

**M.A. GANDHIAN STUDIES AND PEACE SCIENCE (GS & PSc)
COURSE PROFILE AND SCHEME OF EXAMINATIONS - 2018 - 2019**

Course Status	Course Code No.	Course Title	No. of Credits	No. of Classes	CFA Marks	ESE Marks	Total Marks
FIRST							
C	18GPSP0101	Life, Work and Experiments of Mahatma Gandhi	4	4	40	60	100
	18GPSP0102	Introduction to Peace Science	4	4	40	60	100
	18GPSP0103	Theories and Praxis of Gandhian Thought	4	4	40	60	100
	18GPSP0104	Introduction to Conflictology and Conflict Transformation	4	4	40	60	100
	18GPSP0105	Gandhian Perspectives on Society, Religion and Civilization	4	4	40	60	100
	18GPSP0106	Introduction to Social Sciences	2	2	20	30	50
CNCC	18ENGP00C1	Soft Skills	-	2	50	-	50
	18GPSP01F1	Extension/ Field Visit	-	2	50	-	50
			22	26	320	330	650
SECOND							
C	18GPSP0207	Principles of Gandhian Economics and Development	4	4	40	60	100
	18GPSP0208	Gandhian Concept of Power, Satyagraha and Constructive Work	4	4	40	60	100
	18GPSP0209	Gandhian Approach to Health, Sanitation and Nature Cure	2	2	20	30	50
	18GPSP0210	Skills for Interpersonal Relations and Nonviolent Communication	4	4	40	60	100
NME		Non Major Elective :	4	4	40	60	100
CNCC	18GPSP0211	Culture of Peace and Nonviolence	2	2	50	-	50
	18GPSP02F2	Extension / Field Visit	-	2	50	-	50
			20	22	280	270	550
THIRD							
C	18APRP0001	Research Methods	4	4	40	60	100
	18APRP0002	Applied Statistics	4	4	40	60	100
	18GPSP0312	Gandhian Alternatives to Educational and Environmental Issues	4	4	40	60	100
	18GPSP0313	Rural Reconstruction and Panchayati Raj	4	4	40	60	100
ME	18GPSP03EX	Major Elective	4	4	40	60	100
MC	18GPSP03MX	Modular Course	2	2	50	-	50
VPP	18EXNP03V1	Village Placement Programme	2	2	50	-	50
CNCC	18GPSP03F3	Extension/ Field Work	-	2	50	-	50
			24	26	350	300	650
FOURTH							
C	18GPSP0414	Post Gandhian Nonviolent Experiments in India and Abroad	4	4	40	60	100
	18GPSP0415	Science and Technology and Human Ethics	4	4	40	60	100
	18GPSP0416	Global Terrorism, War and Peace	4	4	40	60	100
	18GPSP0417	Research in Gandhian and Peace Studies	2	2	20	30	50
	18GPSP0418	Dissertation	6	6	75	75+	200
MC	18GPSP04MX	Modular Course	2	2	50	-	50
CNCC	18GPSP04F4	Extension / Field Work	-	2	50	-	50
			22	24	315	335	650

C - Core, ME - Major Elective, NME - Non Major Elective, MC - Modular Course, CNCC - Compulsory Non Credit Course, VPP - Village Placement Programme. Semester - wise Credits: 22+ 20+ 24 + 22 Total: 88. Dissertation: 200 (Evaluation: External 75+ Internal 75 and Joint Viva Voce: 50), CNCC and MC have only Internal Evaluation.

MODULAR COURSES

(Offered by the Centre for Gandhian Studies during III & IV Semesters)

Course Code	Title of the Course	No. of Credits	Hours	Marks		
				CFA	ESE	Total
18GPSP03M1	Skills and Methods for Conflict Resolution	2	2	50	-	50
18GPSP03M2	Indian Religions and Peace	2	2	50	-	50
18GPSP04M1	Training for Nonviolence and Peace	2	2	50	-	50
18GPSP04M2	Gandhian Way of Management	2	2	50	-	50

MAJOR ELECTIVES

(Offered by the Centre for Gandhian Studies during III Semester)

Course Code	Title of the Course	No. of Credits	Hours	Marks		
				CFA	ESE	Total
18GPSP03E1	Skills for Counseling and Psychotherapy	4	4	40	60	100
18GPSP03E2	Scientific Yoga & Meditation for Peace	4	4	40	60	100
18GPSP03E3	NGO Management	4	4	40	60	100

FIRST SEMESTER

18GPSP0101 - LIFE, WORK AND EXPERIMENTS OF MAHATMA GANDHI (4 Credits)

Objectives:

The purpose of this Course is:

- To introduce the students about the Life and Work of Gandhiji.
- To make the students understand the life and work of Gandhiji in-depth.
- To create a cadre of disciplined, pro-active and peace promoting youth on Gandhian lines.

Learning Outcome:

Students will be able to

- Understand the life and work of Gandhiji in-depth.
- Undertake an in-depth study of various initiatives undertaken and carried out by Mahatma Gandhi.

Acquire knowledge and understand the nonviolent experiments undertaken by Gandhiji.

- Study in-depth and get familiarised with the writings on and by Mahatma Gandhi.
- Examine Gandhiji's contribution to the Global Nonviolent Awakening and in the context of various initiatives along Gandhian lines around the world.

Unit I Life and Work 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 injustice: Train incident, Coach incident, On path way, At court, Attack by protesters, Racial prejudices and Birth of Satyagraha: Asiatic Act, Marriage Registration act, Three pound tax, Transvaal March, Experiments on Ashram life: Phoenix Settlement and Tolstoy Farm.

Unit II Gandhi as a Leader and Fighter: Acquaintance with Indian leaders and Scenario - Sharpening the tools of Satyagraha: Champaran, Ahmedabad, Bardoli, Vykom, Kheda etc - Spearheading the freedom struggle: The Khilafat Movement, The Non Co - operation Movement - The Civil Disobedience Movement - Salt Satyagraha, Gandhi, Irwin Pact - Second Round Table Conference (1931) - The Quit India Movement - Freedom at midnight.

Unit III Gandhi as a Reformer and an Activist: Establishing ashrams at Kochrab, Sabarmathi and Sevagram and experiencing community living - Constructive Programmes: Campaign for removal of Untouchability, Harijan Sevak Sangh & Poona Pact – Involving women in Public life and Political struggles - Economic boycott and Khadi and Village Industry movements - Prohibition campaigns - Fostering communal harmony: Naokhali Yatra, Shanti Sena, Last Fast - Martyrdom.

Unit IV Works of Gandhiji: Hind Swaraj, An Autobiography or The Story of My Experiments with Truth, Satyagraha in South Africa, Key to Health, Ashram Observances in Action, Constructive Programmes, Discourse on Gita, The Collected Works of Mahatma Gandhi Edited volumes - Journals: Indian Opinion, Young India, Navajivan and Harijan.

Unit V Organizations of Gandhiji: Natal Indian Congress - All India Village Industries Association - All India Spinners' Association - Leprosy Foundation - All India Harijan Sevak Sangh - Gujarat Vidyapith - All India Hindi Prachar Sabha, Navajivan Press and other organizations.

TEXT BOOKS:

- Chandran D.S., Devanesen and Rajmohan Gandhi, (2017), *The Making of the Mahatma* (Second Edition), Orient BlackSwan, New Delhi.
- Gandhi M.K., (1969), *Hind Swaraj or The Indian Home Rule*, Navajivan Publishing House, Ahmedabad.
- Gandhi M.K., (2009), *An Autobiography or The Story of My Experiments with Truth*, Navajivan Publishing House, Ahmedabad.
- 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.

REFERENCES:

- Erik H. Erikson, (1993), *Gandhi's Truth – On the Origins of Militant Nonviolence*, (Reissue Edition), W. W. Norton & Company, New York.
- Gandhi M.K., (1945), *Constructive Programme: Its Meaning and Place*, Navajivan Publishing House, Ahmedabad.
- Gandhi M.K., (1982), *Satyagraha in South Africa*, Navajivan Publishing House, Ahmedabad.
- Gandhi M.K., (2015), *The Collected Works of Mahatma Gandhi (100 vols.)*, Publication Division, Govt. of India, New Delhi.
- Homer A. Jack, (1956), *The Gandhi Reader: A Source Book of His Life and Writings*, Gove Press, New York.

**18GPSP0102 - INTRODUCTION TO PEACE SCIENCE
(4 Credits)**

Objective

- To enable students to acquire basic knowledge and exposure in Peace Science.

Learning Outcome

Students will be able to

- Comprehend the basics of Positive and Negative Peace and their multitudes.
- Gain knowledge and interest to pursue the vast areas of Peace and Conflict studies.
- Have ideas and exposure on the works of different Peace Scientists and Movements.

Unit 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.

Unit 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.

Unit 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.

Unit IV Moving towards Peace: Peace Making, Peace Keeping and Peace Building - Peace Science and Technology - Peace and reconciliation - Peace Education - Peace Psychology, Peace Research - Culture of Peace and nonviolence - Peace Organizations and Trans-national solidarity for peace.

Unit V 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.

TEXT BOOKS:

- David P. Barash & Charles P. Webel, (2009), *Peace and Conflict Studies*, Sage Publications Inc., California, USA.
- David P. Barash, (1991), *Introduction to Peace Studies*, Wadsworth Publishing Company, USA.
- 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.
- Wolfgang Dietrich, (2012), *Interpretations of Peace in History and Culture*, Palgrave Macmillan, London

REFERENCES:

- Ehrlich Robert, (1985), *Waging Nuclear Peace: The Technology and Politics of Nuclear Weapons*, State University of New York Press, Albany.
- Mac Ginty Roger, (2013), *Handbook of Peace Building*, Routledge Taylor and Francis Group, New York.
- Martin Ceadel, (1987), *Thinking about Peace and War*, Oxford University Press, Oxford.
- Michael T. Klare Ed. (1989), *Peace and World Security Studies*, Lynne Rienner Publishers, Boulder, Colorado, USA.
- Theodore F. Lentz,(1970), *Towards a Science of Peace*, Navachetna Prakashan, Varanasi.

**18GPSP0103 - THEORIES AND PRAXIS OF GANDHIAN THOUGHT
(4 Credits)**

Objectives:

To enable students to

- Understand and appreciate the principles and practices of Gandhi and the relevance of his visions and experiments
- Develop character and attitude to adopt and follow Gandhian values and work in their personal and social life.

Learning Outcome:

Students will be able to

- Understand and assimilate the core concepts and ideals of Gandhian Thought.
- Get exposure on Gandhian practices and experiments.
- Pursue Gandhian alternatives to contemporary issues and problems.

Unit I Core Ideas and concepts: Truth: Absolute truth and Relative truth - Holistic and integral knowledge, Consciousness, Explorations, Truthfulness in thinking, Openness, Conscientization, Learning, Unlearning and relearning - Nonviolence: love, Compassion, Altruism, Forgiveness, Mercy, Service, Respect, Sacrifice, Sharing, Mutual aid, Living with Nature, Forgiveness and reconciliation, Non-killing, Disarmament, Non-violent Direct Action, Non violent life style.

Unit II Sarvodaya: Welfare of all and Antyodaya, Equality, Justice, Self governance, Trusteeship: privatization and corporate ownership to non-possession and community ownership, Ends and Means: Means justify ends, Rights and Duties, Bread Labour, and Simple Living and High Thinking: Economic justice and equality.

Unit III Key practices and experiments: Satyagraha: Non Cooperation with evil, Nonviolent direct action for justice, Rights and peace - Champaran Satyagraha, Ahmedabad Mill Workers' Strike, Dandi March & Quit India Movement - Constructive Programmes: Cooperation for reconstruction & reconstruction of India, 18 Constructive programmes and 5 Post Gandhian programmes - Nai Talim: Basic Education.

Unit IV Ashram Vows - Transforming human beings: 11 Ashram Vows - Health, Sanitation and Nature Cure - Shanti Sena: alternative body for conflict resolution and civilian based defense - Swaraj: Economic and Political self reliance & Panchayatiraj: Good Governance, decentralization of power and enlightened anarchy

Unit V Gandhian Alternatives to Contemporary Issues: Poverty: dignity of labour, Bread labour, village industries, self reliance, voluntary reduction of wants, appropriate technology, swadeshi - Religion: Clash of civilizations & Fault line conflict Vs. Sarvadharm Samabhava, Ethical Religion, Pluralism & Dignity of Difference - War and Terrorism: Alternative to violence, Nonviolent Direct Action, Peace Education - Environment decay: Living with nature - Globalization: Consumerism and corruption: Villagism, Swaraj, Simple and ethical life, and Unity of Humankind - Ethics and values in personal and public life.

TEXT BOOKS:

- Bose N.K., (2012), *Studies in Gandhism*, Navajivan Publishing House, Ahmedabad.
- Brown, Judith M.,(2011), *Gandhi, Mohandas Karamchand [Mahatma Gandhi] (1869–1948)*, Oxford Dictionary of National Biography, Oxford University Press.
- Gandhi M.K.,(2009), *An Autobiography or The Story of My Experiments with Truth*, Navajivan Publishing House, Ahmedabad.
- Gobinath Dhawan, (1946), *The Political Philosophy of Mahatma Gandhi*, Navajivan Publishing House, Ahmedabad.
- Homer A Jack, (1956), *A Source book of his life and writings: The Gandhi Reader*, Grove Press, New York.

REFERENCES:

- Anup Swarup (Ed.), (2016), *Give Nonviolence a Chance: The Journey of Neelakanta Radhakrishnan*, Konark publishers, New Delhi.
- Gandhi M.K.,(1982), *Satyagraha in South Africa*, Navajivan Publishing House, Ahmedabad.
- Gandhi M.K., (2009), *Key to Health*, Navajivan Publishing House, Ahmedabad
- Kumarappa, J.C., (1967), *Economy of Permanence*; Sarva Seva Sangh Prakashan, Rajghat, Varanasi.
- Gandhi M.K., (1947), *Village Industries*; Maganwadi, Wardha.

**18GPSP0104 - INTRODUCTION TO CONFLICTOLOGY AND CONFLICT TRANSFORMATION
(4 Credits)**

Objectives:

- To give exposure to students to the different concepts, theories and practices of conflicts, conflict resolution and conflict transformation.
- To impart conflict resolution and transformation skills and techniques to effectively manage conflicts at the work place and community.

Learning Outcome:

Students will be able to

- Understand the concept, sources and impact of conflict in workplace and society.
- Understand the different approaches and methods of Conflict Resolution and Transformation.
- Acquire various skills and techniques for Conflict Resolution and Transformation.
- Become an effective facilitator in the process of Conflict Resolution and Transformation.

Unit I Conflict: Definition - Theories - Sources of Conflict: values, interests, communication, relationship, role, structure, data & information - Causes and Effects: escalation, violent conflicts, cyclic and chain reaction, functional and dysfunctional - Views of conflict: traditional, contemporary and integrationist - Types: Symmetrical, Asymmetrical and Acute - Levels: micro, meso, macro, mega and meta conflicts - Areas: intra and interpersonal, organizations and society, national, international and global.

Unit II Approaches and strategies of dealing with conflict: Approaches towards conflict: conflict management, conflict resolution and conflict transformation - Conflict handling styles: competing, collaborating, avoiding, accommodating and compromising - Different strategies of dealing with conflict: coercion, violence, war, grievance redressal, investigation, litigation, adjudication and lobbying.

Unit III Methods of conflict resolution - Approaches: single track, double track and multi-track - Methods: Negotiation: hard, soft, and principled, Outcome of negotiation: zero sum, positive sum, negative sum and sum-sum - Mediation: types: evaluative and facilitative, process of mediation, role of mediator - Arbitration: role of arbitrator, qualification for arbitrator - hybrid - Reconciliation and Nonviolent Direct Action.

Unit IV Conflict Transformation: Theories of transformation, Transformative process: lenses of conflict transformation - Areas of transformation: context, structure, actor and issue - Change process: components and platforms, connecting conflict resolution and transformation - Johan Galtung's Transcends and John Paul Lederach's approaches towards transformation.

Unit V Skills and Techniques for Conflict resolution and transformation: Conflict analysis, Conflict mapping, Joint costing, Preventing violent conflict, Intervention techniques, Anger reduction and management, Trust building, Persuasion, Dialogue, Consultation, Facilitation, Enquiry, transforming competitive negotiation to collaborative, Exploring and choosing alternatives and formalizing agreements - Education and training for conflict transformation.

TEXT BOOKS:

- Asish Kumar Das, (2008), *Contemporary Conflict Resolution*, Sarup & Sons, New Delhi.
- David P. Barash & Charles P. Webel, (2009), *Peace and Conflict Studies*, Sage Publications Inc., California, USA.
- James Schellenburg, (1996), *Conflict Resolution: Theory, Research and Practice*, State University of New York Press, Albany.
- Johan Galtung, (1958), *Theories of Conflict, Definitions, Dimensions, Negations, Formations*, Columbia University.
- Madhusudan Saharay, (2011), *Text book on Arbitration and Conciliation with Alternative Dispute Resolution*, Universal Law Publishing Co.Pvt. Ltd., New Delhi.

REFERENCES:

- David P. Barash, (1991), *Introduction to Peace Studies*, Wadsworth Publishing Company, USA.
- Kenneth E. Boulding, (1962), *Conflict and Defence*, Harper and Row Publishers, New York.
- Kurt Lewin, *Resolving Social Conflicts*, Harper & Row Brothers Publishers, New York.
- Martin Deutsch, (1973), *The Resolution of Conflict: Constructive and Destructive Process*, Yale University Press, New haven.
- Thomas Weber, (1991), *Conflict Resolution and Gandhian Ethics*, The Gandhi Peace Foundation, New Delhi.

**18GPSP0105 - GANDHIAN PERSPECTIVES ON SOCIETY, RELIGION AND CIVILIZATION
(4 Credits)**

Objectives:

- To enable the students to understand Gandhian views on society, religion and ethics.
- To expose the students about true civilization.

Learning Outcome:

Upon completion of the course the students will be able to

- Understand Gandhi's ideas on social issues and alternatives.
- Have clear views on religion and God from Gandhian perspective
- Imbibe Gandhian values and methods for creating religious and communal harmony.
- Acquire knowledge on civilization issues
- Comprehend the concept of true civilization as conceived by Gandhi.

Unit I Society - Definition and Characteristics of Society - Sociologist views - Gandhian views on Society - Rights and duties of a society - Gandhian vision of ideal society (Ramarajyam) - Concept of non - violent society.

Unit II Gandhian alternatives to social problems and social evils: Castism, untouchability, gender inequality, child marriage, alcoholism, poverty, sanitation and health - Relevance of Gandhian social ideas - Gandhian Concept of Social change - Individual and society - Stateless society.

Unit III Religion - Gandhiji's exposure towards religion - his acquaintance with religion in London - concepts and views on religion - views on Gita and Bible - Concept of God as viewed by Gandhi: Truth is God - Sat Chit Ananda - Ethical religion - Spirituality & meditation and eleven ashram vows

Unit IV Experiments and practices on Religion: Religion means code of conduct and kindness - Inter faith relation: Sarva dharma sambhava, Equal regard for all religions - Importance of prayer and interreligious prayer - Religious Conflicts: religion as source and carrier - Religion and violence: Fundamentalism, fanaticism and Religious intolerance, Clash of Civilization - Religious critiques on violence : Religious contribution to nonviolence, Religious harmony and Humanism, Gandhian alternatives to Clash of Civilizations.

Unit V Civilization: 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.

TEXT BOOKS:

- Anthony J. Parel,(1997), *Introduction to Gandhi: 'Hind Swaraj' and Other Writings*. Cambridge University Press.
- Bikhu Parekh, (1995), *Gandhi's Political Philosophy, A Critical Examination*, Delhi, Ajanta.
- Gandhi M.K., (2014) ,*Hind Swaraj*, Navajivan Publishing House, Ahmedabad.
- Radhakrishnan, S.,(1966), *Indian Philosophy. 2nd Edition, (2 vols)*. Humanities Press, New York.
- Radhakrishnan, S., (1968), *Religion and Society*, Vision Books Pvt.Ltd, Delhi.

REFERENCES:

- Desai Mahadev, (2000),*The Gita according to Gandhi*, Navajivan Publishing House, Ahmadabad.
- Gandhi, M.K., (1962), *My God*, Navajivan Publishing House, Ahmadabad.
- Gandhi M.K., (1971), *Pathway to God*, Navajivan Publishing House, Ahmadabad.
- Hopkins, E Washburn, (1923), *Origin and Evolution of Religion*, Bharatiya Vidya Prakashan, Delhi.
- Vivekanand, Swami, (1992), *Necessity of Religion: Religion Today*, Sree Ramakrishna Math, Chennai.

**18GPSP0106 - INTRODUCTION TO SOCIAL SCIENCES
(2 Credits)**

Objective:

- Utilizing Inter - disciplinary approach, this course introduces students to the basic concepts, ideas, issues in social sciences.

Learning outcome:

Upon completion of the course, the students will be able to

- Identify and explain the disciplines and fields of Social Sciences.
- Discuss the uses of Social Sciences - Application of the data, findings and methods in the contemporary world.
- Describe the role of Social Science in understanding the individual, culture, institution polices, economics of society.

Unit 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.

Unit 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.

Unit 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.

Unit 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.

Unit 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.

TEXT BOOKS:

- Elgin F. Hunt and David Colander, (2016), *Social Science: An Introduction to the Study of society (16th Edition)*, Routledge, London.
- Madan and Majumdar, (2012), *An Introduction to Social Anthropology*, Mayor Publishers, New Delhi.

REFERENCES:

- Bonior, Andrea, (2016), *Psychology: Essential Thinkers and classic Theories*, Zephyru Press, Newyork.
- Giddens, Anthony, (2013), *Introduction to Sociology*, Norton W.W Company, London.
- Perry, John A and Erna K. Perry, (2016), *Contemporary Society*, Routledge, London.

SECOND SEMESTER

18GPSP0207 - PRINCIPLES OF GANDHIAN ECONOMICS AND DEVELOPMENT (4 Credits)

Objectives:

- To make students understand fundamentals and significance of Gandhian Economics.
- To enable them to comprehend the alternatives to global economic issues and problems.

Learning Outcome:

- Upon completion of the course the students will be able to
- Learn the concept of Gandhian Economics.
 - Understand the views of J.C. Kumarappa on Gandhian Economics.
 - Get knowledge in Gandhian concept of production & decentralization.
 - Imbibe some ideas on Trusteeship and corporate responsibility.

Unit I Meaning and concept of Gandhian Economics: Swadeshi, self reliance, economic justice and equality - Principles and ethics: values in production and distribution, place of machinery - need and importance of Gandhian economics for sustainable economic growth.

Unit II Economic theory and concept of J.C. Kumarappa - stages of human development as viewed by J.C.Kumarappa - Gandhiji's approach to decentralization of economy - Need for decentralized Industrial Production in rural India, Small is Beautiful and Limits to Growth.

Unit III Concept and characteristics of Khadi and Village Industry - Mass production and production by the Masses, problems of mechanization - Appropriate Technology - reduce the use of nonrenewable energy for production - sustainable economic development and environmental protection.

Unit IV Concept of Trusteeship - Advantage of Trusteeship over corporate ownership Gandhian concept of Development - Economy of permanence - Micro level planning - decentralization of economic power and position - role of SHG's in promoting village industries and sustainable economy.

Unit V Economic concepts of Karl Marx and Gandhi - Gandhian challenges to poverty, capitalism, communism and corporate economy, and LPG - Gandhian alternative to the issues of poverty and LPG - Trusteeship - Social responsibility - Voluntary reduction of consumption and right sharing of resources.

TEXT BOOKS:

- Arunachalam, K., (1985), *Khadi Economics: A few Aspects*, Gandhi Literature Society, Madurai.
- Gandhi, M.K., (1946), *Trusteeship*, Navajivan Publishing House, Ahmadabad.
- Gandhi M.K., (1936), *Khadi - Why and How?*, Navajivan Publishing House, Ahmadabad.
- Gurusamy M.P.,(1988), *Gandhian Approach to Economics*, Guru - Themozhi Publications, Tiruchendur.
- Kumarappa, J.C., (1962), *Gandhian Economic Thought*, Sarva Seva Sangh Prakashan, Varanasi.

REFERENCES:

- Gandhi M.K., (1985), *Gandhian Economics*, Sarvodaya Ilakkiya Pannai, Madurai.
- Bose, Nirmal Kumar, (1948), *Gandhiji's Concept of Trusteeship*, Bhangiya Pradeshik Chatra Samshid, Calcutta.
- Gandhi M.K., (1958), *Economy of Permanence*, Sarva Seva Sangh Prakashan, Varanasi.
- Sen K.K.,(1999), *Rural Industrialization*, Sutan Chand & Sons. New Delhi.
- Gandhi M.K.,(1962), *Village Industries*, Navijivan Publishing House, Ahmadabad, 1960.

18GPSP0208 - GANDHIAN CONCEPT OF POWER, SATYAGRAHA AND CONSTRUCTIVE WORK (4 Credits)

Objectives:

The purpose of this Course is:

- To introduce the students about the concept of power and its relationship with politics, economics and human relations.
- To make the students understand Gandhian concept of Satyagraha and Constructive Programme in-depth.
- To give exposure on the practicability of Satyagraha and Gandhian Constructive programmes

Learning Outcome:

Students will be able to

- Understand the various forms of Power, Satyagrahas and Constructive Programmes.
- Acquire knowledge and understanding about the nonviolent experiments undertaken by Gandhiji and others.
- Acquire the skills and abilities to practice satyagraha and constructive programme.

Unit I Concept of Power: Types of power: Personal, Relational and situational - Bases of power: Legitimate, Reward, Coercive, Referent, Expert and Information - State and Power: Democracy and Autocracy (Demagogues) - Sources of state/political Power: Authority, Human Resources, Skills and Knowledge, Intangible factors, Material resources, Sanctions - Gandhi's concept of power: moral, spiritual and ethical power, self restraint on power and decentralization of power - Conflict and power - Use, misuse and abuse of power and its impacts on relationship, society and governance.

Unit II Satyagraha: Meaning of Satyagraha - Origin of Satyagraha - Passive Resistance and Satyagraha - Concept and principles of Satyagraha: Search for Truth, Nonviolence, Creative self suffering and self purification - Effects of Satyagraha: conversion, accommodation, nonviolent coercion, combination of all three effects and disintegration - 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) - Gandhian Application of Satyagraha in South Africa and India.

Unit III Nonviolent Direct Action (NVDA): Theory - Methods - Dynamic and types - NVDA against: State, Repressive Regimes, Acute conflicts and invasions - 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 Bachao Andolan, Ekta Parishad, March on Land rights, Anti Corruption Movement, Jallikattu, Anti Nuclear and Sterlite struggles in Tamilnadu.

Unit IV Constructive Work: Its meaning - conceptual framework - historical development - Comparison of the concept with 'Dharma', 'Aram', 'charity', 'service' and 'social work' - Gandhiji's conception of the 18 point Constructive Programme - Purificatory Programmes - Economic Equality Programmes - Social Welfare and Social Justice Programmes - Educational Programmes - Political Development Programmes - Critical appraisal on the experiments of Constructive programmes.

Unit V Post Gandhian Scenario of Constructive Programme: Vinobaji: Bhoodan, Gramdan, Cow Protection, Shanti Sena and Nature Cure - Institutions and Organisations: Sarva Seva Sangh, Khadi and Village Industries Commission, Go Seva Sangh, All India Shanti Sena Mandal, Harijan Sevak Sangh.

TEXT BOOKS:

- Diwakar, R.R., (1969), *Saga of Satyagraha*, Bhartiya Vidya Bhavan, Bombay.
- Gandhi M.K., (1989), *Satyagraha*, Navajivan Publishing House, Ahmadabad.
- Gene Shap, (1973), *The Politics of Nonviolent Action (3 vols.)*, Porter Sargent Publisher Inc. Boston.
- Gandhi M.K., (1994), *Nonviolence in Peace and War (2 vols.)*, Navajivan Publishing House, Ahmadabad.
- Gene Shap., (1979), *Gandhi as a Political Strategist*, Porter Sargent Publisher Inc., Boston.

REFERENCES:

- Gandhi M.K., (1994), *Constructive Programme: Its Meaning and Place*, Navajivan Publishing House, Ahmadabad.
- Gandhi M.K., (1982), *Satyagraha in South Africa*, Navajivan Publishing House, Ahmadabad.
- Gene Shap., (1980), *Social Power and Political Action*, Porter Sargent Publisher Inc., Boston.
- Joan V. Bondurant, (1959), *Conquest of Violence*, Oxford University Press, Bombay.
- K. Shridharani, (1962), *War without Violence*, Bhartiya Vidya Bhavan, Bombay.

**18GPSP0209 - GANDHIAN APPROACH TO HEALTH, SANITATION, AND NATURE CURE
(2 Credits)**

Objectives:

The purpose of this Course is:

- To introduce the students about the Gandhian concept of Health and Hygiene
- To make the students understand the lifestyle of Gandhiji in-depth.
- To create a cadre of disciplined, Nonviolent Lifestyle following youth on Gandhian lines.

Learning Outcome:

Students will be able to:

- Acquire basic knowledge on Holistic Health and Nature Cure.
- Develop an interest in the Nonviolent Lifestyle.
- Be familiar with the experiments of Gandhiji in the field of Health Care and Dietetics.
- Study in-depth the activities of Nature Cure and Holistic Health in India and abroad.
- Examine Gandhiji's contribution to Holistic Health and Nonviolent Lifestyle in the present day context.

Unit I Holistic Health: 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.

Unit II Gandhian Experiments in Diets & Sanitation: London Vegetarian Society - Non-violent Lifestyle Experiments in South Africa - Ashram Life style in Indian Ashrams: scavenging and upkeeping the sanitation of ashram - Definition of Ashram Way of Life - Practice of Eleven Viratas - Gandhiji's Experiments in Sanitation, Nature Cure and Dietetics – village sanitation - Bhangis rights.

Unit III Gandhiji's Ideas of Human Body - Human body is the Universe in miniature - The use of human body - Human body for service - Education in Health and Hygiene - Ashram experiments - Rural Sanitation programmes - Leprosy eradication work - Innovation in Wardha Latrine models.

Unit IV Gandhiji on Self-restraint and the realization of the Self: Experiments in Brahmacharya - Conservation of Vital energy - Conversion of vital energy for the welfare of the society - Brahmacharya and Satyagrahi - Nonviolent diet and eating habits - A man becomes what he eats.

Unit V Therapeutic and Medicinal values of Naturopathy: Experiments in Uruli Kanjan - Modern Allopathic system and unaffordable cost - Need for a simple and new approach to health - Health for All by Natural methods - Affordable health system for the poor and downtrodden sections - Nature Cure as a preventive, curative and sustenance method for life-style and other diseases - Gandhian model of low cost-high quality natural treatment.

TEXT BOOKS:

- Acharya Lakshmana Sharma., (1977), *Practical Nature Cure*, Nature Cue Publishing House, Pudukkottai.
- Gandhi M.K., (1995), *Constructive Pogamme: Its Meaning and Place*, Navajivan Publishing House, Ahmadabad.
- Gandhi M.K., (1996), *Key to Health*, Navajivan Publishing House, Ahmadabad.
- Pandit M.P., (1987), *The Spiritual Dimension of Health*, Sage Publications, New Delhi.
- Gupta, L.C., (1999), *Vegetarianism*, Golgotia Publishing Co.,.

REFERENCES:

- Deepak Chopra., (2007), *The Power of Positive Thinking in Healing, The Holistic Healer.*
- Gandhi M.K., (1976), *Social Service, Work and Reform*, Navajivan Publishing House, Ahmadabad.
- Herbert M. Shelton., (1984), *An Introduction to Natural Hygiene*, Willow Publishing Inc..
- Ivan Illich., (1976), *Limits to Medicine*, Welcome Institute, London,.
- Mark Thomson., (1993), *Gandhi and His Ashrams*, Popular Prakashan, Mumbai.

**18GPSP0210 - SKILLS FOR INTERPERSONAL RELATIONS AND
NONVIOLENT COMMUNICATION
(4 Credits)**

Objectives:

- To help students to acquire the skills of Interpersonal relations and communications.
- To enable them to learn and handle the societal and workplace conflicts and promote inter-personal relations.

Learning Outcome:

Students will be able to

- Understand the different dimensions of Inter-personal relations.
- Comprehend the challenges in interpersonal relations and communications.
- Use effective communication skills and languages.
- Acquire the skills of nonviolent communication for building good interpersonal relations.

Unit I Inter-personal relationship: Definition - purpose of interpersonal relationship - types of relationship: intimate, power based and hostile relationship - Intimacy and attraction in relationship - elements of interpersonal attraction - Power in interpersonal relations: types of power in relations and negotiating power in interpersonal relations - stages in interpersonal relations: initiation stage, relational escalation and de-escalation - maintaining relationship - relationship with friends, lovers, colleagues and family members and other citizens.

Unit II Relationship Challenges: Failure events, physical separation and distance, challenging social norms and break of interpersonal communication - Responses to relational problems: reasons for de-escalation, end a relationship, and terminating relationship and strategies for ending relationship - Interpersonal relations at work and society: Intimate relations- friendship, romantic relations, working relationship, professional relationship, relationship with others, colleagues and subordinates, hostile relationship, harassment and discrimination: gender, race, caste and religious.

Unit III Concept and functions of communication: Process of communication: A linear view, Interactive view and Transactional view - principles and misconceptions - Nature of interpersonal communication - communicating about relationship - Communication competency - road blocks to communication - Key communication skills: Interpersonal Communication and perception - perception about self: self concept, self esteem, self disclosure - Perception about others: understanding interpersonal perception, perceiving others - barriers to accurate perception and improving perceptual skills.

Unit IV Interpersonal communication and cultural diversity: understanding diversity and improving intercultural competency - Interpersonal communication skills: Listening, attending and responding skills, Verbal communication skills, nonverbal communication skills - Conflict management skills: Managing emotions, Anger management and empathizing - Dark side of interpersonal communication: deception, deception by omission and commission, bald faced lies, impacts of deception, hurtful messages and responses, feelings of hurt, aggressive and argumentative communication.

Unit V **Language:** Meaning and need for language - Use and abuse of language - Disruptive Language - Culture and language - Nonviolent communication: power of empathy and altruism, building confidence and trust, humility, caring and courtesy; win-win communication - Expressing anger and appreciation: Role of conditional positive and negative stroke - Communication for promoting interpersonal relations - Role of electronic and social media in interpersonal relations.

TEXT BOOKS:

- David P. Barash, (1991), *Introduction to Peace Studies*, Wadsworth Publishing Company, USA.
- Gael Lindenfield, (1993) *Managing Anger*, Harper Collins Publishers, New Delhi.
- Marshall B. Rosenberg, (2000), *Nonviolent Communication: A Language of Compassion*, Puddle Dancer Press, Encinitas, CA.
- Ronald B. Adler & Neil Towne, (1996), *Looking Out Looking In*, Harcourt Brace College Publishers, Orlando,.
- Steven A.Beebe, Susan J. Beebe and Mark V. Redmond, *Interpersonal Communication*, 4th edition, Pearson.

REFERENCES:

- Carol Tavris, (1989) *Anger: The Misunderstood Emotion*, Simon & Schuster Inc. New York.
- Fisher,R and Ury.W, (1986), *Getting to Yes, Negotiating Agreement without Giving in*, London, Hutchinson Business Books Ltd.
- Martin Buber, (1958), *I and Thou*, Scribners, New York.
- Robert J. Edelman, (2000), *Interpersonal Conflicts at Work*, University Press, Hyderabad.
- William T.Seiler & Melissa L.Beall, *Communication Making Connection*, Allyn and Bacon, Boston.

**18GSPSP0211 - CULTURE OF PEACE AND NONVIOLENCE
(2 Credits)**

Objectives:

- 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

Learning outcome

- Upon completion of the course the students will be able to
- understand the conceptual Framework of peace and Non-violence
equip themselves in practising peaceful resolution of conflicts and non-violent life style.

Unit 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.

Unit II UNESCO's Draft on Culture of Peace and Non-violence - UN MDG/SDG Programmes: thematic areas.

Unit 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.

Unit IV Transformation towards a culture of Nonviolence and Peace - Value and Skill based Education - Peace Education and Education for Peace.

Unit V Practising non-Violence 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.

TEXT BOOKS:

- Dalton, Dennis, (1995), *Mahatma Gandhi: Non-Violent Power in Action*, Princeton University Press, Columbia.
- Joan. V Bondurant, (1988), *Conquest of Violence: The Gandhian Philosophy of Conflict*, Princeton University Press, Columbia.
- Ravindra Kumar, (2002), *Theory and Practice of Gandhian Non-violence*, Mittal Publications, New Delhi.

REFERENCES:

- Arvind Kumar, (1998), *Encyclopedia of Human Rights, Violence and Non-violence*, Anmol Publication, New Delhi.
- M.K. Gandhi, (1948), *Non-Violence in Peace and War*, Vol. I, Navajivan Publishing House.
- Peace and Conflict Issues Series, (1996), *From a culture of violence to a culture of peace*, UNESCO Publishing, UNESCO.

THIRD SEMESTER

Research Methods (4 Credits)

Applied Statistics (4 Credits)

**18GPSP0312 - GANDHIAN ALTERNATIVES TO EDUCATIONAL AND ENVIRONMENTAL ISSUES
(4 Credits)**

Objectives:

- To understand the concept and aims of education.
- To make realize the students educational issues affect the personal growth.
- To gain knowledge on Gandhian way of solving the educational problems.
- To understand exploitation of environment by the students.
- To acquire knowledge on Gandhian alternative ideas to solve the environmental problems.

Learning Outcome:

Students will be able to

- Understand the present problems of education and environment.
- Acquire knowledge on Gandhian Ideals to solve the educational and environmental issues.

Unit I Concept and Aims of Education: Meaning and definitions of Education-Formal, Non-formal and informal education - Various levels of Education - Objectives-pre-primary, primary, secondary and higher secondary education and various statutory boards of education - Aims of Education in Contemporary Indian society - Determinants of Aims of Education.

Unit II Issues in Indian Society and Education: Inclusive educational policy and education for all - poverty-illiteracy-measures adopted for eradicating illiteracy - Emerging issues: Quality of education, faculty Shortage, poor regulatory mechanism, Governance and Accountability - Transit schools - Unemployment and under employment-Privatization in Education.

Unit III Gandhian Alternatives to Educational Issues: Gandhian Perspective on Education - Gandhiji's Basic Education (Nai Talim) and Adult Education - Gandhiji's conception of knowledge - Methods of instruction and evaluation - Traditional Versus Modern Education - Gandhi on Women Education.

Unit IV Environmental Issues In India: Environment - current issues: Population growth, Air pollution, Water pollution, Noise pollution, Soil pollution and Solid waste pollution - Impact of climate change in India - causes of Disorder in the Environment - Earthquakes, Floods, Cyclones, Droughts and famines - Global warming - Environmental Regulations in India.

Unit V Gandhian alternatives to environmental issues: Gandhian Vision of Environment- Gandhi and Environmentalism - Gandhi's Critique of Modern Civilization- Gandhi's Criticism of Industrialization - Man-Nature Relationship - Environmental protection and conservation - Eco-consciousness embedded in Gandhi's Philosophy of life - Voluntary Simplicity - Importance of Nature Cure - Environmental laws and Gandhian thoughts - renewable energy sources - (3R's) Reduce, Reuse and Recycle.

TEXT BOOKS:

- Bhattacharya, S. (2006). *Sociological Foundation of Education*, Atlantic Publishers. New Delhi.
- Divya Joshi (2003), *Gandhiji on Environment*, Mani Bhavan Gandhi Sangrahalaya, Mumbai.
- Gandhi M.K., *A New Approach to Teacher and Education in Emerging Indian Society*.
- Khoshoo, T N, and John S Moolakkattu.,(2009), *Mahatma Gandhi and The Environment:*
- Kumar, S B., (2002), *Environmental Problems and Gandhian Solutions*, Deep and Deep Ludhiyana:Tondan Publications, Books Market.

REFERENCES:

- Bhatirt, B. (1983), *The philosophical and Sociological Foundation of Education*, New Delhi,
- Chavan B. L., *Gandhi's Thoughts on Sustainable Living close to Environmental Protection. Corporation.*
- Dhankar.N. (2010), *Education in Emerging Indian Society*. New Delhi: APH Publishing.
- Gandhi M.K., (2009), *The Collected Works of Mahatma Gandhi, 100 Vols*, Publication Division, Government of India, New Delhi.
- Mehra D. D. (2009), *Education in Emerging Indian Education, Indian Education*. Ludhiyana: Tondan Publications, Books Market.

18GPSP0313 - RURAL RECONSTRUCTION AND PANCHAYATI RAJ
(4 Credits)

Objectives:

- To understand the concept of Rural Reconstruction and its historical Perspectives.
- To enable the students to realize the New Panchayatiraj System.
- To expose the students on the models of Village under the Gandhian Concept of Village Swaraj.

Learning Outcome:

Upon completion of the course the students will be able to

- Understand the Gandhian Concept and Vision of Village Swaraj.
- Comprehend the various approaches for Sustainable Development.
- Understand the Three Tier Systems of PRIs.
- Acquire Specialization on Local Self Governance, Participatory Planning and the Gandhian Concept of Village Swaraj.

Unit I Introduction to Rural Reconstruction: Meaning and Concept of Rural Reconstruction - School of Thought - Philanthropic group, Reformist Group and Revolutionary Group.

Unit II Aspects of Rural Reconstruction: Material, Intellectual and moral - Importance of Rural Reconstruction - Earlier experiments - obstacles in the Programme of Rural Reconstruction.

Unit III Gandhian Concept of Village Swaraj : Basic Principles - Self Sufficiency, Cooperation, Bread Labour, Equality, Trusteeship, Swadeshi, Nai Talim, Kishan, Law and ownership.

Unit IV Evolution of Panchayatiraj System: Panchayatiraj Institutions before and after Independence – New Panchayatiraj System- Salient Features of 73rd and 74th constitutional Amendment Acts.

Unit V Model Village Panchayats at Various Levels: Anna Hazare Model of Village Swaraj – People’s Participation - A Model Panchayat in Tamil Nadu for Rural Reconstruction and Development.

TEXT BOOKS:

- Gandhi M.K. (1962). *Village Swaraj*, Navajivan Publishing House, Ahmadabad.
- Ganguli B.N., (1972). *Gandhi's Vision of Ideal Society*, Andhra Mahila Sabha, Hyderabad.
- Maheswari.G. (2014), *Local Government in India*, Sapna Publishers, Bangalore.
- Sundeep Joshi, (2000), *Panchayati Raj Institution and Poverty Alleviation*. Jain Book Agency, New Delhi.
- Madan. G.R. (1990)., *India's Developing Village*, Allied Publishers Ltd, New Delhi.

REFERENCES:

- Subramanian,R., (1986). *Integrated Rural Development*, Gandhigram Rural Institute, Gandhigram.
- Adiseshiah M., Mukherjee P.S., Hegde R, Dasgupta A, & Fernandez G., (1994), *Decentralized Planning and Panchayati Raj*, Institute of Social Sciences, New Delhi.
- Jain S.C. (1958), *Community Development and Panchayati Raj in India*, Allied Publishers, New Delhi.
- Palanithurai.G. (2004), *Dynamics of New Panchayati Raj System In India*, Concept Publishing Company, New Delhi.
- Singh Katar, *Rural Development: Principles, Policies, and Management*, SAGE Publications India Private Limited; Fourth edition (2016).

FOURTH SEMESTER

18GPSP0414 - POST GANDHIAN NONVIOLENT EXPERIMENTS IN INDIA AND ABROAD (4 Credits)

Objectives:

The purpose of this Course is:

- To introduce the students about the Post Gandhian Nonviolent experiments.
- To make the students understand the Gandhian concept of development in-depth.
- To create a cadre of disciplined, nonviolent youth involving in Satyagraha and Gandhian Constructive Programmes for the creation of a 'Sarvodaya Social Order'.

Learning Outcome:

Students will be able to:

- 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 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.

Unit 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 - Himalaya Seva Samiti - Vanavasi Ashram - Brahma Vidya Mandir - Chipko Movement - Ekta Parishad - Narmada Bachao Andolan - LAFTI - 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.

Unit 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.

Unit 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.

Unit 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.

TEXT BOOKS:

- 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.
- N.Radhakrishnan and Daisaku Ikeda (2015)., *Walking with the Mahatma : Gandhi for Modern Times*, Eternal Ganges, New Delhi.
- Tandon T. D. (1954), *Vinoba Bhave: The Man and His Mission*, Vora Publishers.

REFERENCES:

- Eknath Easwaran (1999), *Nonviolent Soldier of Islam: Ghaffar Khan, a Man to Match His Mountains*. Nilgiri Press, Tomales, CA.
- Michael J. Nojeim (2004), *Gandhi and King: The Power of Nonviolent Resistance*, Praeger Publications, London.
- 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.
- William Baskaran M (1998), *Shanti Sena*, Gandhi Media Centre, Madurai.

**18GPSP0415 - SCIENCE AND TECHNOLOGY AND HUMAN ETHICS
(4 Credits)**

Objectives

- To enable students to understand the present status of Science and Technology
- To explore the importance of human values and ethics in the era of Science and Technology
- To instill human values and ethics in the domain of Science and Technology.

Learning Outcome:

Students will be able to

- 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.

Unit 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.

Unit 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/Jihad Vs. Mac World, Anti-science and Scientific fundamentalism.

Unit 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.

Unit 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.

Unit 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.

TEXT BOOKS:

- Bandhu P. Ed., (2011), *Back to Basics: A J.C.Kumarappa Reader*, Odyssey, Udhagamandalam, India.
- Bryan Teixeira, (1992), *A Gandhian Futurology- A Futurology of Nonviolence*, The Valliammal Institution, Madurai.
- George S.K. and G.Ramachandran, (1992), *The Economics of Peace: The Cause and the Man*, Peace Publishers, New Delhi.
- Schuhmacher E.F.,(1990), *Small is Beautiful: A Study of Economics as if People Mattered*, Rupa & Co. Kolkata.
- Theodore F. Lentz, (1970), *Towards a Science of Peace*, Navachetna Prakashan, Varanasi.

REFERENCES:

- Daniel B. Botkin, (2000), *Environmental Science: Earth as a Living Planet*, Wiley Eastern Company Ltd., New York.
- Gandhi M.K., (1939), *Hind Swaraj or Indian Home Rule*, Navajivan Publishing House, Ahmedabad, II edition.
- Gandhi M.K., (V.B. Kher, Ed.), (1957) *Economic and Industrial Life and Relations (3Vols.)*, Navajivan Publishing House, Ahmadabad.
- Kumarappa J.C., (1948), *Science and Progress*, All India Village Industries Association, Maganvadi.
- Unnithan T.K.N.,Ed., (1988), *Human Values Through Education*, Gujarat Vidyapith, Ahmadabad.

**18GPSP0416 - GLOBAL TERRORISM, WAR AND PEACE
(4 Credits)**

Objectives:

- To make the students understand the conceptual framework of war, Terrorism and Peace.
- To comprehend the causes and effects of war, Terrorism and Peace.
- To enable the students to identify various alternatives to the above said problems.

Learning Outcome:

Students will be able to

- 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 different experiments and ways as an alternative to war and terrorism
- Get motivated to work for peace, disarmament and abolition of weapons

Unit 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: Conventional and Non conventional - Conventional: guerilla war, Battle with conventional weapons, Non-conventional (WMD): Nuclear war, chemical war, Biological war, Space/star wars, Electronic war and robotic war - Kind of wars: civil war, Racial and ethnic war, State war, World war, Cold war, Resource war, War on terrorism.

Unit II Causes and Effects of War: Imperialism, Colonialism, Aggressive Nationalism, Territorial dispute, Economic interests, Ideology, Resource conflicts: Water, Oil, Minerals, Religious, ethnic and cultural identity, Role of Military Industrial complex & arms trade - Impacts of war - Major wars: World wars I & II,, Gulf wars I & II, Korean war, Vietnam war, India-China war, Indo-Pak wars - End of War and Peace Agreements - Gandhiji's views on war, nuclear weapons and Shanti Sena.

Unit III Terrorism: Definition - Forms of terrorism: Ideological, Political: Colonialist, Endemic, Vigilante, Nationalistic & Secessionist, revolutionary, State: State sponsored, International/Transnational, Authorized, Religious: Fanaticism, Holy war, Criminal: Narco, Commercial, Sheer individual, Psychotic, Nuclear terrorism - Methods of terrorism - Common features of terrorism.

Unit IV Causes and Effects of Terrorism: Political, Economic, Social, Religious, Psychological, Mass Media, Modern Technology – Government approaches and efforts to combat terrorism: Counter terrorism & insurgency at national and International levels – Impediments in challenging terrorism – Nonviolent response to terrorism: views of Gandhi on terrorism, Nonviolent way of conflict resolution, Nonviolent struggles, Nonviolent defense/Civilian Defense, Shanti Sena and Peace education.

Unit V Alternatives to Terrorism & War: Peace movements: NGOs, INGOs Religious organizations and Citizens forum, Diplomacy, Peace talks and Peaceful Resolution of Conflicts - Disarmament and Arms Control - International cooperation and Organizations: United Nations Security Council and Peace Keeping Operations, Collective security, International law and court.

TEXT BOOKS:

- Charles R.Beitz and Theodore Herman (ed.), (1973) Peace and War, W.H.Freeman and Company, San Francisco.
- David P. Barash & Charles P.Webel, (2009) Peace and Conflict Studies, Sage Publications Inc., California, USA.
- David P. Barash, (1991), Introduction to Peace Studies, Wadsworth Publishing Company, USA.
- Lutz James, Lutz Brenda,(2013), Global Terrorism, Routledge,.
- Weinberg Leonard, (2012), Global Terrorism: A Beginner's Guide, One World Publishers,.

REFERENCES:

- Farnes Russel, (2017), Nationalism, Ethnicity and Identity: Cross National and Comparative Perspectives, Transaction Publisher,.
- 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,
- Verinder Grover (ed.) (2002), Encyclopaedia of International Terrorism 3 Vols., Deep & Deep Publications Pvt. Ltd., New Delhi.
- William Baskaran M., (2004), Indian Perspectives on Conflict Resolution, Gandhi Media Centre, Thiruvananthapuram.

18GPSP0417 - RESEARCH IN GANDHIAN AND PEACE STUDIES
(2 Credits)

Objectives

- 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 area for specialization and in-depth study

Learning Outcome:

Students will be able to

- Explore the possibility of choosing appropriate methodology to pursue Gandhian and Peace research
- Examine the research areas in the field of Gandhian Studies
- Gain knowledge and interest to pursue Peace and Conflict research

Unit I Peace Research: Definition - History - Qualifications for peace researcher - Major approaches: Unitary, Interdisciplinary 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.

Unit 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.

Unit III Experiments in Constructive Work: Gandhian alternatives to major issues of India and abroad - Khadi and Village Industries - Appropriate Technology and Sustainable Development - Rural development - Development issues, Environmental issues - Life Style issues and alternative medicines (naturopathy, yoga) Health, Sanitation and Hygiene - Ethics and Values - Basic Education and Peace Education - Vision of new world order and system.

Unit IV International Peace Movements: Peace Building by NGOs and INGOs - Environment issues, Ecological wellbeing and movements - Human Rights issues and organizations - Feminism and peace - Nonviolent leaders and struggles - Poverty and Economics of peace and security - Globalization and its impact on developing nations - North - South relations - Race, Ethnicity and civilization conflicts - Peace Building stories around the world.

Unit 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.

TEXT BOOKS:

- Biswas, S.C. (Ed) (1969), Gandhi, Theory and Practice -Social impact and Contemporary Relevance, Indian institute of Advanced Study, Simla.
- David P. Barash, (1991), Introduction to Peace Studies, Wadsworth Publishing Company, USA.
- James Schellenburg, (1996), Conflict Resolution: Theory, Research and Practice, State University of New York Press, Albany.
- Mathai M.P., (2000), Mahtma 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.

REFERENCES:

- David P. Barash & Charles P.Webel, (2009) Peace and Conflict Studies, Sage Publications Inc., California, USA.
- Gene Sharp, (1979), Gandhi as a Political Strategist, Porter Sargent Publishers Inc, Beacon st. Boston.
- Geoffery Ostergaard, (1985), Nonviolent Revolution in India, Gandhi Peace Foundation, New Delhi.
- Tendulkar D.G., (1967), Abdul Ghaffar Khan: Faith is Battle, Gandhi Peace Foundation, Bombay.
- Vinoba Bhave, (1963), Shanti Sena, Sarva Seva Sangh Prakashan, Varanasi.

**18GPSP0418 DISSERTATION
MODULAR COURSES**

(OFFERED BY THE CENTRE FOR GANDHIAN STUDIES DURING III & IV SEMESTERS)

**18GPSP03M1 - SKILLS AND METHODS FOR CONFLICT RESOLUTION (MC)
(2 Credits)**

Objectives:

- To enable the students to understand the causes and effects of conflicts creatively and insightfully
- To equip them to take appropriate measures and steps to resolve the conflicts effectively and transform them.

Learning Outcome:

Students will be able to

- Understand and analyze the different dimensions of conflicts
- Diagnose and resolve conflicts effectively
- Become a good facilitator to transform conflicts and build peace and reconciliation

Unit I Conflict Analysis: Understanding conflict - Conflict and Violence triangle - Conflict analysis tools: Conflict Wheel, Conflict Tree, Conflict Mapping, Escalation Model - Conflict Perspective Analysis (CPA) - Needs-Fears Mapping and Multi-Causal Role Model.

Unit II Diagnosing: Finding root causes - Conflict map, description and analogy - Mayer's lens analogy – Communication - Interest/Rights and Power – personality – cognition - structural and cultural - Conflict impact assessment and Joint costing.

Unit III Conflict Resolution Process: Dispute resolution – Alternative Dispute Resolution (ADR), Negotiation: bargaining, persuasion, consensual building, exploring and choosing alternatives, decision making, transforming competitive negotiation to collaborative negotiation.

Unit IV Mediation: Facilitation process: essentials, stages, strategies and methods - functions of mediators - models of mediation: interest based and right based - responsibilities of a facilitator: facilitative and evaluative, planning - drafting agreements: preparing draft agreements, finalizing agreements and implementation and evaluation.

Unit V Reconciliation and Peace Building: Truth and Reconciliation - different aspects of reconciliation: religious, socio-cultural, economic, political, psychological and juridical - preparing parties for reconciliation: mutual recognition of suffering, openness, victim and victimizer meet, forgiveness, healing of hurt, envisioning the future, rehabilitation - building peace resources and establishing the culture of peace and nonviolence.

TEXT BOOKS:

- Asish Kumar Das, (2008), *Contemporary Conflict Resolution*, Sarup & Sons, New Delhi.
- David P. Barash & Charles P. Weber, (2009) *Peace and Conflict Studies*, Sage Publications Inc., California, USA.
- David P. Barash, (1991), *Introduction to Peace Studies*, Wadsworth Publishing Company, USA.
- Gary T. Furlong, (2005), *The Conflict Resolution Tool Box*, Wuley India (P) Ltd., New Delhi.
- Kenneth E. Boulding, (1962), *Conflict and Defence*, Harper and Row Publishers, New York.

REFERENCES:

- James Schellenburg, (1996), *Conflict Resolution: Theory, Research and Practice*, State University of New York Press, Albany.
- Johan Galtung, (1958), *Theories of Conflict, Definitions, Dimensions, Negations, Formations*, Columbia University,
- Johan Galtung, (1992), *The Way is the Goal: Gandhi Today*, Gujarath Vidyapith, Ahmedabad.
- Paul Wehr, (1979), *Conflict Regulation*, Westview Press, USA.
- Thomas Weber, (1991), *Conflict Resolution and Gandhian Ethics*, The Gandhi Peace Foundation, New Delhi.

18GPSP03M2 - INDIAN RELIGIONS AND PEACE (MC)
(2 Credits)

Objectives:

- 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 and harmony.
- To comprehend the importance of communal harmony and peace.

Learning Outcome:

Students will be able to

- Understand the meaning and purpose of religion.
- Learn the basic concepts and practices of Hinduism, Buddhism, Jainism and Sikism.
- Understand the inter-relatedness of different Indian religions.
- Get exposure about the contribution of religions towards peace and harmony.

Unit I Religion: Concept - God and Religion - Significance - Monotheism, Polytheism, Agonistic - Major Religions in India: Hinduism: Six Divisions of Hinduism - Scriptures in Hinduism - Hindu Beliefs: Four goals of life: Dharma, Artha, Karma, and Moksha - Four Stages of Life: Bhramacharya, Grahastha, Sannyasa, Vanaprastha - Three ways to reach reality, God and Man: Avathara to establish Dharma - Religious Practices: Worship, Temples and Temple Worship, Festivals and Pilgrimages, Rights and Customs, Unity in Diversity.

Unit II Buddhism: Life and Teachings of the Buddha: Shila (good conduct), Samadhi (meditation), Prajna (cultivating insights) - Four Arya Satyas (Four noble Truths), Arya Astangika Marga (Noble eight fold path) Pratityasamutpad (37 Bodhipaksiya - Dharmas), 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 Peace - Neo Buddhist Traditions.

Unit 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 Fundamentals - Triratna: Samyag Darsana, Jnana and Caritra - Anekantavada and Syadvada - Five kinds of Knowledge: Mati, Sruti, Avadhi, Manahparyaya and Kevalajnana - Jaina Architecture and Iconography - Status of Women in Jainism - Jainism and Ecology - Impact of Buddhism on Society and Peace.

Unit IV Sikhism: Origin and development of Sikism - Role of 10 Gurus - Teachings of Guru Nanak: Oneness of God. Ek Onkar Brotherhood of Mankind, Role of Khalsa and 'Langar' - Place of '*Adi Granth*' - Panca - Kakara: Resh (uncut hair), Kangha (comb), Kaccha (short drawer), Kara (iron bangle) and Kirpan (small sword) Two major divisions of Sikism: 'Nanakpanthis' or 'Sahajdharis' and 'Keshdharis' or 'Khalsa' - Different sects of Sikism.

Unit V Religions and Peace: Peace 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.

TEXT BOOKS:

- Bapat P.V., ed., (1956), *2500 Years of Buddhism*, Publication Division, Govt. of India, New Delhi.
- Homer A.Jack, Ed., (1956), *Religions and Peace – Papers from National Inter-Religious Conference on Peace*.
- Homer A.Jack, Ed., (1983), *Religion in the Struggle for World Community*, WCRP.
- Jeyapragasam S., Ed., (1991), *World Religions.*, The Valliammal Institution, Madurai,
- John B.Taylor & Gunther Gebhardt., *Religions for Human Dignity and World Peace*, World Council of Churches, Geneva.

REFERENCES:

- Gandhi M.K., *In Search of the Supreme*, (3 vols.), (1952), Navajivan Publishing House, Ahmadabad.
- Owen W. Cole and Sambhi Piara Singh, (1978), *The Sikhs: Their Religious Beliefs and Practices*, Routledge and Kegan Paul, London
- Radhakaishnan S., (1960), *Hindu Dharma.*
- Sir. Charles Eliot, (1954), *Hinduism and Buddhism*, Routledge, London.
- William James, (1985), *The Varieties of Religious Experience*, Mass Harvard University Press, Cambridge.

18GPSP04M1 - TRAINING FOR NONVIOLENCE AND PEACE (MC)
(2 Credits)

Objectives:

- To make the students to learn Non-violence and Peace.
- To make them understand Practice of Nonviolent Action.
- To expose various Satyagraha Techniques practised by Mahatma Gandhi.

Learning Outcome:

Students will be able to

- Promote them as a Nonviolent Trainer.
- Transform themselves into Peace Brigades.

Unit I Nonviolence Introduction - Principles of Nonviolence - Nonviolence: True and False
Spiritual Dimensions of non - violence - Political Scope of Non - violence.

Unit II Practice of Nonviolence Action: Nonviolent Action Studies - Concept of Nonviolence -
A theory of Nonviolence Action.

Unit III Satyagraha: A New way of life and Technique for Social Change - Bardoli Satyagraha,
Champaran Satyagraha, Kheda, Dharasana, Flag, Guruvayur Satyagraha - Non
Cooperation Movement, Quit India and Salt Satyagraha.

Unit IV Gandhi and Global Peace - Religion and Spirituality - Gandhian vision of Peace - Peace
Paradigms - Martin Luther King's Nonviolent Struggle - Case Studies of Nonviolence -
Developing a culture of Peace and Non-violence through Education.

Unit V Shanti Sena - Peace Army - History of the Shanti Sena - Peace Keeping and Shanti
Sena - Ideological Basics of Shanti Sena - Lessons from Shanti Sena - Shanti Sena in GRI.

TEXT BOOKS:

- Narayan Desai, (1962), Shanti Sena in India, Sarva Seva Sangh Prakashan, Varanasi.
- Narayan Desai, (1963), A Hand Book for Shanti Sainiks, Sarva Seva Sangh Prakashan, Varanasi.
- Radhakrishnan N., (1997), Gandhian Nonviolence: A Trainer's Manual, Gandhi Smiriti and Darshan Samiti, New Delhi.
- Suresh Ram, Vinoba and his Mission, Sarva Seva Sangh Prakashan, Varanasi.
- Thomas Weber (1996), Gandhi's Peace Army : The Shanti Sena and Unarmed Peacekeeping Varanasi.

REFERENCES:

- Arunachalam K., (1985), Gandhi - The Peace Maker, Gandhi Smarak Nidhi, Madurai.
- Narayan Desai, (1972), Towards Non-Violent Revolution, Sarva Seva Sangh Prakashan,
- Radhakrishnan N., (1989), Gandhi and Youth: The Shanti Sena of GRI, Gandhigram Rural Institute, Gandhigram.
- 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 and New Delhi.

18GPSP04M2 - GANDHIAN WAY OF MANAGEMENT (MC)
(2 Credits)

Objectives:

- 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.

Learning Outcome:

Students will be able to

- Understand the meaning, definitions and concept of modern and Gandhian Way of Management.
- Know the objectives of planning and the Gandhian Concept of Micro level planning.
- Gain knowledge on corporate social responsibility.
- Learn the advantage of trusteeship management in Gandhian Organizations.

Unit I Meaning and Definition of Management - Concept of Modern Management - Gandhian Concept of Management - Different facets of Gandhiji - as a leader, organizer and administrator - Oceanic Circle vs. Pyramidal Model.

Unit 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.

Unit III Corporate Social Responsibility - Importance of building human relations - Gandhi as a Conflict Resolver and Problem Solver - Gandhian concept of development and Conflict Management.

Unit IV Concept of Trusteeship - Salient features of Trusteeship Management - Personnel Management in Trusteeship - Advantages of Trusteeship over Corporate Ownership.

Unit V Gandhian Way of Management - Management of his Ashrams in South Africa and India- Management of All India Congress Committee - Harijan Sevak Sangh - All India Spinners' Association - Examples of Trusteeship Management - Experiments of Sarvodaya Sanghs, Sarva Seva Sangh, ASSEFA and other Gandhian/Sarvodaya Organizations.

TEXT BOOKS:

- Arunachalam, K., (1985), *Gandhian Economics*, Sarvodaya Ilakkiya Pannai, Madurai.
- Bose, Nirmal Kumar, (1948), *Gandhiji's Concept of Trusteeship*, Bhangiya Pradeshik Chatra Samshid, Calcutta.
- Gandhi, M.K.,(1946), *Trusteeship*, Navajivan Publishing House, Ahmadabad.
- Sethi, J.D., (1986), *Trusteeship: The Gandhian Alternative*, Gandhi Peace Foundation, New Delhi.
- Thomson, Mark, (1993), *Gandhi and his Ashrams*, Popular Prakashan, New Delhi.

REFERENCE:

- Arunachalam, K., (1985), *Khadi Economics: A few Aspects*, Gandhi Literature Society, Madurai.
- Gandhi, M.K., (1936), *Khadi – Why and How?*, Navajivan Publishing House, Ahmedabad
- Kumarappa, J.C., (1962), *Gandhian Economic Thought*, Sarva Seva Sangh Prakashan, Varanasi.
- Ramachandran & George S.K., (1952), *Economics of Peace: The Cause and the Man*, Sarva Seva Sangh Prakashan, Varanasi.
- Upadhyaya R.P., (1976), *Social Responsibility of Business and the Trusteeship Theory of Mahatma Gandhi*, Sterling Publishers, New Delhi.

MAJOR ELECTIVES

(OFFERED BY THE CENTRE FOR GANDHIAN STUDIES DURING III SEMESTER)

18GPSP03E1 - SKILLS FOR COUNSELLING AND PSYCHOTHERAPY (ME) (4 Credits)

Objectives

- To impart counseling skills to students
- To enable them to help people with intra-personal conflicts in facing the challenges of present working environment and culture
- To make them familiar with counseling skills for effectively handling intra-personal and interpersonal conflicts

Learning Outcome:

Students will be able to

- Understand the principles and relevance of Counselling
- Learn the processes and skills of individual and group counselling
- Understand the counselling therapies
- Get exposure to different fields of counselling to become an effective counsellor.

Unit I Counselling: Definition - Need for counselling - Principles and approaches (Directive, non directive and eclectic) - counselling as helping relationship (role of counsellor and client) - Indigenous methods and other related fields (Psychotherapy, Advising, Guidance, Clinical Psychology) - Counselling ethics.

Unit II Counselling process: Beginning phase - Initiating contact, initial rapport, Establishing structure, Interaction, active listening - Verbal and non verbal communication - Silence and reflection - Paraphrasing - Questioning - Confrontation - Self-disclosure and Immediacy.

Unit III Action Phase: Identifying concern, Goal setting, Long term goal and short term goal, Evaluating goal - Possible outcome and positive and negative consequences of goal, Process of goal - Sub goal, steps to goal and evaluating steps - The End Phase: Review, Evaluation, Referral and Termination - Group counselling: Meaning, Purpose, Structuring groups process, Advantages and limitations and issues of group counseling.

Unit IV Counselling therapies: Behavioural approach - Transactional analysis - psycho-Analytic approach - Cognitive approach and Humanistic approach - Professional preparation for counselling: self esteem, prevention of burn out, skills in guidance and training for professional settings.

Unit V Counselling for Special Groups: Marriage Counselling - Counselling the alcoholics and drug addicts - Counselling the student and youth - Improving personal effectiveness and peer group counseling - AIDS counseling - Counselling the disaster and accident victims - terminally ill people - people with stress and suicidal tendency.

TEXT BOOKS:

- Bryan Teixeira, Dr., Ananthi B.Dr. & Jeyapragasam S.Dr., (2006), Text Book on Basic Counselling Skills, The Valliammal Institution, Madurai.
- Currie J., (1978), Barefoot Counselling - A Primer in Building Relationship, Asian Trading Corporation, Bangalore.
- Eugene Kennedy & Sara C. Charles, (2001), On Becoming A Counsellor, Better Yourself Books, Mumbai.
- Harms E Schreiber. Handbook of Counselling and Techniques, Pergamon Press, Oxford.
- Richard Nelson-Jones, (2003), Practical Counselling and Helping Skills, Better Yourself Books, Mumbai.

REFERENCES:

- Barki B.G. and B. Mukhopadhyaya. (1991), Guidance and Counselling: A Manual, Sterling Publishers, New Delhi.
- Carkhuff R.R., (1983), The art of Helping, Better yourself Book, Carkhuff Institute of Human Technology, Bombay.
- Fuster J.M., (1980), Personal Counselling, St.Paul Publications, Bombay.
- Indu Dave, (1991), The Basic Essentials of Counselling, Sterling Publishers, New Delhi.
- Narayana Rao S., (1997), Counselling and Guidance, Tata McGraw Hill Publishing Company Ltd., New Delhi.

18GPSP03E2 - SCIENTIFIC YOGA AND MEDITATION FOR PEACE (ME)
(4Credits)

Objectives:

- To introduce the students about the skills and art of Yoga and Meditation.
- To make them acquire and promote peace at different spheres of life.
- To create a cadre of disciplined, pro-active and peaceful youth to create a Nonviolent Social Order.

Learning Outcome:

Students will be able to:

- Understand the meaning, definition and benefits of Yoga and Meditation.
- Undertake an in-depth study of Patanjali's 'Yogasutras' including the 'Eight Fold Path' (Astanga Yoga) of Yoga.
- Acquire knowledge on the meaning and various dimensions of Meditation.
- Study in-depth the different dimensions of Peace through Yoga and Meditation including the Gandhian Way of Peace.
- Undergo practical training in Yoga, Pranayama, and Meditation.

Unit I Yoga: Meaning and Definition of Yoga - Aims and Objectives of Yoga - History of Yoga - Paths of Yoga - Bhakthi Yoga (Devotional Path) - Gnana Yoga (Wisdom Path) - Karma Yoga (Selfless Service Path) - Raja Yoga - (Psychic Path) - Hatha Yoga (Eight Limbed Psycho-somatic Path).

Unit II Patanjali's "Yoga Sutras" - Eight Limbs of Yoga - Yama (Social Disciplines/Moral Precepts) - Niyama (Personal Observances) - Asana (Postures) - Pranayama (Control of Vital Force) - Prathyahara (Withdrawal of the Senses) - Dharana (Concentration) - Dhyana (Meditation) - Samadhi (Super Consciousness)

Unit III Meditation - Definition of Meditation - Meaning of Meditation - Aims and Objectives of Meditation - Meditation in different religious traditions - Meditation in Hinduism - Buddhist - Jaina Meditation Techniques - Zen Meditation - Meditation in Christianity - Islamic Meditative Techniques - Meditation in Sikhism and Baha'i Traditions - Quaker Meditation - Transcendental Meditation - Walking Meditation - Akem Meditation - Hatha Hum Meditation.

Unit IV Meaning of Peace - Definition of Peace - Individual Peace - Familial Peace - Societal Peace - Global Peace - Holistic Peace - Positive and Negative Aspects of Peace - Gandhian Concept of Peace - Yogasana for Peace - Meditation for Peace - Pranayama and Psychogenic Relaxation Techniques for Physical, Mental, Emotional and Holistic Peace.

Unit V Practicals: Yogasanas (Psycho Physical Postures) - Standing/Sitting/Prone/Supine Postures - Pranayama and Meditation - Om Meditation - So Hum Meditation - Vipasana Meditation - Preksha Dhyana - Transcendental Meditation - Akem Meditation - Hatha Hum Meditation - Christian Prayer - Islamic Payer.

TEXT BOOKS:

- Chandrasekaran Dr., *Sound Health through Yoga*.
- Gandhi M.K., *Key to Health*, Navajivan Publishing House, Ahmadabad.
- Iyengar B.K.S., (2008), *Light on Pranayama*, Harper Collins Publishers India, New Delhi.
- Swami Satyananda Saraswathi, (2002), *Dynamics of Yoga*, Yoga Publication.
- Swami Sivananda Saraswathi, (1934), *Yoga Asanas*, My Magazine of India, Madras.

REFERENCES:

- Swami Kavalayananda, (1970), *Asanas*, Ghoshiyananda Samith, Pune.
- Swami Kavalayananda, (1970), *Pranayama*, Ghoshiyananda Samith, Pune.
- Swami Sivananda, *Practical Lessons in Yoga*.
- Swami Vishnudevananda, *The Complete illustrated Book of Yoga*.
- *Yoga*, (1991), Vivekananda Kendra, Kanyakumari,.

18GPSP03E3 - NGO MANAGEMENT (ME)

(Credits 4)

Objectives:

- To give exposure to students in Conceptual Framework of NGO Management.
- To impart knowledge on different types of NGOs

Learning Outcome

Students will be able to:

- Know various skills and administrative abilities in managing NGOs.
- Understand the concept, types and management of NGOs.
- Gain knowledge on fund raising for Development activities of NGOs.

Unit I Concept of NGO and Voluntary Organizations - Origin and growth of NGOs - Types of NGOs - Methods of registering NGO under trust and society.

Unit II Management of NGOs - Art of running NGOs - Need for NGOs - Role and functions of NGOs - Assessment, Analysis and steps involved in the preparation of project proposal for funding under NGO - National Policy on voluntary organizations - Code of ethics and values for NGOs - Management problems of NGOs.

Unit III NGOs in India - Recent trends - Participation of NGOs in developmental activities - NGO model for development - Impact of NGOs in India and abroad.

Unit IV Need based programmes and activities of NGOs - Community organizations - Information, Education and communication (IEC) materials for capacity building - programme Planning, Implementation, Monitoring, Evaluation and Dissemination.

Unit V Fund raising for development activities - problems involved in fund raising - Donor agencies in India like CAPART and NABARD - International funding agencies like Action Aid, Overseas development assistance, UNICEF, World Bank and Ford foundation.

TEXT BOOKS:

- Chowdhry, D. Paul, (1998), "Role of NGOs in National Development", Social Welfare.
- Jeffrey Avina, "The Evolutionary Lifecycles of Non-Governmental Development organizations", *public administration and Development*, IIPA, New Delhi.
- Kapoor A.K. (1997), Rural Development Through NGOs, Rawat publication, New Delhi.
- Lawani.B.T. (1999), NGOs in Development, Rawat Publication, Jaipur.
- Narayana, E.A. (1990), Voluntary Organizations and Rural Development in India, Uppal publishing house, New Delhi.

REFERENCES:

- Elizabeth Menon, (1992), Voluntary Sector Grass Roots Development in Tamilnadu, Veludray: CPR Environment Education centre.
- Jai B.R. Sinha, R. Mishra and Suman K. Singh, "Structure and Functions of Development, Oriented Voluntary Organizations", *Loyala Journal of Social Sciences*, Chennai.
- Kapoor A.K and Dharamvir Singh, (1997), Rural Development through NGOs, Rawat publication, Jaipur and New Delhi.
- Oza, D.K. (1991), Voluntary Action and Gandhian Approach, National Book Trust, India.
- Satya Sundram, I. (1986), Voluntary Agencies and Rural Development, B.R. Publishing corporations, New Delhi.

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