----, (1994), <i>Nonviolence in Peace and War (2 vols.)</i>, Navajivan Publishing House, Ahmadabad. ➤ -----,(1982), <i>Satyagraha in South Africa</i>, Navajivan Publishing House, Ahmadabad. ➤ -----,(1989), <i>Satyagraha</i>, Navajivan Publishing House, Ahmadabad. ➤ -----,(1964), <i>Social Service, Work and Reform</i>, Navajivan Publishing House, Ahmadabad. ➤ -----,(1997), <i>The Collected Works of Mahatma Gandhi.</i>, Publications Division, Govt. of India, New Delhi. ➤ Gene Shap, (1973), <i>The Politics of Nonviolent Action (3 vols.)</i>, Porter Sargent Publisher Inc. Boston. ➤ -----, (1979), <i>Gandhi as a Political Strategist</i>, Porter Sargent Publisher Inc., Boston. ➤ -----, (1980), <i>Social Power and Political Action</i>, Porter Sargent Publisher Inc., Boston. ➤ -----, (1990), <i>Civilian Based Defence</i>, Princeton University Press, New Jersey. ➤ Joan V.Bondurant, (1959), <i>Conquest of Violence</i>, Oxford University Press, Bombay. ➤ K.Shridharani, (1962), <i>War Without Violence</i>, BhartiyaVidyaBhavan, Bombay. ➤ Peter Ackerman and Jack Duvall, (2000), <i>A Force More Powerful: A Century of Nonviolent Conflict</i>, Palgrave, New York. ➤ Richard B.Gregg., (1949) <i>Power of Nonviolence</i>, Navajivan Publishing House, Ahmadabad. ➤ Thomas Weber, (1991) <i>Conflict Resolution and Gandhian Ethics</i>, The Gandhi Peace Foundation, New Delhi. <p>Web Link :</p> <ul style="list-style-type: none"> ➤ www.mkgandhi.org ➤ https://kinginstitute.stanford.edu/march-washington-jobs-and-freedom
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Course Outcome	<p>On completion of the course, students should be able to understand</p> <p>CO1 : Understand the concept of Power, Justice, Peace and the evolution of Satyagraha and their relatedness</p> <p>CO2: Acquire knowledge and understanding about the purpose and strategies of nonviolent struggles undertaken by Gandhiji and others.</p> <p>CO3: Acquire the skills and abilities to practice Satyagraha.</p> <p>CO4: Understand the concept of Nonviolent Direct Action</p> <p>CO5: Gain exposure on Post Gandhian Satyagrahas.</p>
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Semester	Two	Course Code	24GTPP0208
Course Title	GANDHIAN CONSTRUCTIVE PROGRAMMES AND ITS RELEVANCE		
No.of Credits	4	No.ofcontacthoursperweek	4
New Course/ Revised Course	New Course	If revised, Percentage of revision Effected (Minimum20%)	-
Category	Core		
Scope of the Course (maybe more than one)	<ol style="list-style-type: none"> 1. Acquire the requisite knowledge of Gandhian Studies and Constructive programmes to promote a Non-violent Society. 2. Implement the Gandhian constructive programmes for social reconstruction\ 3. Construct prototypes of constructive programmes to tackle social and political issues through non-violent methods. 		
Cognitive Levels addressed by the Course	K1-Understand the fundamentals of Constructive Programmes K2- Comprehend various types of constructive development programmes K3-Acquaint with Post-Gandhian Constructive Programmes and developmental activities K4- Gain knowledge regarding the relation of Peace-making, Non-violent Direction Action and Constructive Work K5-Comprehend the work of Post-Gandhian Constructive Workers thereby able to resolve any type of structural conflicts in the society		
Course Objectives (Maximum:5)	The Course aims <ul style="list-style-type: none"> ➤ Understand the conceptual framework of Constructive Programmes ➤ Make students acquire knowledge on Gandhiji's Constructive Programmes ➤ Have exposure on Post-Gandhian Constructive Programmes 		
Unit	Content		No. of Hours
I	Constructive Programme: Meaning - Conceptual framework – Historical development Principles of Constructive Work Comparison of the concept with Dharma, Aram, Charity, Service, Social service, Social work and the concept of Social change including Marxian methods.		13
II	Classification of Constructive Programmes: Purificatory Programmes - Economic Equality Programmes - Social welfare and Social Justice Programmes - Educational Programmes - Political development Programmes.		12
III	Post - Gandhian Constructive Programmes: Vinoba Bhawe : Bhoodan, Gramdan, Cow Protection, Nature Cure, Shanti Sena, Acharyakul, Shramdan - Constructive Programmes for the changing world - Organizations: All India Harjan SevaSangh - Go - Seva Sangh, All India Sarva Seva Sangh, Al India Shanti Sena Mandal, Khadi and village Industries commission.		15
IV	Importance of Constructive Work: Need of Constructive Programmes to the world - Association between Non-Violent Direct Action and Constructive work - Qualities of a Constructive worker - Skills attitudes and training for Constructive Work - Constructive Programme for peace-making		14
V	Gandhian Constructive Workers: Gandhi as a Constructive worker - Contemporary and Post-Gandhian Constructive Workers: Acharya Vinoba Bhawe - Khan Abdul Ghaffar Khan - Maulana Abulkalam Azad - C.Rajagopalachari - Sarojini Naidu - Jayaprakash Narayan - Sushila Nayyar - K. Arunachalam - S.Jagannathan - Kirshnammal - Devendra Kumar Gupta - V.Narayanasamy - S.Loganathan - G.Ramachandran - Kelappan and others.		10
References	TextBooks: <ul style="list-style-type: none"> ➤ Gandhi., M.K (1945), Constructive Programme: Its meaning and place, Navajivan Publishing House, Ahmadabad. ➤ Kumarappa, J.C (1946) , Capitalism, socialism and villagism. ➤ Radhey Shyman Singh: The Constructive Programmes of Mahatma Gandhi, (1928 - 1939). 		

	<ul style="list-style-type: none"> ➤ Rajendra Prasad: Constructive Work. ➤ VinobaBhave: BhoodanYajna (1953). ➤ Krishnamurthy Balasubramanian (1996), Directory of Gandhian Constructive Workers, Gandhi Peace Foundation, New Delhi. <p>Web Link:</p> <ul style="list-style-type: none"> ➤ www.mkgandhi.org
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<p>Course Outcomes</p>	<p>On completion of the course the student should be able to:</p> <p>CO1 : Students will be able to understand the concept of Constructive Programme</p> <p>CO2: Acquire knowledge on the importance of Gandhian Constructive Programmes.</p> <p>CO3: Get exposure on Post - Gandhian Constructive Programmes</p> <p>CO4: Understand the various dimensions of reconstruction and work for reconstruction of humanity.</p> <p>CO5: Comprehend the need for reconstruction of humanity</p>
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Semester	Two	Course Code	24GTPP0209
Course Title	GANDHIAN ALTERNATIVE LIFESTYLE: NATUROPATHY		
No .of Credits	4	No. of contact hours per week	4
New Course/ Revised Course	New Course	If revised, Percentage of revision Effectuated (Minimum20%)	-
Category	Core		
Scope of the Course (maybe more than one)	1. Understand and appreciate the Nonviolent life style through Gandhian holistic health narratives 2. Acquire wisdom in Naturopathy, Non-violence life styles and holistic health and apply the principles to individual and society at large to become a constructive care worker 3. Gain essential skills and understanding to become Nonviolent Health Care Worker		
Cognitive Levels addressed by the Course	K1-Understand the fundamentals of Nature Cure, Holistic Health and Yoga K2- Comprehend M.K Gandhi's experiments in Diet, Sanitation and Nature Cure K3-Gain knowledge on M.K Gandhi's concept of Health Education and innovations in Rural Sanitation Programmes K4- Acquire insight into the Gandhian Innovations of Nature Cure and Therapeutic techniques K5-Comprehend Gandhian notion of Holistic Health, and Nature Cure as Sustainable Method of Life Style		
Course Objectives (Maximum:5)	The Course aims <ul style="list-style-type: none"> ➤ To introduce the students to the Gandhian concept of Naturopathy. ➤ To make the students understand the above lifestyle of Gandhiji in depth. ➤ To create a cadre of well-disciplined youth who follow Nonviolent Lifestyle on Gandhian lines. 		
Unit	Content		No.of Hours
I	Holistic Health and Nature Cure: Meaning and Definition of Holistic Health - Aims and Objectives - Scope of Holistic Health - Physical Health - Mental Health - Social Health - Spiritual Health - Nature Cure - History of Nature Cure - Theory and Practice - Five Elements of Nature - Yoga for Holistic Health.		13
II	Gandhi's Experiments in Diet and Health: Vegetarian Society in London –Gandhiji Walking Experiments - Nonviolent Lifestyle Experiments in South Africa - Ashram Life in South Africa and Indian Ashrams: Definition of Ashram Way of Life- Practice of Eleven Vows - Gandhi's Experiments in Sanitation, Nature Cure and Dietetics –Fasting- Nonviolent Diet and Eating Habits : 'A Man Becomes What he Eats'.		12
III	Gandhi's Conception of Human Body: Human Body - Macrocosm vs Microcosm - Human Body for Service to the Downtrodden Innovations of Education in Health and Hygiene - Ashram Experiments - Leprosy Eradication Work - Innovations in Rural Sanitation Programmes - Adventures in Wardha Latrine Models.		15
IV	Gandhi's Experiments in Nature Cure: Experiments in Earth and Water treatment -The Block Plague – Treating a Fractured ARM – Hamorrhage – Treatment of Pleurisy – Treatment of contagious diseases: Small-pox and Chicken-pox		14
V	Gandhi, Naturopathy and Therapeutic Values: Gandhiji's Experiments in Uruli Kanjan - Allopathic System and Unaffordable Cost - Need for a Simple and Novel and Effective Approach to Health - 'Health for All' by Natural Methods - Affordable Health System for the Poor and Downtrodden Persons - Nature Cure as a Preventive, Curative and Sustainable Method for Life-style and other Diseases - Gandhian Model of Low Cost - High Quality Natural Therapeutic Techniques.		10
References	TextBooks: <ul style="list-style-type: none"> ➤ Acharya Lakshmana Sharma., (1977), <i>Practical Nature Cure</i>, Nature Cue Publishing House, Pudukkottai. ➤ Deepak Chopra., (2007), <i>The Power of Positive Thinking in Healing, The Holistic Healer.</i>, ➤ Gandhi M.K., (2009), <i>An Autobiography or The Story of My Experiments with Truth.</i> 		

	<p>Navajivan Publishing House, Ahmedabad.</p> <ul style="list-style-type: none"> ➤ ----.,(1982), <i>Satyagraha in South Africa</i>, Navajivan Publishing House, Ahmedabad. ➤ ----.,(1995), <i>Constructive Programme: Its Meaning and Place</i>, Navajivan Publishing House, Ahmedabad. ➤ ----., (2009), <i>Key to Health</i>, Navajivan Publishing House, Ahmedabad. ➤ ----., (1983), <i>Diet and Diet Reform</i>, Navajivan Publishing House, Ahmedabad. ➤ ----- , (1976), <i>Social Service, Work and Reform</i>, Navajivan Publishing House, Ahmadabad. ➤ Gupta, L.C., (1999), <i>Vegetarianism</i>, Golgotia Publishing Co.,. ➤ Herbert M. Shelton., (1984), <i>An Introduction to Natural Hygiene</i>, Willow Publishing Inc.. ➤ Ivan Illich., (1976), <i>Limits to Medicine</i>, Welcome Institute, London., ➤ Louise Kuhne., (1983), <i>The New Science of Healing</i>, UruliKanchan, Pune. ➤ Mark Thomson., (1993), <i>Gandhi and His Ashrams</i>, Popular Prakashan, Mumbai. ➤ Masanabu Fukuoka., (1985), <i>One Straw Revolution</i>, Sterling Publishers, London. ➤ Pandit M.P., (1987), <i>The Spiritual Dimension of Health</i>, Sage Publications, New Delhi. ➤ Slate, Nico (2009), <i>Gandhi's Search for Perfect Diet: Eating with the World in Mind</i>, Orient Black Swan, Hyderabad ➤ Schumacher, E.F., (1973), <i>Small is Beautiful</i>.,Harper and Row, London. ➤ <i>The Collected Works of Mahatma Gandhi</i>, (ed) 103 Vols. Publication Division, Govt. of India. <p>Web Link:</p> <ul style="list-style-type: none"> ➤ www.mkgandhi.org
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Course Outcome	<p>On completion of the course the student should be able to:</p> <p>CO1 : Acquire basic knowledge on Holistic Health practices.</p> <p>CO2: Develop an interest in the Gandhian Nonviolent Lifestyle.</p> <p>CO3: Be familiar with the experiments of Gandhi in the fields of Health Care, Hygiene and Dietetics.</p> <p>CO4: Study in-depth the activities of Nature Cure and Holistic Health in India and Abroad.</p> <p>CO5: Gain exposure on various Gandhian experiments on Naturopathy</p>
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Semester	Two	Course Code	24GTPP0210
Course Title	GANDHI'S CONCEPT OF SARVA DHARMA SAMABHAVA		
No. of Credits	4	No. of contact hours per week	4
New Course/ Revised Course	New Course	If revised, Percentage of revision Effected (Minimum 20%)	-
Category	Core		
Scope of the Course (maybe more than one)	1. Gain Systematic proficiencies in the field/ area of Communal Harmony and Inter-religious peace approaches 2. Well-train in communal peace building methods and inter-religious harmony to resolve the present day religion induced violence and challenges. 3. Understand non-violence dexterities and communal harmony ethics to resolve any emerging religious tensions and challenges		
Cognitive Levels addressed by the Course	K1-Comprehend the notion of religion, and various practices of different religions in India K2- Understand Peace and Non-violence through the philosophical foundation of Buddhism K3-Acquaintance with the philosophies of Jainism and its ecological principles K4- Understand the non-violent ethics through the doctrines of Sikhism K5- Attain insights on humanism, Inter-religious harmony and heritage, communal peace and non-violence and apply the doctrines in society at large.		
Course Objectives (Maximum:5)	The Course aims: <ul style="list-style-type: none"> ➤ To introduce the students about the rich heritage of Indian Religions and their significance. ➤ To enable them to understand the link between Indian religions and the embedded values of Peace, Nonviolence and Harmony. ➤ To comprehend the importance of Communal Harmony, Peace and Nonviolence. 		
Unit	Content		No. of Hours
I	Religion: Concept - God and Religion - Monotheism, Polytheism, Agnosticism – Indian Religions: Hinduism: Six Divisions of Hinduism - Scriptures in Hinduism - Srutis and Smritis - Hindu Beliefs: Four Goals of Life: Dharma, Artha, Karma, and Moksha - Four Stages of Life: Bhrahmacharya, Grahastha, Sannyasa and Vanaprastha - Religious Practices: Worship, Temples and Temple Worship, Festivals and Pilgrimages, Rights and Customs, Unity in Diversity.		13
II	Buddhism: Life and Teachings of the Buddha: Scripture – Dhammapada- Shila (Good Conduct), Samadhi (Meditation), Prajna (Cultivating Insights) - Four Arya Satyas (Four Noble Truths), Arya Astangik Marga (Noble Eight Fold Path) - Nirvana - Sects of Buddhism: Theravada (Hinayana) and Mahayana - Buddhist Architecture and Sculptures - Status of Women in Buddhism - Buddhism and Ecology - Impact of Buddhism on Society and Nonviolence and Peace - Neo Buddhist Traditions.		12
III	Jainism: Life and Works of Rsabadeva, Parsvanatha, Mahavira and other Tirthankaras - Five Vratas: Anuvratas and Mahavratas: Ahimsa, Satya, Asteya, Brahmacharya and Aparigraha - Six Substances and Seven Tattvas and Nine Fundamentals - Triratna: Samyag Darsana, Samyag Jnana and Samyag Charitra - Anekantavada and Syadvada - Five kinds of Knowledge: Mati, Sruti, Avadhi, Manahparyaya and Kevalajnana - Jain Architecture and Iconography - Status of Women in Jainism - Jainism and Ecology - Impact of Jainism on Society and Nonviolence and Peace.		15
IV	Sikhism: Origin and Development of Sikhism – Sikhism Scripture - Role of 10 Gurus - Teachings of Guru Nanak: Oneness of God, Ek Onkar - Brotherhood of Humankind, Role of Khalsa and 'Langar' - ace of ' <i>di Adi Granth</i> - Panca - Kakara: Resh (Uncut Hair), Kangha (Comb), Kaccha (Short rawer), Kara (Iron Bangle) a Kirpan (Small Sword) - Two major divisions of Sikhism: 'anakpanthis' or 'Sahajdharis' and 'K Keshdharis' or 'Khalsa' - Different Sects of Sikhism. Impact of khism on Society and Nonviolence and Peace a		14

V	Religions - Nonviolence and Peace: Peace and Nonviolent Values and Ethics in Indian Religions - Pluralism and Inclusiveness in Indian Religions - Common Practices and Worships - Unity in Diversity - Religion and Spirituality, Religion and Humanism and Brotherhood.	10
References	<p>Text Books:</p> <ul style="list-style-type: none"> ➤ Veena R. Howard (Ed.), <i>Dharma: The Hindu, Jain, Buddhist and Sikh Traditions of India (Library of Modern Religion)</i>, August, 2017 ➤ Bapat P.V., ed., (1956), <i>2500 Years of Buddhism</i>, Publication Division, Govt. of India, New Delhi. ➤ Gandhi M.K., <i>In Search of the Supreme</i>, (3 vols.), (1952), Navajivan Publishing House, Ahmadabad. ➤ Homer A.Jack, Ed., (1956), <i>Religions and Peace – Papers from National Inter-Religious Conference on Peace</i> ➤ Homer A.Jack, Ed., (1983), <i>Religion in the Struggle for World Community</i>, WCRP. ➤ Jeyapragasam S., Ed., (1991), <i>World Religions.</i>, The Valliammal Institution, Madurai, ➤ John B.Taylor& Gunther Gebhardt.,<i>Religions for Human Dignity and World Peace</i>, World Council of Churches, Geneva. ➤ Majumdar R.C.,(1944), <i>Hindu Colonies in the Far East</i>, Calcutta. ➤ Nirad C. Chaudhuri, (1979), <i>Hinduism: A Religion to Live By</i>,Chatto and Windus, London ➤ Owen W. Cole and SambhiPiara Singh, (1978), <i>The Sikhs: Their Religious Beliefs and Practices</i>,Routledge and Kegan Paul, London ➤ Radhakaishnan S., (1960), <i>Hindu Dharma.</i> ➤ Shah U.P., (1987), <i>Jaina-Rupa-MandanaVol.I</i>,Abhinav, New Delhi. ➤ Sir. Charles Eliot, (1954), <i>Hinduism and Buddhism</i>,Routledge, London. ➤ William James, (1985), <i>The Varieties of Religious Experience</i>, Mass Harvard University Press, Cambridge. <p>Web link: https://www.gmu.edu/programs/icar/ijps/vol1_1/smoker.html www.mkgandhi.org</p>	

Course Outcome	On completion of the course the student should be able to: CO1: Understand the meaning, purpose and inter-relatedness of different Indian Religions. CO2: Learn the basic concepts and practices of Buddhism. CO3: Learn the basic concepts and practices of Jainism. CO4: Learn the basic concepts and practices of Sikhism. CO5: Get exposure about the contribution of Religions towards Peace, Nonviolence and Harmony.		
Semester	Third	Course Code	24GTPP0311
Course Title	ENVIRONMENTAL CHALLENGES AND THE GANDHIAN ALTERNATIVES		
No. of Credits	4	No .of contact hours per week	4
New Course/ Revised Course	New Course	If revised, Percentage of revision Effected (Minimum20%)	-
Category	Core		
Scope of the Course(maybe more than one)	1. Understand the Gandhian alternatives emphasize sustainable practices, non-violence, and self-sufficiency. 2. Acquire knowledge of Environmental Contributions in the Post-Gandhian Era 3. Understand Reverence for Nature		

Cognitive Levels addressed by the Course	<p>K1- Observation of the present status of the Environment in India. K2- Acquire knowledge of Gandhian alternatives to environmental issues K3- Conservation of Biodiversity and Ecological Economics of Gandhi. K4- Understand Gandhi and Modern Environmental Civilization K5- Create awareness among the people of Gandhian Environmental Movements</p>	
Course Objectives (Maximum:5)	<p>The Course aims</p> <ul style="list-style-type: none"> ➤ To understand the concept and aims of Environment. ➤ To make realize the students about environmental issues and how it affects the personal growth. 	
Unit	Content	No.of Hours
I	<p>Environmental Status: Concept and Definition - environment, eco system, ecology, sustainable development, bio diversity, environmental management. Types of Environment:- Physical Environment, Psychological Environment and Social Environment; Environmental degradation - Present status of Environment in India.</p>	13
II	<p>Environmental Issues In India: Environment - current issues: Population growth, Air pollution, Water pollution, Noise pollution, Soil pollution and Solid waste pollution, water scarcity, Deforestation, Plastic Pollution and loss of Biodiversity - Impact of climate change in India - causes of Disorder in the Environment - Earthquakes, Floods, Cyclones, Droughts and famines - Global warming - Environmental Regulations in India.</p>	12
III	<p>Gandhi as an Environmentalist : The Earth has enough resources for our need but not for our greed - Evils of Urbanization - I need no inspiration other than Nature's. She has never failed me as yet. She mystifies me, bewilders me, sends me to ecstasies- Non-Violence and Conservation of Resources - Conservation of Biodiversity - Ecological Economics of Gandhi.</p>	15
IV	<p>Gandhi's Critique of Modern Civilization: Gandhi and Environment :Man-Nature Relationship, damages done by modern Industrial Civilization - village vs. urban life- environmental and sustainable future- ecological economics of Gandhi- Environmental Contributions in the Post - Gandhian Era: Rachel Carson's, E.F.Schumacher's, Brundtland's & J. C. Kumarappa.</p>	14
V	<p>Gandhian Alternatives to Environmental Issues: Gandhian Vision of Environment- - Gandhi's Criticism of Industrialization - Man-Nature Relationship - Environmental protection and conservation - Eco-consciousness embedded in Gandhi's Philosophy of life - Gandhian Environmental Movements - Himalaya Seva Samiti - Vanavasi Ashram - Chipko Movement - Ekta Parishad - Narmada Bachao Andolan - LAFTI.</p>	13
References	<p>Reference Books</p> <ul style="list-style-type: none"> ➤ Divya Joshi (2003), <i>Gandhiji on Environment</i>, Mani Bhavan Gandhi Sangrahalaya, Mumbai. ➤ Gandhi M.K., (2009), <i>The Collected Works of Mahatma Gandhi, 100 Vols.</i>, Publication Division, Government of India, New Delhi. ➤ Khoshoo, T N, and John S Moolakkattu.,(2009), <i>Mahatma Gandhi and The Environment: Analysing Gandhian Environmental Thoughts</i>, Tata Energy and Resources Institute, Mumbai. ➤ Kumar, S B., (2002), <i>Environmental Problems and Gandhian Solutions</i>, Deep and Deep Ludhiana: Tondan Publications, Books Market. ➤ M.K.Gandhi, <i>Hind Swaraj or Indian Home Rule</i>, Navajivan Publishing House, Ahmedabad, 1983. ➤ T.N.Khosoo & John Moolakkattu, "Mahatma Gandhi and the Environment", The Energy and Resources Institute, 2015 ➤ Manoj Sinha, "Modernisation and Ecology: A Gandhian Perspective", National Book Trust, New Delhi, 2006. ➤ Ramachandra Guha, "Environmentalism: A Global History" Allen Lane, 2014. ➤ Snigdha Panda (2020) 'Environmental education' Nation press, New Delhi. ➤ Prof.S.Bhatt (2008) 'Environmental protection and sustainable development' A.P.H. Publishing Corporation, New Delhi. ➤ James A. Lee (1985) 'The Environment, Public Health, and Human Ecology considering for economic development' library of congress cataloging in publication data, U.S.A ➤ Barua A. Tianowards a Philosophy of Sustainability: The Gandhian Way. <i>Journal of Economic and Social Studies</i> an online 	

	<p>Anthropology. 2015;3(2):136–143. [Google Scholar]</p> <ul style="list-style-type: none"> › Debomics of P. Gandhian approach to environmental challenges. International Journal of Multidisciplinary Advanced Research Trends. 2015;2(2):185–194. [Google Scholar] › Guha R. Berkeley: Permanent Black: The University of California Press; 2006. How Much Should A Person Conflict resolution? [Google Scholar] › Jha S. Mahatma Gandhi – An Environmentalist with a Difference. Internet] Available from: http://www.mkgandhi.org/environment/environment.htm .accessed on October 20, 2018. › Moolakkattud JS. Gandhi as a Human Ecologist. J Hum Ecol. 2010;29(3):151–158. [Google Scholar] › Sasikala AS. Environmental Thoughts of Gandhi for a Green Future. Gandhi Marg. 2012;34(1):53–68. [Google Scholar] › Sheth P. Ahmedabad: Gujarat Vidyapeeth; 1994. Theory and Praxis of Environmentalism: Green plus Gandhi. [Google Scholar] › Sood N. Toward a Gandhian Philosophy of Sustainable Development and Tweet Environmental Conservation [Internet] 2016. [accessed on October 20, 2018]. Available from: http://www.ecorama.org/gandhianphilosophy-of-sustainable-development-12 › RajinarayanR.Tiwari, Gandhi as an Environmentalist-IJMR-V.149(Suppl.1) Jan-2019. › Sasikala AS. Environmental Thoughts of Gandhi for a Green Future. Gandhi Marg. 2012;34(1):53–68. › Moolakkattu JS. Gandhi as a Human Ecologist. J Hum Ecol. 2010;29(3):151–158. <p>Web Links:</p> <ul style="list-style-type: none"> • http://www.mkgandhi.org/articles/unfinish_task.htm • http://www.mkgandhi.org/environment/environment.htm
	<p>On completion of the course, students should be able to understand</p> <p>CO1: Understand the present environment hazards.</p> <p>CO2: Acquire knowledge on Gandhian Ideals to solve the environmental issues.</p> <p>CO3: To gain knowledge on Gandhian way of solving the Environmental Challenges.</p> <p>CO4: To understand the exploitation of environment by the students.</p> <p>CO5: To acquire knowledge on Gandhian alternative ideas to solve the local and global environmental challenges.</p>

Semester	Third	Course Code	24GTPP0312
Course Title	GANDHIAN APPROACH TO DECENTRALIZATION - PANCHAYATI RAJ		
No. of Credits	4	No .of contact hours per week	4
New Course/ Revised Course	New Course	If revised ,Percentage of revision Effected (Minimum20%)	-
Category	Core		
Scope of the Course(maybe more than one)	<ol style="list-style-type: none"> 1. Understanding Gandhi's philosophy on self-reliance, non-violence, and community participation 2. Cover the historical context of the Panchayati Raj system, Gandhi's vision for village republics 3. Understand the Community Development Programme 		
Cognitive Levels addressed by the Course	K1- understanding core ideas like self-government and participation. K2- Observation of basic principles of Panchayati Raj K3- Acquire knowledge of the Gandhian approach to economic decentralization K4- Implementing Community development program K5- Acquire knowledge about Local Self Government for Sustainable Development		
Course Objectives (Maximum:5)	The Course aims <ul style="list-style-type: none"> • To understand the Gandhian Concept of Decentralization and Oceanic Circle vs. Pyramidal Model. • To enable the students to realize Centralizations and Decentralization of Power and the Panchayati Raj System in Pre and Post Independence era. • To expose the students on the models of Village under the Gandhian Concept of Village Swaraj. 		
Unit	Content		No.of Hours
I	Concept of Power: Meaning, Definition of Power - Kinds of Power - Gandhi's Philosophy of Power - Individual as ultimate source of all power - Power resides within the people themselves - Converting ways of thinking - Gandhi's Theory of power - Influential Figures - Jesus Christ, The Buddha and Martin Luther King Jr. Centralized and decentralized power - Merits and Demerits - Oceanic Circle vs. Pyramidal Model.		13
II	Gandhi on Panchayati Raj: Gandhian views on Panchayati Raj - Village Swaraj - Basic principles - self reliance, self sufficiency - Trusteeship - Co-operation - Bread labour - equality - Swadesi.		12
III	Decentralization: Meaning, Definition and Objectives; Types of Decentralization - Disadvantages of Centralizations and Advantages of Decentralization - Gandhian approaches of Decentralization - Power structure and interaction - Distance between Government and public - Requirement for the success of Decentralizations - participative leadership.		15
IV	Panchayati Raj System in India: Panchayati Raj Institutions in pre - and post independence - Community development Programme - Balwantroy Mehta, Ashok Mehta and other committees - Seventy Third and Seventy Fourth amendment - Three Tier structure of New Panchayati Raj System.		14
V	Local Self Government for Sustainable Development: Village Panchayat - Gram Sabha- Powers and functions of elected body members and officials - Twenty Nine subjects for Village Panchayat development - Gandhian views on eradicating poverty, inequality, unemployment - Swadeshi dimensions and contemporary relevance – Trusteeship - Gandhian Constructive Programmes and sustainable development.		13
References	<ul style="list-style-type: none"> ➤ Reference Books Gandhi M.K. (1962). <i>Village Swaraj</i>, Navajivan Publishing House, Ahmadabad. ➤ Gandhi M.K. (1939). <i>Hind Swaraj or Indian Home Rule</i>, Navajivan Publishing House, Ahmadabad. ➤ Gandhi M.K., (1960). <i>Trusteeship</i>, Navajivan Publishing House, Ahmadabad. 		

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- Decentralised Democracy in India: Gandhi's Vision and Reality by M. V. Nadkarni, N. Sivanna, et al. | Aug 7, 2017, Routledge India; 1st edition.
- Decentralization and Local Governance in Developing Countries: A Comparative Perspective by Pranab Bardhan and Dilip Mookherjee, MIT Press | Jun 23, 2006.
- Limited Government & Political Decentralization: An Economic Approach to Politics by Germinal G. Van, Amazon publishers.
- Non-Territorial Autonomy and Decentralization: Ethno-Cultural Diversity Governance (Routledge Studies in Federalism and Decentralization) 1st Edition, by Tove H. Malloy (Editor), Levente Salat (Editor).
- Panchayat Raj As the Basis of Indian Polity: An Exploration Into the Proceedings of the Constituent Assembly – January 1, 1962 by Jayaprakash Narayan (Introduction).
- On Gandhi's Path: Bob Swann's Work for Peace and Community Economics, by Stephanie Mills , New Society Publishers.
- Rural Local Governance and Development 1st Edition by Mahipal , Publisher : SAGE Publications Pvt. Ltd; 1st edition.
- Systemic Leadership for Local Governance: Tapping the Resource Within by Catherine Hobbs | Jan 29, 2019.
- Local Governance in Developing Countries (Public Sector Governance and Accountability) by Anwar Shah , World Bank Publications.
- Assessing Citizen Participation in Local Governance: The cases of the Bangalore Urban Poverty Alleviation Programme and the Angolan Citizens' Participation Initiative by RUBY SAAKOR TETTEH, 2011 LAMBERT Academic Publishing (June 14, 2011).
- The Theory and Practice of Local Governance and Economic Development by M. Considine and S. Giguere

	<p>Web Link:</p> <ul style="list-style-type: none"> ➤ Puja Mondal, Rural Reconstruction in India:http://www.yourarticlelibrary.com/india-2/rural-reconstruction-in-india-2793-words/4829 ➤ R.U.Parmar, Technique of Rural Reconstruction in India: http://krishikosh.egranth.ac.in/bitstream/1/22148/1/BPT5996.pdf. ➤ https://www.elearning.panchakotmv.in/files/515AA18C15874730580.pdf ➤ https://www.ijcrt.org/papers/IJCRT1133061.pdf ➤ https://www.mkgandhi.org/ebks/political-and-national-life-and-affairs-Vol-1.pd
	<p>On completion of the course, students should be able to understand</p> <p>CO1: Understand the Gandhian Concept and Vision of Village Swaraj.</p> <p>CO2: Comprehend the various approaches for Sustainable Development.</p> <p>CO3: understand the Three Tier Systems of PRIs.</p> <p>CO4: Acquire Specialization on Local Self Governance and Participatory Planning.</p> <p>CO5: Understand the Gandhian Concept of Village Swaraj.</p>

MODULAR COURSES

Semester	Third	Course Code	24GTPP03M1
Course Title	GANDHIAN WAY OF MANAGEMENT (MC)		
No. of Credits	2	No. of contact hours per week	2
New Course/ Revised Course	Revised	If revised, Percentage of revision Effected (Minimum 20%)	-
Category	Core		
Scope of the Course (maybe more than one)	<ol style="list-style-type: none"> 1. Understand the concept and effectiveness of Management 2. Acquire the skill to handle the resources based on Gandhian Management efficiently 		
Cognitive Levels addressed by the Course	K1- Understand the importance of Gandhian Management and different facets of Gandhiji. K2- Gain knowledge on various levels of planning like Nano, Micro, and local planning. K3- Observe the essentials of building human relations and Gandhian conflict resolution. K4- Acquire the skill of trusteeship management and personal Management K5- Gain knowledge on organization management through visiting various Gandhian institutions and developing the society based on their experience.		
Course Objectives (Maximum:5)	The Course aims <ul style="list-style-type: none"> • To enable the students to understand the unique Gandhian concept of Management and its need in the context of modern competitive, unethical management. • To guide the students to realize the importance and necessity of the Gandhian Way of Management which is nonviolent, non-competitive and pro-active. • To create a cadre of effective managers and to set a new trend in the field of management. 		
Unit	Content		No. of Hours
I	Meaning and Definition of Gandhian Management - Concept of Modern Management - Gandhian Concept of Management - Different facets of Gandhiji - As a leader, organizer and administrator - Oceanic Circle vs. Pyramidal Model - Management of his Ashrams and other organizations in South Africa and India		13
II	Objectives of Planning - Gandhi as a Planner- Micro-level Planning - Decentralization of Power and Position - Strength and Beauty of Nano, Micro and Local Planning.		12
III	Corporate Social Responsibility - Importance of building human relations – Gandhi as a Conflict Resolver and Problem Solver - Gandhian concept of development and Conflict Management.		13
IV	Concept of Trusteeship - Salient features of Trusteeship Management - Personnel Management in Trusteeship - Advantages of Trusteeship over Corporate Ownership.		13
V	Field Visit : Visit to Gandhian organizations - Gandhigram Trust - ASSEFA - CEISI - Gandhi Niketan Ashram, T.Kallupatti - Gandhi SevaSangam, ReddiyarChathiram - Gandhi Memorial Museum - Inba Seva Sangam, Sevappur - Gandhi Ashram Tiruchengodu etc.,		13
References	<ul style="list-style-type: none"> ➤ Arunachalam, K., (1985), <i>Gandhian Economics</i>, SarvodayaLakkiyaPannai, Madurai. ➤ Arunachalam, K., (1985), <i>Khadi Economics: A few Aspects</i>, Gandhi Literature Society, Madurai. ➤ Bose, Nirmal Kumar, (1948), <i>Gandhiji's Concept of Trusteeship</i>, BhangiyaPradeshikChatraSamshid, Calcutta. ➤ Chandra Bose, D., <i>Principles of Management & Administration</i>. ➤ Gandhi, M.K., (1936), <i>Khadi – Why and How?</i>, Navajivan Publishing House, Ahmedabad. ➤ Gandhi, M.K., (1946), <i>Trusteeship</i>, Navajivan Publishing House, Ahmedabad. 		

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	<p>On completion of the course ,students should be able to understand</p> <p>CO1: Understand the meaning, definitions and concept of modern and Gandhian Way of Management.</p> <p>CO2: Know the objectives of planning and the Gandhian Concept of Micro level planning.</p> <p>CO3: Gain knowledge on corporate social responsibility.</p> <p>CO4: Learn the advantage of trusteeship management in Gandhian Organizations.</p> <p>CO5: Gain Exposure to various Gandhian Institutions</p>

MODULAR COURSES

Semester	Third	Course Code	4GTPP03M22
Course Title	SHANTI SENA (MC)		
No. of Credits	2	No .of contact hours per week	2
New Course/ Revised Course	New Course	If revised ,Percentage of revision Effected (Minimum20%)	-
Category	Core		
Scope of the Course(maybe more than one)	<ol style="list-style-type: none"> 1. Understand the essentials of peace in society 2. Following the Non-violence methods to resolve the conflict 		
CognitiveLevels addressed by the Course	K1- Understand the concept and historical development of peace army K2- Observe the various prominent leaders' contributions to promoting the Shanti Sena K3- Gain deep knowledge of various institutions working for Shanti Sena in India and Abroad. K4- Acquire the skill of peacemaking and peace-building based on Gandhian views K5- Gain the regress training through Shanti Sena and build a peaceful society.		
Course Objectives (Maximum:5)	The Course aims <ul style="list-style-type: none"> • To introduce the concept, experiments and practice of Shanti Sena (Peace Brigade) to the students. • To give exposure and training to students in the skills needed for Shanti Sena and Nonviolent Conflict Resolution. 		
Unit	Content		No. of Hours
I	Shanti Sena: Meaning and conceptual framework - historical development - Gandhiji's idea of Shanti Sena - Gandhiji as Peace Maker and Builder - Shanti Sena experiments in Noakhali and Bihar by Gandhiji - 'One Man Boundary Force' - Gandhiji as Martyr and peace soldier.		7
II	Post Gandhian Experiments: Birth of Shanti Sena - VinobaBhave's concept of Shanti Sena - Shanti Kendras, All India Shanti Sena Mandal, functions of Shanti Sena - Contributions of Jayaprakash Narayan and Narayan Desai - Peace work during Communal Violence - Chambal Valley and Nagaland Peace Mission.		6
III	Shanti Sena in India and Abroad: World Peace Brigade (WPB) - Peace Brigade International (PBI) - SarvodayaShramadanaSangamaya's Shanti Sena, Sri Lanka - Peace Corps in USA and U.N. Peace Keeping Force.		7
IV	Skills and Training for Shanti Sena: Skills for Peace Making and Building (Conflict Resolution and Transformation) - Physical Training: Yoga, March Fast, Shramadhan, Spinning - Skills for First Aid and disaster management.		7
V	Shanti Sena Training in GRI & Other Places: Ramachandran's contribution Evolution of Shanti Sena in GRI - Contributions of Dr.N.Radhakrishnan - Recent developments and experiments in GRI - Shanti SenaVidyalaya (Vedchhi, Gujarat) - G.Ramachandran Institute of Nonviolence, Thiruvananthapuram, and Non-killing Global Academy (Honolulu).		6
References	<ul style="list-style-type: none"> ➤ Arunachalam K., (1985), Gandhi - The Peace Maker, Gandhi Smarak Nidhi, Madurai. ➤ Dennis August Almeida (2007), The Training of Youth In Nonviolence as a way to Peace, Gandhi Media Centre, Delhi and Thiruvananthapuram. ➤ Narayan Desai, (1972), Towards Non-Violent Revolution, SarvaSevaSanghPrakashan, Varanasi. ➤ (1963), A Hand Book for Shanti Sainiks, SarvaSevaSanghPrakashan, Varanasi. 		

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	<p>On completion of the course ,students should be able to understand</p> <p>CO1: Comprehend the conceptual Framework of Shanti Sena</p> <p>CO2: get knowledge on Post Gandhian Experiments in Shanti Sena</p> <p>CO3: exposure on functions of Shanti Sena in India and abroad.</p> <p>CO4: Shape and evolve themselves as peacemakers and peace builders for promoting harmony and good will among all.</p> <p>CO5: understand the Methods of Peaceful Resolution of conflicts in their personal and social life.</p>

MODULAR COURSES

Semester	Third	Course Code	24GTPP03M3
Course Title	INSTITUTIONS AND ORGANIZATIONS WORKING FOR INTERNATIONAL PEACE		
No. of Credits	2	No .of contact hours per week	2
New Course/ Revised Course	New Course	If revised ,Percentage of revision Effected (Minimum20%)	-
Category	Core		
Scope of the Course(maybe more than one)	<ol style="list-style-type: none"> 1. Understand the various organizations working for Global Peace 2. Gain the Knowledge to maintain the International Peace 3. Committed to working for sustainable Peace. 		
CognitiveLevels addressed by the Course	K1- Understand the role of peace Institutions and organizations in maintaining Peace. K2- Gain in-depth Knowledge of Peace and nonviolence at the Gandhian Peace Institution. K3- Acquire the Skill of maintaining international Peace through various international peace institutions. K4- Ability to Identify the causes of war and conflict at the National Level. K5- Gain practical Knowledge on peacebuilding and make a peaceful Nation.		
Course Objectives (Maximum:5)	The Course aims <ul style="list-style-type: none"> • To make the students understand the importance of peace institutions and organizations. • To acquire knowledge on the Institutions and organizations working for Non-violence and peace at the national and international levels. 		
Unit	Content		No.of Hours
I	Importance of Peace Institutions and Organizations: Concept, Meaning and definition of Institutions and Organizations - Need for Peace Institutions and Organizations Importance of Peace Institutions and Organizations.		7
II	Institutions for Peace and Non-violence at National Level: Gandhi Peace Foundation - Gandhi Peace mission - G.Ramachandran Institute of Non-violence - International Gandhian Institute for Non-violence and Peace - Henry Martin Institute - Ecumenical Christian Centre - Institute of Gandhian Studies - Gujarat Vidyapith - Gandhigram Rural Institute - Jain VishvaBharati Institute - Ahimsa Trust (ThitchNhat Hanh and his community in India).		6
III	Institutions for Peace and Nonviolence at International Level: Oslo Peace Research Institute, Stockholm International Peace Research Institute (SIPRI), Soko Gakkai International - The Albert Einstein Institution (Gene Sharp) - International Forgiving Institute, Madison - Peace Universities in Costa Rica and Tokyo - U.S. Institute of Peace		7
IV	Organizations for Peace and Nonviolence at National level: Global Energy Parliament, Kerala - ASSEFA - CESCO - LAFTI - EktaParishad - Nandanya (Vandana Shiva) All India HarijanSevakSangh - All India SarvaSevaSangh - All India Kasturba Gandhi National Memorial Trust - Indian Council for Gandhian Studies - Gandhiji's Ashrams.		7
V	Organizations for Peace and Nonviolence Abroad: Green Peace International, Amsterdam - Generation of Peace, Jordan, Bob Morley Foundation, Jamaica, International Crisis Group, Belgium, Amnesty International, London, Council of Popular and Indigenous organizations, Honduras - Arc Community, France, NipponzonMyohoji (Fuji Gururji), Alternative to Violence Project (AVP), Peace Brigade International - UNO - Truth and Reconciliation Commission.		6
References	REFERENCES: <ul style="list-style-type: none"> ➤ Galtung, J.,(1996), Peace by peaceful means: Peace and conflict, Development and civilization, Sage Publications. ➤ John Paul Lederach (1996), Preparing for Peace, Syracuse University Press. ➤ Fedrico Mayor (2011), The Development of Culture of Peace and Nonviolence (1988-2010), Foundation of Culture of Peace. ➤ Governance for Peace: How Inclusive, Participatory and Accountable Institutions Promote Peace and Prosperityby David Cortright, ConorSeyle, et al. 2017. 		

	<ul style="list-style-type: none"> ➤ Making Peace: The Contribution of International Institutions (The Sciences Po Series in International Relations and Political Economy)2011 ➤ Thomson, Mark, (1993), <i>Gandhi and his Ashrams</i>, Popular Prakashan, New Delhi. ➤ A Guide to Nonviolent Activism, EktaParishad 2020. ➤ Truth and Reconciliation Commission by Mary Ingouville Burton Aug 1, 2017. ➤ SIPRI Yearbook: Armaments, Disarmament and International Security, SPRI 2020. ➤ Albert Einstein (1960)., Einstein on peace; Hardcover ➤ Explorations in culture of peace (2006) International Seminar on Culture of Peace and Non-violence, Institute of Gandhian Studies, Wardha. ➤ <u>Contemporary perspectives on peace and non-violence</u>(2009), Institute of Gandhian Studies, Wardha. ➤ The untold story of FUJI School, SokaGakkai, World Tribune press. <p>Web Links:</p> <ul style="list-style-type: none"> ➤ UNCED Report(1992), Rio Earth Summit ➤ UNWorld Summit Reports on SD (2000 and 2012) ➤ UN Reports on MDG (2000) ➤ UN Reports on SDG (2015)
	<p>On completion of the course ,students should be able to understand</p> <p>CO1: Understand the need and importance of peace institutions and organizations.</p> <p>CO2: Gain knowledge on the activities of institutions working for non-violence and peace both at the national levels.</p> <p>CO3: Gain knowledge on the activities of institutions working for non-violence and peace both at the international levels.</p> <p>CO4: Gain knowledge on the activities of organizations working for non-violence and peace both at the national levels.</p> <p>CO5: Gain knowledge on the activities of organizations working for non-violence and peace both at the international levels.</p>

MODULAR COURSES

Semester	Fourth	Course Code	24GTPP04M1
Course Title	RESEARCH AREAS IN GANDHIAN AND PEACE STUDIES		
No. of Credits	2	No. of contact hours per week	2
New Course/ Revised Course	Revised	If revised ,Percentage of revision Effected (Minimum20%)	-
Category	Core		
Scope of the Course(maybe more than one)	<ol style="list-style-type: none"> 1. Understand the areas of research for making Peace 2. Gain in-depth knowledge of Peace Studies 		
CognitiveLevels addressed by the Course	K1- Understand the role of peace research in maintaining Peace in society K2- Acquire in-depth knowledge of Peace and nonviolence to strengthen interfaith relations. K3- understanding the Ethics in Gandhian and Peace Research to become humane K4- Acquire knowledge on peace research institutions to maintain Peace K5- Ability to Identify the causes of war and various conflict levels.		
Course Objectives (Maximum:5)	The Course aims <ul style="list-style-type: none"> • To enable the students to understand the broader nature of Gandhian and Peace research • To give wider exposure on various fields and areas of Gandhian and Peace research • To guide them to choose specific areas for specialization and in-depth study 		
Unit	Content		No.of Hours
I	Peace Research: Qualifications for peace researcher - Major approaches: UnitaerInterdisciplinary and multidisciplinary - Research Methods: Quantitative, Qualitative, Applied, Comparative, Explorative, Experimental and Participatory Research - Professional Peace Research Associations and networks - Peace Research journals, Reviews, Abstracts, Reports and newsletters - Diversities and contradictions in peace research.		13
II	Major Areas of Research in Gandhian Studies: Study on violence and Nonviolence - Nonviolent Direct Action (Satyagraha): Gandhian, Post Gandhian struggles at national and international levels - Shanti Sena and Alternative Defense - Communal violence & Harmony: Interfaith relations and Dalit issues, Liberative and justice issues: Gender equality, caste and tribal issues, Land rights and common property managements - Gandhian and peace movements - Life and work of Gandhian and Post Gandhian leaders and comparative studies- grassroots level peace workers and case studies - Freedom struggle and Culture of nonviolence.		12
III	Ethics in Gandhian and Peace Research : Research Ethics - Honesty - Objecitivity - Integrity - Openness - Respect for Intellectual Property - Confidentiality - Responsible Publications - Social Responsibility - Non Discrimination		15
IV	Institutions working for Gandhian and Peace Research: Martin Luther King, Jr. Research & Education Institute - Peace Research Institute (OSLO) - Institute of Peace and Conflict Studies (IPCS) - International Peace Insitute - Insitute of Economics and Peace (Global Peace Index) - EktaParisad - Centre for Experiencing Socio Cultural interaction (CESCI) - G.RamachandranInstitute of Nonviolence, Thiruvananthapuram, and Non- killing Global Academy (Honolulu) - Soka Gakkai International (SGI)		14
V	War and Peace: World wars - regional wars and small wars - civil wars - Terrorism and Counter terrorism - Arms race and security imbalances - production and Proliferation of WMD(Weapons of Mass Destruction) and small arms - Disarmament and Arms Control - Global peace -International cooperation, security and organizations - Diplomacy, Negotiation and Conflict Resolution - Peace Treaties and agreements - United Nations and World Peace - Peace Keeping and Peace Building, Peace enforcement - sanctions and their impacts, International law and Court.		13
References	<ul style="list-style-type: none"> ➤ Biswas, S.C. (Ed) (1969), Gandhi, Theory and Practice -Social impact and Contemporary Relevance, Indian institute of Advanced Study, Simla. ➤ Buddhadeva Bhattacharya, (1969), Evolution of the Political Philosophy of Gandhi, Calcutta 		

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- David P. Barash & Charles P. Weber, (2009) Peace and Conflict Studies, Sage Publications Inc., California, USA.
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- Geoffrey Ostergaard, (1985), Nonviolent Revolution in India, Gandhi Peace Foundation, New Delhi.
- Gopinath Dhavan, (1946), The Political Philosophy of Mahatma Gandhi, Navajivan Publishing House, Ahmedabad.
- James Schellenburg, (1996), Conflict Resolution: Theory, Research and Practice, State University of New York Press, Albany.
- Jayaprakash Narayan, (1962), Panchayat Raj as the Basis of Indian Polity, Indo Prints, New Delhi.
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- Mathai M.P., (2000), Mahatma Gandhi's World View, Gandhi Peace Foundation, New Delhi.
- Michael T. Klare Ed. (1989), Peace and World Security Studies, Lynne Rienner Publishers, Boulder, Colorado, USA.
- Nirmal Kumar Bose, Studies in Gandhism, Navjivan Publishing House, Ahmedabad.
- Raghavanlyer, (1973), The Moral and Political Philosophy of Mahatma Gandhi, Oxford University Press, London.
- Ramachandra Guha, (2014) Gandhi Before India, Alfred A. Knopf, New York.
- Richard Falk, (2012), The Writings of Richard Falk, Orient Blackswan Private Limited, New Delhi.
- Tendulkar D.G. ,(1967), Abdul Ghaffar Khan: Faith is Battle, Gandhi Peace Foundation, Bombay.
- Verma.V, (1972), The Political Philosophy of Mahatma Gandhi and Sarvodaya, Lakshmi Narain Agarwal, Agra.
- Vinoba Bhave, (1963), Shanti Sena, SarvaSevaSanghPrakashan, Varanasi.

Weblinks:

- <https://www.daisakuiked.org/>
- <https://www.cesciindia.in/>
- <https://www.ektaparishadindia.com/>
- www.mkgandhi.org

On completion of the course ,students should be able to understand

CO1: Explore the possibility of choosing appropriate methodology to pursue Gandhian and Peace research

CO2:Examine the research areas in the field of Gandhian Studies

CO3: Understand the ethics in Gandhian and Peace Research.

CO4:Gain knowledge and interest to pursue Peace and Conflict research

CO5: Gain Exposure on international peace movements

MODULAR COURSES

Semester	Fourth	Course Code	24GTPP04M2
Course Title	MAHATMA GANDHI AND WOMEN EMPOWERMENT		
No. of Credits	4	No. of contact hours per week	2
New Course/ Revised Course	New Course	If revised, Percentage of revision Effected (Minimum 20%)	-
Category	Modular		
Scope of the Course (maybe more than one)	<ol style="list-style-type: none"> 1. Apprehend and appreciate women in development, community living, and women empowerment initiatives 2. Implement the Gandhian women's empowerment practices for societal reconstruction 3. Employ the Gandhian perspective on Women's empowerment to cope with the changing situations in society 		
Cognitive Levels addressed by the Course	K1- Understand the social structure and the status of Women in India K2- Comprehend the Gandhian way of solving the problems of women K3- Obtain essential knowledge of Women and Development through Gandhian ideologies K4- Attain Women's Leadership through Socio-economic and political empowerment K5- Create awareness through the contributions of women's personalities		
Course Objectives (Maximum: 5)	The Course aims <ul style="list-style-type: none"> ➤ To make the students understand Gandhiji's views on women's empowerment ➤ To train the students in women's development and to create women's leadership 		
Unit	Content		No. of Hours
I	Status of Women in India: Women and Family, Social Structure and its impact on women, Male sovereignty and violence against women.		13
II	Problems of women in the family and society: Problems of working women – Problems of widows and deserted wives – Problems of women in getting Education and Employment - Problems in career development – Gandhian way of solving problems of Women.		12
III	Gandhian Perspective of Women's Development: Gender Equality – Development of self - esteem – Equal partnership in the family.		15
IV	Socio- Economic - Political Empowerment: Education and Economic freedom – participation in political process and community Development - Development of women leadership through freedom struggle movement.		14
V	A study on women Personalities: Contribution of Dr. Sushila Nayyar, Dr. T.S. Soundaram, Mrs. Krishnammal Jeganathan, Dr. Muthulakshmi Reddy, Dr. Kousalyadevi and Mother Teresa to women's development		10
References	Text Books: <ul style="list-style-type: none"> ➤ M.K. Gandhi, (1954), Women and Social Injustice, Navajivan Publishing House, Ahmedabad. ➤ M.K. Gandhi (1943), To The Women, Navajivan Publishing House, Ahmedabad. ➤ M.K. Gandhi (1976) Social service, Work and Reform, Vol.2, Navajivan Publishing House, Ahmedabad. ➤ M.K. Gandhi (1945) Constructive Programme – its meaning and place, Navajivan Publishing House, Ahmedabad. ➤ Pushpa Joshi, (1988) Gandhi on Women, Navajivan Publishing House Ahmedabad. ➤ Vinoba (1995) Women's Power, SarvaSevaSanghPrakashan, Rajghat, Varanasi. III edition. ➤ Journal of Rural Development Kurukshetra. Web link: <ul style="list-style-type: none"> ➤ www.mkgandhi.org 		

Course Outcomes	On completion of the course the student should be able to: CO1: Understand the status of women in India. CO2: Getting exposure on Gandhian Way of solving problems of women. CO3: Gain knowledge on Gandhian perspective of women development. CO4: Gain Knowledge on socio-Economic-Political Empowerment. CO5: Able to study on women personalities and their contributions to the society.
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MODULAR COURSES

Semester	Three	Course Code	24GTPP04M3
Course Title	GANDHI AND INDIAN FREEDOM MOVEMENT		
No. of Credits	4	No. of contact hours per week	4
New Course/ Revised Course	New Course	If revised, Percentage of revision Effected (Minimum20%)	-
Category	Modular		
Scope of the Course(maybe more than one)	1. Gain knowledge on the fundamentals of Gandhian Thought and Indian Freedom Struggle to promote Non-violent nationalists in the society. 2. Become well-informed of Gandhian thought and the history of the Indian freedom struggle, and apply the principles to uplift the subjugated people. 3. Execute Gandhian techniques and concept of mass mobilization for social reconstruction.		
CognitiveLevels addressed bythe Course	K1-Understand the historical underpinnings of the Indian National Movement K2- Comprehend the rise of the Gandhian era and his application of Satyagraha toward mass mobilization K3-Obtain knowledge on various Satyagraha Movements undertaken by M.K Gandhi K4- Acquaint with the struggles towards the Indian Independence Movement K5- Gain knowledge regarding the Independent and Post-independent India		
Course Objectives (Maximum:5)	The Course aims > To familiarize the students with the ideas of Nationalism and how the colonial rule was overthrown by Gandhi and other Indian Nationalists. > It also acquaints the students with the problems of Independent India. It will enable the students to understand the role of India in World affairs and the contributions of Gandhi towards freedom.		
Unit	Content		No.of Hours
I	Origin, Growth and Development of Indian National Movement (1885 -1919): Indian National Congress- The First Phase 1885 - 1905- Causes for the rise of radicals - The Second Phase 1905- Muslim League The Government of India Act of 1909 - World War I and its impact Home Rule League: BalGangadharTilak – Annie Besant.		13
II	Towards Mass Mobilization (1919 – 25): Emergence of Gandhi - Tools of mobilization - Satyagraha and Non-violence- Early Satyagrahas-1919 Act-JallianWallabagh Massacre- The Non - Co-operation Movement.		12
III	Civil Disobedience Movement (1925 -1935): The Simon Commission -The Nehru Report- Salt Satyagraha and its impact in Indian Independence - Lahore Congress- The Civil Disobedience Movement Round Table Conferences 1930- 32- Constitutional Changes -Pune Pact - 1935 Act.		15
IV	Towards Freedom (1935 – 47): The Left Movement - Labour and Peasant Movements- Second World War -Quit India Movement- NetajiSubhash Chandra Bose and the INA- Two Nation Theory - Communalism - Cripps Mission - Cabinet Mission - Mount Batten Plan - Indian Independence Act.		14
V	Independence And Aftermath : Partition-Problems in the new republic- Assassination of MK Gandhi - Integration of Princely States- The SRC and Reorganization of States - The Nehru Era-India's Foreign Policy- India and her neighbours- India in World Affairs- Planned Economic development.		10
References	TextBooks: > Gandhi and Indian National Movement > Gandhi, MK. Collected Works of Mahatma Gandhi. Navjivan Publishers, Ahemdabad > Gandhi, MK. From YeravdaMandir (Revised Edition). Ahemadabad: Navajivan Publishers,		

	<p>2001.</p> <ul style="list-style-type: none"> ➤ Desai, A. R. : Social Background of Indian Nationalism : Popular Prakashan, 5 Nov 202 ➤ Andrews, CF : The Renaissance in India : Church Missionary Society, 1912 ➤ Chandra, Bipan& Et.al : Indian Struggle for Independence : Penguin India, 2020 <p>Web Links:</p> <ul style="list-style-type: none"> ➤ https://testbook.com/ias-preparation/list-of-national-movements-in-india ➤ https://www.rarebooksocietyofindia.org/book_archive/196174216674_10154684509131675.pdf
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<p>Course Outcome</p>	<p>On completion of the course the student should be able to:</p> <p>CO1: Understand how the colonial rule was overthrown by the Indian nationalists.</p> <p>CO2: Understand the concept of Mass Mobilization before Gandhi Era.</p> <p>CO3: Appreciate the ideals and values of Gandhi that resulted in freedom.</p> <p>CO4: Examine the problem of Independent India and the role played by great leaders in solving them.</p>
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ELECTIVES - DISCIPLINE CENTRIC

Semester	Third	Course Code	24GTPP03D1
Course Title	GANDHIAN TECHNIQUES FOR PERSONALITY DEVELOPMENT		
No. of Credits	2	No. of contact hours per week	2
New Course/ Revised Course	New Course	If revised ,Percentage of revision Effected (Minimum20%)	-
Category	Core		
Scope of the Course(maybe more than one)	1.Enhance individual's character, behaviour and social interactions through Gandhian values 2. Gain the Knowledge to personality development 3. Understand the self-awareness and knowledge and improving personal skills.		
Cognitive Levels addressed by the Course	K1- Improve personality development to become humane K2- Understand the Gandhian Techniques for Personality Development. K3- Acquire Knowledge of various dimensions of Gandhiji values and ethics. K4- Strengthen the non-violent action skills. K5- practice meditation to promote inner peace in society.		
Course Objectives (Maximum:5)	The Course aims <ul style="list-style-type: none"> • To introduce the students about the Gandhian Techniques and Values for Personality Development. • To make them acquire and promote Peace and Personality Development at different spheres of life. • To create a cadre of disciplined, pro-active and peaceful youth to create a Nonviolent Social Order. 		
Unit	Content		No.of Hours
I	Personality Development: Meaning and Definition - Determinants of Personality - Self Mastery - Attitude - Relationship Building -Leadership Qualities- Communication skills - Decision Making Skills - Conflict Resolution - Stress Management		6
II	Gandhian Personality: Truth and Nonviolence - Faith in Human Goodness - Resistance and Persistence - Brahmacharya- Grace and Forgiveness - Illwill vs Good will - Mindfulness - Inclusivism and Exclusivism.		5
III	Gandhi's Ashram Experiments in South Africa and India: Phenoix Settlement Tolstoy Farm - Kocharab - Sabarmati – Sevagram.		4
IV	Gandhian Lifestyle in Different Dimensions: Awakening of Satyagrahis - Methods and Techniques used by Gandhi during Satyagraha - ChauriChawra Incident - Prison life- Gandhi's view on Religion		5
V	Practical Training : Inter-Religious Prayer - Meditation- Sharmadhan- First-Aid - Disaster Management through Shanti Sena.		5
	REFERENCES: <ul style="list-style-type: none"> ➤ Gandhi, MK. Collectd Works of Mahatma Gandhi. Ahmedabad :Navajivan Publishing House , 2011. ➤ Gandhi M.K., Key to Health, Navajivan Publishing House, Ahmadabad. ➤ Gandhi, MK. From YeravdaMandir (Revised Edition). Ahemadabad: Navajivan Publishers, 2001. ➤ 5. Gandhi, MK. "My Experiments with Truth." , Comparative study of Religions. Ahemadabad :NavajivanMudranalaya, 1925. ➤ 16. Gandhi, MK. Pathway to God. Ahemadabad: NavajivanMudranalaya, 1971. ➤ 17. Gandhi, MK.. Ashram Observance in action. Ahmedabad : Navajivan Publishing House ➤ -----, (1983), Diet and Diet Reform, Navajivan Publishing House, Ahmedabad. ➤ Stephen R. Covey (2004)The 7 Habits of High Effective People : Powerful Lessons inPersonal Change, Free Press; Revised edition, Newyork. 		

	<p>Web Links:</p> <ul style="list-style-type: none"> ➤ www.mkgandhi.org ➤ https://www.youtube.com/watch?v=Nx9HicVPSSk ➤ https://www.youtube.com/watch?v=yJ-w4r_WDsk
	<p>On completion of the course ,students should be able to understand</p> <p>CO1: Understand the meaning, definition and benefits of Gandhian Techniques for Personality Development.</p> <p>CO2: Undertake an in-depth study of Gandhijis Ashram Vows and other aspect of Personality Development.</p> <p>CO3: Acquire knowledge on the meaning and various dimensions of Gandhijis values and ethics.</p> <p>CO4: Study in-depth the different dimensions of Peace through Inter-religious Prayer, Yoga and Meditation.</p> <p>CO5: Undergo practical training in Sharmadhan,First-Aid, Dissaster Management through Shanti Sena.</p>

ELECTIVES - DISCIPLINE CENTRIC

Semester	Third	Course Code	24GTPP03D2
Course Title	HUMAN VALUES AND PROFESSIONAL ETHICS		
No. of Credits	3	No .of contact hours per week	3
New Course/ Revised Course	Revised	If revised ,Percentage of revision Effected (Minimum20%)	-
Category	Discipline Centric		
Scope of the Course(maybe more than one)	1. Gain a practical understanding of Professional Ethics through Human Value Education 2. Comprehend the significance of Values and Ethics 3. Adapting Ethical Intelligence to resolve complex ethical dilemmas		
CognitiveLevels addressed by the Course	K1- Understand the prerequisite of values and ethics in human life K2- Comprehend political and constitutional values K3- Gain knowledge on various kinds of economic and environmental values K4- Acquaint with the domains of ethics to resolve multiple ethical dilemmas in the professional ethics K5- Understand various forms of Ethical Intelligence, and their place in professional life		
Course Objectives (Maximum:5)	The Course aims <ul style="list-style-type: none"> To enable students to acquire basic knowledge and exposure to human values and professional ethics. to motivate the students to imbibe and practice values and ethics in their profession and social interactions 		
Unit	Content		No.of Hours
I	Concept of Human Values: need for values and ethics in human life - types of values: Personal and Moral Values: love, truth, tolerance, wisdom, sacrifice, sincerity, self - control, altruism and scientific vision - Social Values: equality, humaneness, universal brotherhood, empathy, probity.		9
II	Political and Constitutional Values: democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity - Religious values: faith, love, compassion, forgiveness, tolerance, equal respect for all religions, selflessness, awareness, nonattachment, character and virtues.		8
III	Aesthetic Values: appreciation of literature and fine arts and nature - Economic values: fairness, honesty, business integrity, eco-centric - Environmental values: respect and concern for nature and its fauna and flora - Professional values: quest for knowledge, competency, sincerity in profession, regularity, punctuality.		9
IV	Ethics: Meaning, domains of ethics, need for ethics, challenges to ethics, ethics and morality, role of ethics in work environment.		8
V	Professional Ethics: Pride in their work, trust with confidences, honesty, trustworthy, loyalty, responsibility – Emotional Intelligence : IQ vs EQ – Empathy – Perspective Thinking- Ethical Intelligence: Do no harm, make things better, respect others, be fair (no bias / prejudice), be loving REFERENCES : <ul style="list-style-type: none"> Dr.Shiva and Dr. BalajiLoganathan, 2011, 'Value Education', SreeGomathi Publications, Chennai. BabuMuthuja and R. Usharani, 2009, 'Peace and Value Education', Centrum Press, New Delhi,. 		9

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	<p>On completion of the course students should be able to understand</p> <p>CO1: Comprehend the significance and importance of values and their pervasiveness</p> <p>CO2: Gain knowledge on Political and Constitutional Values</p> <p>CO3: Gain knowledge on Aesthetic, Economic and Environmental values.</p> <p>CO4: Have exposure on the practical dimensions of professional ethics</p> <p>CO5: Understand the difference between IQ vs EQ</p>	

ELECTIVES - DISCIPLINE CENTRIC

Semester	Third	Course Code	24GTPP03D3
Course Title	CULTURE OF PEACE AND NONVIOLENCE		
No. of Credits	3	No .of contact hours per week	3
New Course/ Revised Course	New Course	If revised ,Percentage of revision Effected (Minimum20%)	-
Category	Core		
Scope of the Course(maybe more than one)	1.Acquire enough experience to handle any societal problems and transpire as an Efficient Non- violence educator/peacemaker 2. Enhance Peace Maker/Peacebuilder and serve society at large. 3. Strengthen the ways to practice Non-Violence at the international level.		
CognitiveLevels addressed by the Course	K1- Attained knowledge in the Non-violence and culture of peace to become a peacemaker by which that can serve the society at large. K2- Gain emergency response expertise and non-violence skills to resolve any emerging challenges. K3- Experiences and Knowledge acquired through /Gandhian Peace Activists/Seminars, s/Workshops/Symposia/Conferences, the students can meet the requirements of the changing society. K4- Acquire knowledge of the concept of peace education. K5- Gain global peace of practicing non-violence		
Course Objectives (Maximum:5)	The Course aims <ul style="list-style-type: none"> • To enable them to understand the significance of the culture of peace and Non-violence • To motivate them to practise peaceful resolution of conflicts and non-violent actions 		
Unit	Content		No.of Hours
I	Meaning and Definitions of Peace - Concept of Culture of Peace and Non-violence Origin of the Culture of Peace - UN Declaration of Culture of Peace and Non-violence Decade.		10
II	Draft on Culture of Peace and Nonviolence - UN MDG/SDG Programmes: thematic areas.		12
III	Promotion of a Culture of Nonviolence and Peace - Tools for establishing CNVP: Volunteerism in Peace work, Social Inclusion, Inter-cultural and Inter-religious Dialogue.		12
IV	Transformation towards a Culture of Nonviolence and Peace - Value and Skill based Education - Peace Education and Education for Peace.		13
V	Practising Nonviolence in Global Context: International understanding and Co-operation - Non violence as an Instrument for resolving global conflicts, Disarmament, Military and war free zones, Nations without borders - Peace, Justice and equality in society and world		12
REFERENCES: <ul style="list-style-type: none"> ➤ Arvind Kumar, (1998), <i>Encyclopedia of Human Rights, Violence and Non-violence</i>, Anmol Publication, New Delhi. ➤ Dalton, Dennis, (1995), <i>Mahatma Gandhi: Non-Violent Power in Action</i>, Princeton University Press, Columbia. ➤ M.K. Gandhi, (1948), <i>Non-Violence in Peace and War</i>, Vol. I, Navajivan Publishing House. ➤ Joan. V Bondurant,(1988), <i>Conquest of Violence: The Gandhian Philosophy of Conflict</i>, Princeton University Press, Columbia. 			

	<ul style="list-style-type: none"> ➤ Ravindra Kumar, (2002), <i>Theory and Practice of Gandhian Non-violence</i>, Mittal Publications, New Delhi. ➤ Peace and Conflict Issues Series, (1996), <i>From a culture of violence to a culture of peace</i>, UNESCO Publishing, UNESCO. ➤ Explorations in culture of peace (2006) International Seminar on Culture of Peace and Non-violence, Institute of Gandhian Studies, Wardha. ➤ Contemporary perspectives on peace and non-violence(2009), Institute of Gandhian Studies, Wardha. <p>Web Links:</p> <ul style="list-style-type: none"> ➤ UN Documents Gathering a body of global agreements: http://www.un-documents.net/a53r243a.htm. ➤ Developing A Culture Of Peace And Non-violence Through Education : https://www.mkgandhi.org/articles/peace4.htm ➤ Foundation of Culture of Peace : http://www.fund-culturadepaz.org/spa/DOCUMENTOS/Report-Development_of_culture_of_peace-2010.pdf
	<p>On completion of the course ,students should be able to understand</p> <p>CO1: Understand the concept of culture of peace and Non-violence</p> <p>CO2: Get exposure on UN MDG/SDG Programmes.</p> <p>CO3: Find the promoting Tools for Culture of Peace and Non-Violence.</p> <p>CO4: Understand the concept peace education.</p> <p>CO5: Identify ways to practice Non-Violence in international level.</p>

Semester	Fourth	Course Code	24GTPP0413
Course Title	POST GANDHIAN NONVIOLENT EXPERIMENTS IN INDIA AND ABROAD		
No. of Credits	4	No. of contact hours per week	4
New Course/ Revised Course	Revised	If revised ,Percentage of revision effected(Minimum20%)	-
Category	Core		
Scope of the Course(maybe more than one)	1. Comprehend Post-Gandhian Peace movements in regional and International level 2. Acquire knowledge on Peace activists and Gandhian Organizations		
Cognitive Levels addressed by the Course	K1- Understand Post-Gandhian Constructive and Peace Work in local and national level K2- Gain knowledge on Gandhian Institutions and Movements in India K3- Comprehend in-depth knowledge on Gandhian activists and constructive peace workers K4- Understand fundamentals of various Gandhian and International Peace Organizations K5- Acquire wisdom on Gandhian and Peace activists around the world		
Course Objectives (Maximum:5)	The Course aims <ul style="list-style-type: none"> • Understand the living post Gandhian actions in depth. • Undertake an in-depth study of various Gandhian Models of developmental works undertaken in India and abroad • Acquire knowledge and understand the nonviolent experiments undertaken by Gandhiji and the post Gandhian experiments • Study in-depth and get familiar with the theories and practices of Gandhiji. • Examine Gandhiji's contribution to the Global Nonviolent Awakening and in the context of various initiatives around the world. 		
Unit	Content		No.of Hours
I	Post Gandhian Constructive & Peace Works: Major areas: Anti War & Anti-violence, Disarmament, Land rights, Environmentalism, Human rights, Racial discrimination, Anti - poverty, Women's empowerment, Education, Khadi & Village Industries, Health and Sanitation, Satyagraha and Peace Making - Institutions and works: Akil Bharath Sarva Seva Sangh - All India Khadi and Village Industries Institutions - Bhoodan, Gramdan, Sampattidhan, Buddhidhan & Shramdan - Shanti Sena: All India Shanti Sena Mandal, Chambal Valley Peace Mission, Nagaland Peace mission, Encountering communal violences.		13
II	Gandhian Institutions & Movements in India : All India Harijan Sevak Sangh - All India Gandhi Memorial Fund - Gandhi Peace Foundation - Sarva Seva Sangh - Kasturba Gandhi National Memorial Trust - Gandhi Memorial Leprosy Foundation - Brahma Vidya Mandir - Gandhi Peace Mission - G.Ramachandran Institute of Nonviolence - Gandhigram Trust - Gandhigram Rural Institute - Gandhigram Institute of Rural Health and Sanitation - Gandhi Ashram, Tiruchengode - Kasturba Gandhi Kanya Gurukulam - Sarvodaya Sangh Organizations - Mitra Niketan - Indian Council for Gandhian Studies - The Valliammal Institution - CEPCHIRA. Sulabh International.		12
III	Gandhian Activists and Scholars in India: Jayaprakash Narayan - Vinoba Bhave - Dr.J.C.Kumarappa - Khan Abdul Gaffar Khan - J.B.Kripalani - Sundarlal Bahuguna - Baba Amte - Anna Hazare - K.Arunachalam - Nirmala Deshpande - S.N.Subba Rao - Medha Patkar - Usha Mehta - G.Ramachandran - T.S.Soundaram - M.Aram - P.V.Rajagopal - Rajendra Singh - N.Radhakrishnan - B.R.Nanda - Narayan Desai - Pyarelal - D.G.Tendulkar - Nirmal Kumar Bose - S.Jeyapragasam - S.Loganathan.		15
IV	Peace and Gandhian Organizations and Movements Abroad: Green Peace Movement, Arc Community in France, Nipponzon Myohoji (Fuji Guruji), Soka Gakkai International, Alternative to Violence Project (AVP), Peace Brigade International, Stockholm International Peace Research Institute (SIPRI), Oslo Peace Research Institute, Peace Universities in Costa Rica and Tokyo, Transcend International, UNESCO, U.S. Institute of Peace, Truth and Reconciliation Commissions.		14
V	Gandhian & Peace Activists and Scholars Abroad: Martin Luther King Jr. - Lanza del Vasto (Shanti Das) - A.T.Ariyaratne - Ibu Gedong Oka - Danilo Dolci - Ceasar Chavez - Nelson Mandela - Kenneth Kaunda - Fuji Guruji - Aung Sang Sui Kyi - E.F.Schumacher - Louis Fischer - Horace Alexander - Homer A. Jack - Johan Galtung - Gene Sharp - Petra Kelley - Richard B. Gregg - Glenn D. Paige - Daisaku Ikeda - Desmond Tutu - Richard Attenborough.		10

References	<ul style="list-style-type: none"> ➤ Eknath Easwaran (1999), Nonviolent Soldier of Islam: Ghaffar Khan, a Man to Match His Mountains. Nilgiri Press, Tomales, CA. ➤ Fischer, Louis. (2002), The Essential Gandhi: An Anthology of His Writings on His Life, Work, and Ideas. Vintage: New York. ➤ Girija Kumar (2006): Brahmacharya Gandhi and his women associates, Vitasta Pub., New Delhi. ➤ Green, Martin Burgess (1986): The origins of nonviolence: Tolstoy and Gandhi in their historical settings. Pennsylvania State University Press. ➤ Hallam Tennyson (1995), India's Walking Saint: The Story of Vinoba Bhave, Doubleday, New York. ➤ Iswar C.Harris (1998), Gandhians in Contemporary India: The Vision and the Visionaries, Edwin Mellen Press. ➤ Khan Abdul Ghaffar Khan (1969), My life and struggle: Autobiography of Badshah Khan (as narrated to K.B. Narang). Translated by Helen Bouman. Hind Pocket Books, New Delhi. ➤ Michael J. Nojeim (2004), Gandhi and King: The Power of Nonviolent Resistance, Praeger Publications, London. ➤ N.Radhakrishnan and Daisaku Ikeda (2015)., Walking with the Mahatma : Gandhi for Modern Times, Eternal Ganges, New Delhi. ➤ Narayanaswamy K.S., (2000), Acharya Vinoba Bhave – A biography (Immortal Lights series), Sapna Book House, Bangalore. ➤ Ramachandra Guha (2008), India After Gandhi: The History of the World's Largest Democracy Picador; Indian Edition, New Delhi. ➤ Tandon T. D. (1954), Vinoba Bhave: The Man and His Mission, Vora Publishers. ➤ William Baskaran M (1998), Shanti Sena, Gandhi Media Centre, Madurai. <p>Web Links:</p> <ul style="list-style-type: none"> ➤ https://nvdatabase.swarthmore.edu/ ➤ https://www.daisakuikeda.org/ ➤ https://www.cesciindia.in/ ➤ https://www.ektaparishadindia.com/ ➤ www.mkgandhi.org
	<p>On completion of the course, students should be able to understand</p> <p>CO1: Understand the living post Gandhian actions in depth.</p> <p>CO2: Undertake an in-depth study of various Gandhian Models of developmental works</p> <p>CO3: Acquire knowledge and understand the nonviolent experiments undertaken by Gandhiji and the post Gandhian experiments</p> <p>CO4: Study in-depth and get familiar with the theories and practices of Gandhiji.</p> <p>CO5: Examine Gandhiji's contribution to the Global Nonviolent Awakening and in the context of various initiatives around the world.</p>

Semester	Fourth	Course Code	24GTPP0414
Course Title	SCIENCE & TECHNOLOGY AND HUMAN ETHICS		
No. of Credits	4	No. of contact hours per week	4
New Course/ Revised Course	Revised	If revised ,Percentage of revision effected(Minimum20%)	-
Category	Core		
Scope of the Course(maybe more than one)	<ol style="list-style-type: none"> To instill human values and ethics based on Gandhian narratives To explore Gandhian alternative approaches to the modern science and technology 		
Cognitive Levels addressed by the Course	K1- Comprehend the fundamentals of Science and Technology in the present scenario K2- Gain knowledge on Innovations and Science driven technology K3- Understand Gandhian Vision of Science through Appropriate Technology K4- Advance Gandhian alternative experiments on Science and Technology K5- Explore human values and ethics in the domain of Science and Technology.		
Course Objectives (Maximum:5)	The Course aims <ol style="list-style-type: none"> Understand the evolution of Science and Technology and their impact on Society and environment. Understand the significance of Gandhi's vision on Science and Technology. Explore the different concepts and experiments as alternatives to modern science and technology. Imbibe and integrate scientific spirit and Gandhian values and ethics. Understand the core values of Human life. 		
Unit	Content		No.of Hours
I	Science and Technology: Definition - Evolution and history - Ethical neutrality of science - Development of S&T in Agricultural, Industrial/Scientific, Nuclear and Electronic ages and their impacts on individual, society, nation, environment, space and world at large - Use, misuse and abuse of S & T.		13
II	Innovations, Advancements and Concerns: Science driven technology and Technology driven Science - Advantages of Science and technology: on knowledge and food production, health, transportation, communication, security, education, energy, industrial production - Technology and new human life style - technology as a source of power - Dilemma & Concerns over Science and Technology: Threats, hazards, Ethical dilemmas, Social conflicts and Cultural Conflicts, Lexus Vs. Olive tree - Anti-science and Scientific fundamentalism.		12
III	Gandhian Vision of S & T: Human centric, appropriate, indigenous, simple, self-reliant and unexploitative, sustainable, nature and peace oriented, Gandhi, a critique of modern S&T: craze for high technology, machinery and industrialization, railways, hospital, nuclear energy, war industries, development and progress, Gandhi's experiments on S&T: khadi and village industries, health, hygiene, sanitation, food and nature cure.		15
IV	Gandhian Alternatives to Modern S & T: J.C.Kumarappa's views on science and technology - tool of progress not destruction - science in rural India - experiments in Maganvadi - Science and progress: Limits to growth, Small is beautiful, Bio-village as an alternative to high tech and over consuming industries - self sustaining, decentralized village industries.		14
V	Human Values and Ethics: Concept and definition of values and ethics - Science and Values - Scientific facts and value judgments - Scientific attitudes and social ideals - ethical values and moral progress - intrinsic and extrinsic values - core values of human life - Ethics in Science and technology and development - Gandhian values and ethics - ethics and civilization - ethical religion - applying Gandhian ethics in science and technology.		10

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- Schuhmacher E.F.,(1990), *Small is Beautiful: A Study of Economics as if People Mattered*, Rupa & Co. Kolkata.
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- Theodore F. Lentz,(1970),*Towards a Science of Peace*, Navachetna Prakashan, Varanasi.
- Thomas L. Friedman, (1999), *The Lexus and the Olive Tree*, Penguin Books India Pvt.Ltd.New Delhi,
- Thomas L.Friedman, (2005), *Hot, Flat and Crowded*, Penguin Books India Pvt.Ltd., New Delhi.

	<ul style="list-style-type: none"> ➤ Unnithan T.K.N.,Ed., (1988), Human Values Through Education, Gujarat Vidyapith, Ahmadabad. ➤ Venu Madhav Govindu and Deepak Malghan, (2016), The Web of Freedom – J.C. Kumarappa and Gandhi’s Struggle for Economic Justice, Oxford University Press, New Delhi. <p>Web Links:</p> <ul style="list-style-type: none"> ➤ Thich Nhat Hanh, 2008, Good Citizens: Creating Enlightened Society: http://archive.kdd.org/good_citizens_creating_enlightened_society_thich_nhat_hanh.pdf. ➤ Thought of Human Value education According to Mahatma Gandhi management.nrjp.co.in/index.php/JSSMMS/article/download/155/294
	<p>On completion of the course, students should be able to understand</p> <p>CO1: Understand the evolution of Science and Technology and their impact on Society and environment.</p> <p>CO2: Understand the significance of Gandhi’s vision on Science and Technology.</p> <p>CO3: Explore the different concepts and experiments as alternatives to modern science and technology.</p> <p>CO4: Imbibe and integrate scientific spirit and Gandhian values and ethics.</p> <p>CO5: Understand the core values of Human life.</p>

Semester	Fourth	Course Code	24GTPP0415
Course Title	VIOLENCE, TERRORISM, WAR AND PEACE INITIATIVES		
No. of Credits	4	No. of contact hours per week	4
New Course/ Revised Course	Revised	If revised ,Percentage of revision effected(Minimum20%)	-
Category	Core		
Scope of the Course(maybe more than one)	<ol style="list-style-type: none"> To explore Gandhian alternative to Conflict Induced Violence To instill Gandhian values through Peace education 		
Cognitive Levels addressed by the Course	K1- Attain knowledge on the fundamentals of Conventional and Non-conventional Warfare K2- Understand the causes and effects of various International Wars K3- Comprehend the conceptual framework of International War and Non-violent response to Terrorism K4- Gain knowledge on the significance of various Peace Initiatives through peace education K5- Acquire wisdom on the role of various international peace organizations and institutions		
Course Objectives (Maximum:5)	The Course aims <ol style="list-style-type: none"> Understand types and nature of war and terrorism. Know the implication of war and terrorism and their impacts on humanity and world at large. Explore the peace concepts and initiatives and evaluate their success and failure. Get motivated to work for peace, disarmament and abolish the instruments of war and terrorism. Understand the efforts of United Nations Security Council in Peace initiatives. 		
Unit	Content		No.of Hours
I	War: Defining wars: Means for achieving social justice (just war), Force of mutual deterrence, An instrument of diplomacy, Expression of human nature and aggression, As moral aberration - Types of war: Civil war, Racial and ethnic war, State war, World war, Cold war, Resource war, War on terrorism Kind of wars: Conventional and Non conventional - Conventional: guerilla war, wars with small weapons, Battle with conventional weapons, Non-conventional (WMD): Nuclear war, chemical war, Biological war, Space/star wars, Electronic war and robotic war.		13
II	Causes and Effects of War: Sources of war: Religious, Ethnic and Cultural identity, Imperialism, Colonialism, Aggressive Nationalism, Territorial dispute, Economic and trade interests, Ideology, Resource conflicts: Water, Oil, Minerals and Role of Military Industrial complex & arms trade - Impacts of war - Major wars in modern times and their impacts: World wars I & II,, Gulf war's I & II, Korean war, Vietnam war, India-China war, Indo-Pak wars, Arab-Israel war, Wars in middle east- War and Peace - Gandhiji's views on war, nuclear weapons and nonviolent defense.		12
III	Terrorism: Definition - Forms of terrorism: Ideological, Political, State, Religious: Criminal, Nuclear terrorism - Methods of terrorism - Common features of terrorism, Causes and Effects of Terrorism: Political, Economic, Social, Religious, Psychological, Mass Media, Modern Technology - Efforts to combat terrorism: Counter terrorism & insurgency– Impediments in challenging terrorism – Nonviolent response to terrorism: views of Gandhi on terrorism, nonviolent defense/Civilian Defense, and Shanti Sena.		15
IV	Peace: As absence and prevention of war and terrorism - presence and promotion of Good will and peaceful co-existence - Peace with justice and equality - process of peace: peacemaking, peacekeeping, peace building and peace enforcement - concept of one world and Jai Jegat - role of Peace Education and Education for Peace in promoting peace.		14
V	Alternatives to War & Terrorism: Peace movements: Role of NGOs, INGOs Religious organizations and Citizens forum - Peace Diplomacy, Peace talks and Peaceful Resolution of Conflicts - Efforts on Disarmament and Arms Control - regional and global alliances for peace - International cooperation and Organizations: United Nations Security Council and Peace Keeping Operations, Collective security, International law and court.		10

References:	<ul style="list-style-type: none"> ➤ Charles R.Beitz and Theodore Herman (ed.), (1973) Peace and War, W.H.Freeman and Company, San Francisco. ➤ David P. Barash & Charles P.Weibel, (2009) Peace and Conflict Studies, Sage Publications Inc., California, USA. ➤ David P. Barash, (1991), Introduction to Peace Studies, Wadsworth Publishing Company, USA. ➤ Farnes Russel, (2017), Nationalism, Ethnicity and Identity: Cross National and Comparative Perspectives, Transaction Publisher,. ➤ Lutz James, Lutz Brenda,(2013), Global Terrorism, Routledge,. ➤ Michael T. Klare Ed. (1989), Peace and World Security Studies, Lynne Rienner Publishers, Boulder, Colorado, USA. ➤ Nagler Micheal, (2014), The Nonviolence handbook – A Guide for Practical Action, Berret – Koehler Publishers, ➤ Richard Falk, (2012), The Writings of Richard Falk, Orient Blackswan Private Limited, New Delhi. ➤ Verinder Grover (ed.) (2002), Encyclopaedia of International Terrorism 3 Vols., Deep & Deep Publications Pvt. Ltd., New Delhi. ➤ Weinberg Leonard, (2012), Global Terrorism: A Beginner’s Guide, One World Publishers,. ➤ William Baskaran M., (2004), Indian Perspectives on Conflict Resolution, Gandhi Media Centre, Thiruvananthapuram. <p style="margin-left: 40px;">Web link:</p> <ul style="list-style-type: none"> ➤ UNCED Report(1992), Rio Earth Summit ➤ UNWorld Summit Reports on SD (2000 and 2012) ➤ UN Reports on MDG (2000) ➤ UN Reports on SDG (2015)
	<p>On completion of the course, students should be able to understand</p> <p>CO1: Understand types and nature of war and terrorism.</p> <p>CO2: Know the implication of war and terrorism and their impacts on humanity and world at large.</p> <p>CO3: Explore the peace concepts and initiatives and evaluate their success and failure.</p> <p>CO4: Get motivated to work for peace, disarmament and abolish the instruments of war and terrorism.</p> <p>CO5: Understand the efforts of United Nations Security Council in Peace initiatives.</p>

**COMMON COURSES OFFERED
BY
THE DEPT.OF GANDHIAN THOUGHT AND
PEACE SCIENCE
FOR ALL
UG & PG PROGRAMMES OF GRI - (DTBU),
GANDHIGRAM**

Course Code & Title	24GTUV1001/24GTIV1001- LET US KNOW GANDHI (VAC)		
Class	ALL UG	Semester	First or Second
Cognitive Level	K-1 ✓		
	K-2 ✓		
	K-3 ✓		
Course Objectives	The Course aims <ol style="list-style-type: none"> To enable students to understand and appreciate the principles and practices of Mahatma Gandhi and their relevance in the contemporary times. To develop a Pro-active character and positive attitude to follow Gandhian values and responsibilities in their personal and social life. 		

UNIT	Content	No. of Hours
I	Gandhiji's Life in Brief: Early Life of Gandhi – London Learning Phase - South African Phase : Racial Discrimination, Transformation and Satyagraha - Indian Phase : Social reformation and Indian Independence - Martyrdom.	8
II	Understanding Gandhian Principles: Eleven Ashram Vows - Truth and Nonviolence, Ends and Means, Right and Duties, Simple Living and High Thinking	6
III	Applications of Gandhian Principles: Sarvodaya - Welfare of all, Satyagraha - Peace and Justice, and Training for Nonviolent Action : Shanti Sena as an alternative Defence.	6
IV	Societal Reformation: Influence of Seven Social Sins - Communal Harmony : Pluralism -, Religions and Inter-faith Relations, Removal of Untouchability, Prohibition and Gender Equality - Governance : Decentralization of Power and Panchayati Raj - Economics : Trusteeship, Bread Labour and Self Reliance (Swadesi)	7
V	Gandhian Alternative to Education: Basic Education (Nai Talim), - Multi-lingualism - Adult Education, - Education on Health, Sanitation and Hygiene : Village Sanitation, Balanced and Healthy Diet, Nature Cure.	5
References	Reference Books: <ul style="list-style-type: none"> • Arunachalam: (1985), Gandhi: The Peace Maker, Gandhi Samarak Nidhi, Madurai. ➤ Bose, N.K,(2021) Studies in Gandhism , Navajivan Publishing House, Ahmadabad. ➤ Louis Fischer, (2002), The Essential Gandhi: An Anthology of His Writings on His Life, Work and Ideas, Vintage, New York. ➤ Nanda B.R., (1958), Mahatma Gandhi: A Biography, Oxford University Press, New Delhi. ➤ M.K. Gandhi: (1983), An Autograph or the Story of My Experiments with Truth, Navajivan Publishing House, Ahmadabad. ➤ M.K. Gandhi: (1951), Satyagraha in South Africa: Navajivan Publishing House, Ahmadabad. ➤ M.K. Gandhi: (1983), Constructive Programme - Its Meaning and Place.Navajivan Publishing House, Ahmadabad. ➤ M.K. Gandhi: (1948) Key to Health, Navajivan Publishing House, Ahmadabad. ➤ M.K. Gandhi: (1949), Diet and Diet Reforms, Navajivan Publishing House, Ahmadabad. ➤ M.K. Gandhi: Basic Education, Navajivan Publishing House, Ahmadabad. ➤ M.K. Gandhi: (2004), Village Industries, Navajivan Publishing House, Ahmadabad. ➤ M.K.Gandhi:(1962), Hind Swaraj or The Indian Home Rule, Navajivan Publishing House, Ahmadabad. ➤ M.K. Gandhi: (2004), Trusteeship, Navajivan Publishing House, Ahmadabad. ➤ M.K. Gandhi: (2001), India of my Dreams, Navajivan Publishing House, Ahmadabad. ➤ M.K. Gandhi: Self Restraint Vs. Self Indulgence, Navajivan Publishing House, Ahmadabad. ➤ R.R. Prabhu & UR Rao. The Mind of Mahatma Gandhi, Navajivan Publishing House. Web Link: <ul style="list-style-type: none"> ➤ www.mkgandhi.org Films: <ul style="list-style-type: none"> ➤ Richard Attenborough, Gandhi. ➤ Syam Benegal, Making of The Mahatma. 	

Course Outcomes	On completion of the Course, students should be able : <ol style="list-style-type: none">1. To understand the life and work of Gandhi.2. To identify the Gandhi in each of us.3. To know the relevance of Gandhi.4. To apply the knowledge of Gandhi in a multi-dimensional context.5. To know the Gandhian innovations and its relevance today.
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Mapping of CoS with PSOs & Pos:														
CO/PO/ PSO		PO								PSO				
		1	2	3	4	5	6	7	8	1	2	3	4	5
		Become knowledgeable in the subject of Gandhian Thought and apply the principles of the same to the needs of the Employer / Institution / Enterprise / Society .	Gain Analytical skills in the field/ area of Gandhian Studies.	Understand and appreciate the Gandhian Principles through Nation Building initiatives	Gain necessary skills and knowledge to become a best Shanti Sainik /Constructive Worker.	T Train to become sincere Peace Maker on Gandhian lines.	Acquire enough expertise during filed visits and Internship to Gandhian Institutions and become a suitable Shanti Sainik in the society at large.	Besides getting a degree the student gets enough motivation, counseling skill and Gandhian values to emerge as a humane citizen	Experience gained from Village Placement Programme ,Special camps, Extension work, Non-violence Shanti Sena training, etc., students are eligible to become best Gandhian activists/Peace makers and leaders of the bottom- up sections.	Acquired knowledge in the Gandhian domain and apply the principles to individual and society at large to become a Peace maker.	Gain problem solving skills and be ready to face and resolve any kind of socio- economic and political issues.	Experiences gained from the classroom interactions and learning from seminars/workshops/ Symposia/ Conferences and interaction with Gandhian Constructive workers, the students are able to cope up with the changing scenario in the Society.	Through Internship and extension activities students acquire enough experience and knowledge to face and handle any societal problems and emerge as an efficient Shanti Sainik .	The evaluative process during the study facilitates the students to have clear idea to become a Gandhian Constructive worker/ Shanti Sainik, to involve in the Peace Making process.
CO1	Understand the life and work of Gandhi	3	3	2	3	3	3	3	2	3	3	3	3	2
CO2	Identifying the Gandhi in each of us	3	3	2	3	3	3	3	2	3	3	3	3	2
CO3	Know the relevance of Gandhi	3	2	3	3	3	2	2	3	3	3	3	2	3
CO4	Apply the knowledge of Gandhi in a multi-dimensional context	2	3	2	3	3	3	2	3	3	3	3	2	3
CO5	Know the Gandhian innovations and its relevance today	3	3	2	2	2	3	3	2	3	2	3	3	2

Strongly Correlations (S) - 3 marks
Moderately Correlations (M) - 2 marks
Weakly Correlating (W) - 1 mark
No Correlation (N) - 0 mark

COMMON COURSE FOR UG PROGRAMME

(Offered by the Department of Gandhian Thought and Peace Science)

24GTUV1001/24GTIV1001- LET US KNOW GANDHI (VAC)

Credits: 2

Marks
CFA:25+25

Total: 50

Objectives

1. To enable students to understand and appreciate the principles and practices of Mahatma Gandhi and their relevance in the contemporary times.
2. To develop a Pro-active character and positive attitude to follow Gandhian values and responsibilities in their personal and social life.

Specific Objectives of Learning:

This will make the students:

- › To understand the life and work of Gandhi.
- › To identify the Gandhi in each of us.
- › To know the relevance of Gandhi.
- › To apply the knowledge of Gandhi in a multi-dimensional context.
- › To know the Gandhian innovations and its relevance today.

Unit 1 **Gandhiji's Life in Brief:** Early Life of Gandhi – London Learning Phase - South African Phase : Racial Discrimination, Transformation and Satyagraha - Indian Phase : Social reformation and Indian Independence - Martyrdom.

Unit 2 **Understanding Gandhian Principles** : Eleven Ashram Vows - Truth and Nonviolence, Ends and Means, Right and Duties, Simple Living and High Thinking.

Unit 3 **Applications of Gandhian Principles:** Sarvodaya - Welfare of all, Satyagraha - Peace and Justice, and Training for Nonviolent Action : Shanti Sena as an alternative Defence.

Unit 4 **Societal Reformation** : Influence of Seven Social Sins - Communal Harmony : Pluralism -, Religions and Inter-faith Relations, Removal of Untouchability, Prohibition and Gender Equality - Governance : Decentralization of Power and Panchayati Raj - Economics : Trusteeship, Bread Labour and Self Reliance (Swadesi)

Unit 5 **Gandhian Alternative to Education:** Basic Education (Nai Talim), - Multi-lingualism - Adult Education, - Education on Health, Sanitation and Hygiene : Village Sanitation, Balanced and Healthy Diet, Nature Cure.

REFERENCES:

- Arunachalam: (1985), *Gandhi: The Peace Maker*, Gandhi Samarak Nidhi, Madurai.
- Louis Fischer, (2002), *The Essential Gandhi: An Anthology of His Writings on His Life, Work and Ideas*, Vintage, New York.
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- M.K. Gandhi: (1983), *An Autograph or the Story of My Experiments with Truth*, Navajivan Publishing House, Ahmadabad.
- M.K. Gandhi: (1951), *Satyagraha in South Africa*: Navajivan Publishing House, Ahmadabad.
- M.K. Gandhi: (1983), *Constructive Programme - Its Meaning and Place*.Navajivan Publishing House, Ahmadabad.
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- M.K. Gandhi: (2001), *India of my Dreams*, Navajivan Publishing House, Ahmadabad.
- M.K. Gandhi: *Self Restraint Vs. Self Indulgence*, Navajivan Publishing House, Ahmadabad.
 - R.R. Prabhu & UR Rao. *The Mind of Mahatma Gandhi*, Navajivan Publishing House.

Course Code & Title	24GTUV1002 - SHANTI SENA (VAC)		
Class	ALL UG Courses and Five Year Integrated	Semester	First or Second
Cognitive Level	K-1 ✓ K-2 ✓ K-3 ✓		
Course Objectives	<ul style="list-style-type: none"> ➤ To introduce the concept and practices of Shanti Sena (Peace Brigade), and expose to the students about the experiences and experiments of Shanti Sena . ➤ To give training to students to instill the skills needed for Shanti Sena and Nonviolent Conflict Resolution. 		

UNIT	Content	No. of Hours
I	Shanti Sena: Concept and meaning - Genies and development of Shanti Sena: National Volunteer corps, Khudai Kidmatgar (Servants of God), Salt March for awakening and Constructive Work for getting training and discipline - Shanti Sena in its early shape and its experiments: Noakhali peace mission :Gandhiji as 'One Man Boundary Force', Gandhiji's last fast- Gandhiji as Peace Maker, Peace Builder and Martyr.	8
II	Gandhi - Commander and Soldier of Peace: Gandhiji's framework of Shanti Sena: objectives and qualifications – Functions of Peace Brigades: Nonviolent Conflict Resolution, National Defense, Nonviolent Resistance, Relief and Rehabilitation and Constructive Work - Weapon of Peace Brigade: Self Sacrifice, nonthreatening personality and organized forms of nonviolence – Adventure of One man peace mission.	6
III	Post Gandhian Experiments: Birth of Shanti Sena - Vinoba's concept of Shanti Sena - Shanti Kendras, All India Shanti Sena Mandal- Functions of Shanti Sena-Contributions of Jeyaprakash Narayan and Narayan Desai : Peace work during Communal Violence - Chambal Valley and Nagaland Peace Mission - World Peace Brigades - Peace Brigades International and Other similar experiments	6
IV	Shanti Sena in Educational Settings: Training in GRI & Other Places: Evolution of Shanti Sena in GRI, Dr.G.Ramachandran's contribution, Contributions of Dr.M.Aram and Dr.N.Radhakrishnan, and Recent developments and experiments in GRI – Other experiments: Shanti Sena Vidyalaya (Vedchhi, Gujarat) - G.Ramachandran Institute of Nonviolence, Thiruvananthapuram, and Non-killing Global Academy (Honolulu).	7
V	Skills and Training for Shanti Sena: Skills for Peace Making, Peace Keeping and Peace Building (Conflict Resolution and Transformation) - Physical training: Yoga, Drill and March Fast, Shramadhan, Trekking -Spinning - Skills for First Aid, Relief, Rehabilitation and Rescue and Disaster management	5
Referen ces	<ul style="list-style-type: none"> ➤ Arunachalam K., (1985), Gandhi - The Peace Maker, Gandhi Smarak Nidhi, Madurai. ➤ Dennis August Almeida (2007), The Training of Youth In Nonviolence as a way to Peace, Gandhi Media Centre, Delhi and Thiruvananthapuram. ➤ Clark N.Daniel, Peace Brigades International ➤ Geoffery Ostergaard, The Gentle Anarchists: A Study of the Sarvodaya Movement for Non-Violent Revolution in India (1971) ➤ -----, Nonviolent Revolution in India (1985) ➤ Narayan Desai, (1972), Towards Non-Violent Revolution, Sarva Seva Sangh Prakashan, Varanasi. ➤, (1963), A Hand Book for Shanti Sainiks, Sarva Seva Sangh Prakashan, Varanasi. ➤, (1962), Shanti Sena in India, Sarva Seva Sangh Prakashan, Varanasi. ➤ Radhakrishnan.N. Dr., (1989), Gandhi and Youth: The Shanti Sena of GRI, Gandhigram Rural Institute, Gandhigram. ➤, (1997), Gandhian Nonviolence: A Trainer's Manual, Gandhi Smiriti and Darshan Samiti, New Delhi. ➤ Ravichandran .T., (1999), Communalism in Tamil Nadu (1979- 1991) and the Way Out, Gandhi Media Centre, Madurai. ➤ Ramjee Singh, (2003), Shanti Sena: A Guide, Sarva Seva Sangh Prakashan, Varanasi. ➤ Suresh Ram, Vinoba and His Mission, Sarva Seva Sangh Prakashan, Varanasi. 	

	<ul style="list-style-type: none"> ➤ Thomas Weber (1996), Gandhi's Peace Army: The Shanti Sena and Unarmed Peace keeping. ➤ Vinoba Bhave (1961), Shanti Sena, Akhil Bharat Sarva Seva Sangh Prakashan, Varanasi. ➤ William Baskaran, M., (1998), Shanti Sena: A Gandhian Vision, Gandhi Media Centre, Madurai. <p>Weblinks:</p> <ul style="list-style-type: none"> ➤ https://nvdatabase.swarthmore.edu/ ➤ https://www.daisakuikedada.org/ ➤ https://www.cesciindia.in/ ➤ https://www.ektaparishadindia.com/ ➤ www.mkgandhi.org
Course Outcomes	<p>On completion of the Course, students should be able to</p> <ol style="list-style-type: none"> 1. Comprehend and acknowledge the conceptual framework of Shanti Sena 2. Get exposure to Post Gandhian Experiments in Shanti Sena 3. Know the functions of Shanti Sena in India and abroad. 4. Imbibe the values and practices of peacemakers and peace builders for promoting harmony and good will among all. 5. Learn the Arts and Science of Peaceful Resolution of conflicts in their personal and social life.

Mapping of CoS with PSOs & Pos:		PO												
		1	2	3	4	5	6	7	8	1	2	3	4	5
		Become knowledgeable in the subject of Gandhian Thought and apply the principles of the same to the needs of the Employer / Institution / Enterprise / Society .	Gain Analytical skills in the field/ area of Gandhian Studies.	Understand and appreciate the Gandhian Principles through Nation Building initiatives	Gain necessary skills and knowledge to become a best Shanti Sainik /Constructive Worker.	T Train to become sincere Peace Maker on Gandhian lines.	Acquire enough expertise during filed visits and Internship to Gandhian Institutions and become a suitable Shanti Sainik in the society at large.	Besides getting a degree the student gets enough motivation, counseling skill and Gandhian values to emerge as a humane citizen	Experience gained from Village Placement Programme ,Special camps, Extension work, Non-violence Shanti Sena training, etc., students are eligible to become best Gandhian activists/Peace makers and leaders of the bottom-up sections.	Acquired knowledge in the Gandhian domain and apply the principles to individual and society at large to become a Peace maker.	Gain problem solving skills and be ready to face and resolve any kind of socio- economic and political issues.	Experiences gained from the classroom interactions and learning from seminars/workshops/ Symposia/ Conferences and interaction with Gandhian Constructive workers, the students are able to cope up with the changing scenario in the Society.	Through Internship and extension activities students acquire enough experience and knowledge to face and handle any societal problems and emerge as an efficient Shanti Sainik.	The evaluative process during the study facilitates the students to have clear idea to become a Gandhian Constructive worker/ Shanti Sainik, to involve in the Peace Making process.
CO1	Comprehend and acknowledge the conceptual framework of Shanti Sena	3	3	2	3	3	3	3	3	3	3	3	3	2
CO2	Get exposure to Post Gandhian Experiments in Shanti Sena	3	3	2	3	3	3	3	3	3	3	3	3	3
CO3	Know the functions of Shanti Sena in India and abroad.	3	2	3	3	3	3	3	3	3	3	3	3	3
CO4	Imbibe the values and practices of peacemakers and peace builders for promoting harmony and good will among all.	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	Learn the Arts and Science of Peaceful Resolution of conflicts in their personal and social life	3	3	2	2	2	3	3	3	3	3	3	3	3

Strongly Correlations (S) - 3 marks
Moderately Correlations (M) - 2 marks
Weakly Correlating (W) - 1 mark
No Correlation (N) - 0 mark

24GTUV1002 - SHANTI SENA (VAC)

(Value Added Course: All UG and Five Year Integrated Programmes) - (2 Credit)

**Evaluation: Internal Test and Viva Voce (both components carry equal weightage
Teacher)**

by the Course

CFA:25+25

Max. Marks.50

Credit: Two

Objectives:

- To introduce the concept and practices of Shanti Sena (Peace Brigade), and expose to the students about the experiences and experiments of Shanti Sena .
- To give training to students to instill the skills needed for Shanti Sena and Nonviolent Conflict Resolution.

Learning Outcome:

Students will be able to:

- Comprehend and acknowledge the conceptual framework of Shanti Sena
- Get exposure to Post Gandhian Experiments in Shanti Sena
- Know the functions of Shanti Sena in India and abroad.
- Imbibe the values and practices of peacemakers and peace builders for promoting harmony and good will among all.
- Learn the Arts and Science of Peaceful Resolution of conflicts in their personal and social life.

Unit 1 Shanti Sena: Concept and meaning - Genesis and development of Shanti Sena: National Volunteer corps, Khudai Kidmatgar (Servants of God), Salt March for awakening and Constructive Work for getting training and discipline - Shanti Sena in its early shape and its experiments: Noakhali peace mission :Gandhiji as 'One Man Boundary Force', Gandhiji's last fast- Gandhiji as Peace Maker, Peace Builder and Martyr.

Unit 2 Gandhi - Commander and Soldier of Peace : Gandhiji's framework of Shanti Sena: objectives and qualifications – Functions of Peace Brigades: Nonviolent Conflict Resolution, National Defense, Nonviolent Resistance, Relief and Rehabilitation and Constructive Work - Weapon of Peace Brigade: Self Sacrifice, nonthreatening personality and organized forms of nonviolence – Adventure of One man peace mission.

Unit 3 Post Gandhian Experiments: Birth of Shanti Sena - Vinoba's concept of Shanti Sena - Shanti Kendras, All India Shanti Sena Mandal- Functions of Shanti Sena - Contributions of Jeyaprakash Narayan and Narayan Desai : Peace work during Communal Violence - Chambal Valley and Nagaland Peace Mission - World Peace Brigades - Peace Brigades International and Other similar experiments.

Unit 4 Shanti Sena in Educational Settings: Training in GRI & Other Places: Evolution of Shanti Sena in GRI, Dr.G.Ramachandran's contribution, Contributions of Dr.M.Aram and Dr.N.Radhakrishnan, and Recent developments and experiments in GRI – Other experiments: Shanti Sena Vidyalaya (Vedchhi, Gujarat) - G.Ramachandran Institute of Nonviolence, Thiruvananthapuram, and Non-killing Global Academy (Honolulu).

Unit 5 Skills and Training for Shanti Sena: Skills for Peace Making, Peace Keeping and Peace Building (Conflict Resolution and Transformation) - Physical training: Yoga, Drill and March Fast, Shramadhan, Trekking -Spinning - Skills for First Aid, Relief, Rehabilitation and Rescue and Disaster management.

REFERENCES:

- Arunachalam K., (1985), *Gandhi - The Peace Maker*, Gandhi Smarak Nidhi, Madurai.
- Dennis August Almeida (2007), *The Training of Youth In Nonviolence as a way to Peace*, Gandhi Media Centre, Delhi and Thiruvananthapuram.
- Clark N.Daniel, *Peace Brigades International*
- Geoffery Ostergaard, *The Gentle Anarchists: A Study of the Sarvodaya Movement for Non-Violent Revolution in India* (1971)
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- Ramjee Singh, (2003), *Shanti Sena: A Guide*, Sarva Seva Sangh Prakashan, Varanasi.
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- Thomas Weber (1996), *Gandhi's Peace Army: The Shanti Sena and Unarmed Peace keeping*.
- Vinoba Bhave (1961), *Shanti Sena*, Akhil Bharat Sarva Seva Sangh Prakashan, Varanasi.
- William Baskaran, M., (1998), *Shanti Sena: A Gandhian Vision*, Gandhi Media Centre, Madurai.

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- <https://www.cesciindia.in/>
- <https://www.ektaparishadindia.com/>
- www.mkgandhi.org.

Course Code & Title	24GTPP0001- GANDHI IN EVERYDAY LIFE		
Class	ALL PG	Semester	First or Second
Cognitive Level	K-1 ✓ K-2 ✓ K-3 ✓		
Course Objectives	The Course aims : <ul style="list-style-type: none"> ➤ To understand and appreciate the principles and practices of Gandhi and their relevance in the contemporary times. ➤ To develop noble character and attitude to enable the students to cope up with the challenges of Everyday life. 		

UNIT	Content	No. of Hours
I	Understanding Gandhi: Childhood days, Student days, influence of dramas, books, individuals, religions, family and social factors - Gandhi as rebel, mimicking western civilization, acquaintance with vegetarianism, as lawyer - encountering and transforming humiliation in India with British Agent -In south Africa: Pietermaritzburg train incident, Coach incident, on path way, at court, attack by protesters - Gandhi as political leader, social reformer and Constructive Worker.	8
II	Gandhian Management: Gandhi's experiments in managing family - Eleven vows - Managing Organizations - All India Congress Committee - Harijan Sevak Sangh - All India Spinners' Association - Examples of Trusteeship Management - All India Village Industries - Experiments of Sarvodaya Sanghs, Sarva Seva Sangh - community living and financial ethics - Managing Social and political movements - Transvaal March - Noncooperation movement and Salt Satyagraha - non-attachment to position and power.	6
III	Conflict Resolution: Pursuance of Truth and nonviolence - Rights and duties, Ends and means - Openness, love and kindness in handling relationship - nonviolent communication - nonviolent Direct Action (Satyagraha) and conflict Transformation - Conflict resolution practices in interpersonal relations, forgiveness and reconciliation - Shanti Sena.	6
IV	Humanism: Trust in goodness of human nature - Respect for individual and pluralistic nature of society - equal regard for all religions (Sarvadharmā Samabhava) - simple and ethical life - swadeshi and unity of humankind - Humanism in the era of Artificial	7

	Intelligence.	
V	Sarvodaya: Concept of Sarvodaya - Different ordes of Sarvodaya - Constructive Programmes - Gandhian alternatives to poverty, unemployment, terrorism, environmental degradation, education, science and technology - Governance : Decentralization of power - Nature Cure : health and hygiene.	5
References	<p>Reference Books:</p> <p>Web Link: M.K. Gandhi, <i>An Autobiography or The Story of My Experiments with Truth</i>, Navajivan Publishing House, Ahmedabad.</p> <p>---. Satyagraha in South Africa, Navajivan Publishing House, Ahmedabad.</p> <p>---. Constructive Programme: Its Meaning and Place, Navajivan Publishing House, Ahmedabad.</p> <p>---. Key to Health, Navajivan Publishing House, Ahmedabad.</p> <p>---. Diet and Diet Reform, Navajivan Publishing House, Ahmedabad.</p> <p>---. Basic Education, Navajivan Publishing House, Ahmedabad.</p> <p>---. Village Industries, Navajivan Publishing House, Ahmedabad.</p> <p>---. Hind Swaraj, Navajivan Publishing House, Ahmedabad.</p> <p>---. Trusteeship, Navajivan Publishing House, Ahmedabad.</p> <p>---. India of my Dreams, Navajivan Publishing House, Ahmedabad.</p> <p>Vinoba, Shanti Sena, Sarva Seva Sangh Prakashan, Varanasi.</p> <p>V.P.Varma, Political Philosophy of Mahatma Gandhi and Sarvodaya, Lakshmi Narain Agarwal, Agra.</p> <p>Louis Fisher, Gandhi: His Life and Message .</p> <p>B.R. Nanda. Mahatma Gandhi: A Biography, Allied Publishers Private Ltd., New Delhi.</p> <p>N.K. Bose. Studies in Gandhism, Navajivan Publishing House, Ahmedabad.</p> <p>Gopinath Dhawan, The Political Philosophy of Mahatma Gandhi, Navajivan Publishing House, Ahmedabad.</p> <p>N. Radhakrishnan, Gandhi's Constructive Programmes: An Antidote to Globalized Economic Planning?, Gandhigram Rural Institute, 2006.</p> <p>Web Link:</p> <ul style="list-style-type: none"> ➤ www.mkgandhi.org ➤ https://www.mkgandhi.org/ebks/gandhian_thought.pdf <p>Films:</p>	

	<ul style="list-style-type: none"> ➤ Richard Attenborough, Gandhi. ➤ Syam Benegal, Making of The Mahatma. ➤ Anupam P. Kher, Mein Gandhi Ko Nahin Mara. ➤ Peter Ackerman and Jack Duvall, A Force More Powerful
Course Outcome	<p>On completion, the Course will enable the students:</p> <ul style="list-style-type: none"> ➤ To understand the life and message of Gandhiji. ➤ To imbibe the Gandhian way of Leadership. ➤ To practice the Gandhian model of conflict resolution. ➤ To lead a life on Gandhian lines. ➤ To encourage the students to become a constructive worker for Peace and Development.

Mapping of COs with POs & PSOs:													
CO/PO/ PSO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO/PO/ PSO	Develop insights into Gandhian philosophy and implement its principles aligned with the needs of the Educational Institutions/ society / future employer.	Develop Analytical Skills in the Domain of Gandhi Studies	Exploring Gandhian Principles Through Nation-Building Efforts	Acquire the essential knowledge of Gandhian and peace values along with skills to excel.	Train to become an efficient Shanti Sainik and Peace Maker on Gandhian lines.	Gain substantial expertise through field visits in Gandhian institutions/Peace Organizations to become an effective Shanti Sainik/ Constructive worker for societal development	Apart from earning a degree, the student gains ample motivation, disaster management skills, counseling skills and Gandhian values which will shape them into a humane citizen.	Insights acquired through outreach activities such as Short/Long -term training in Nonviolence to the Shanti Sainiks at various Gandhian institutions will enable them to be an outstanding citizen.	Acquired knowledge in the Gandhian domain and apply the principles to individual and society at large to become a Peace Maker.	Gain problem solving skills, the student be ready to face and resolve any kind of socio- economic and political issues through Gandhian Way.	The students will be able to cope up with any situations through experiences gained from the classrooms and learning from Seminars/Workshops / Symposia/ Conferences and interaction with Gandhian Constructive workers.	Through an in-depth study of life and thought of Gandhiji, the students will gain rich experience and imbibe Gandhian and peace values.	After completing the course, "Gandhi in Everyday Life" the student will be able to become a true Sarvodaya worker who has knowledge on Gandhian concepts such as Sathyagraha, Trusteeship, Swaraj, Swedeshi, etc.,

CO1	To understand the life and message of Gandhi.	3	3	2	3	3	3	3	2	3	3	3	3	2
CO2	To imbibe the Gandhian way of Leadership	3	3	2	3	3	3	3	2	3	3	3	3	2
CO3	To practice the Gandhian model of conflict resolution	3	2	3	3	3	2	2	3	3	3	3	2	3
CO4	To lead a life on Gandhian lines.	2	3	2	3	3	3	2	3	3	3	3	2	3
CO5	To encourage the students to become a constructive worker for Peace and Development	3	3	2	2	2	3	3	2	3	2	3	3	2

Strongly Correlations (S) - 3 marks
Moderately Correlations (M)- 2 marks
Weakly Correlating (W) - 1 mark
No Correlation (N) - 0 mark

24GTPP0001 - GANDHI IN EVERYDAY LIFE

Credits: 2

CFA: 20+25+5

Total: 50

Objectives:

- To understand and appreciate the principles and practices of Gandhi and their relevance in the contemporary times.
- To develop noble character and attitude to enable the students to cope up with the challenges of daily life.

Specific Objectives of Learning:

To enable students to:

1. To understand the life and message of Gandhi.
2. To know the Gandhian way of Leadership.
3. To practice the Gandhian model of conflict resolution.
4. To lead a life on Gandhian lines.
5. To encourage the students to become a constructive worker for Peace and Development.

Unit 1 Understanding Gandhi: Childhood days, Student days, influence of dramas, books, individuals, religions, family and social factors - Gandhi as rebel, mimicking western civilization, acquaintance with vegetarianism, as lawyer - encountering and transforming humiliation in India with British Agent -In south Africa: Pietermaritzburg train incident, Coach incident, on path way, at court, attack by protesters - Gandhi as political leader, social reformer and Constructive Worker.

Unit 2 Gandhian Management: Gandhi's experiments in managing family - Eleven vows - Managing Organizations - All India Congress Committee - Harijan Sevak Sangh - All India Spinners' Association - Examples of Trusteeship Management - All India Village Industries - Experiments of Sarvodaya Sanghs, Sarva Seva Sangh - community living and financial ethics - Managing Social and political movements - Transvaal March - Noncooperation movement and Salt Satyagraha - non-attachment to position and power.

Unit 3 Conflict Resolution: Pursuance of Truth and nonviolence - Rights and duties, Ends and means - Openness, love and kindness in handling relationship - nonviolent communication - nonviolent Direct Action (Satyagraha) and conflict Transformation - Conflict resolution practices in interpersonal relations, forgiveness and reconciliation - Shanti Sena.

Unit 4 Humanism: Trust in goodness of human nature - Respect for individual and pluralistic nature of society - equal regard for all religions (Sarvadharmā Samabhava) - simple and ethical life - swadeshi and unity of humankind - Humanism in the era of Artificial Intelligence.

Unit 5 Sarvodaya: Concept of Sarvodaya - Different orders of Sarvodaya - Constructive Programmes - Gandhian alternatives to poverty, unemployment, terrorism, environmental degradation, education, science and technology - Governance : Decentralization of power - Nature Cure : health and hygiene.

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Louis Fisher, *Gandhi: His Life and Message*.

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N. Radhakrishnan, *Gandhi's Constructive Programmes: An Antidote to Globalized Economic Planning?*, Gandhigram Rural Institute, 2006.

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- Anupam P. Kher, Mein Gandhi Ko Nahin Mara.
- Peter Ackerman and Jack Duvall, A Force More Powerful.