

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
2021 - 2022 onwards

**M.A. GANDHIAN STUDIES AND PEACE SCIENCE (GS & PS)
COURSE PROFILE AND SCHEME OF EXAMINATIONS - 2021 - 2022**

| Course Status | Course Code No. | Course Title | No. of Credits | No. of Classes | CFA Marks | ESE Marks | Total Marks |
|----------------|-----------------|---|----------------|----------------|------------------|------------|-------------|
| FIRST | | | | | | | |
| C | 21GTPP0101 | Life, Work and Experiments of Mahatma Gandhi | 4 | 4 | 40 | 60 | 100 |
| | 21GTPP0102 | Peace Science and Peace Building | 4 | 4 | 40 | 60 | 100 |
| | 21GTPP0103 | Theories and Praxis of Gandhian Thought | 4 | 4 | 40 | 60 | 100 |
| | 21GTPP0104 | Conflictology and Conflict Transformation | 4 | 4 | 40 | 60 | 100 |
| | 21GTPP0105 | Gandhian Concept of Society, Religion and Civilization | 4 | 4 | 40 | 60 | 100 |
| | 21GTPP0106 | Introduction to Social Sciences | 3 | 3 | 40 | 60 | 100 |
| | 21ENGP00C1 | Communication and Soft Skills | 2 | 2 | 50 | - | 50 |
| CNCC | 21GTPP01F1 | Field Visit | - | 2 | 50 | - | 50 |
| | | | 25 | 27 | 340 | 360 | 700 |
| SECOND | | | | | | | |
| C | 21GTPP0207 | Gandhian Economics and Alternative Development Paradigm | 4 | 4 | 40 | 60 | 100 |
| | 21GTPP0208 | Satyagraha for Peace and Justice | 4 | 4 | 40 | 60 | 100 |
| | 21GTPP0209 | Constructive Programmes and Reconstruction of Humanity | 4 | 4 | 40 | 60 | 100 |
| | 21GTPP0210 | Gandhian Approach to Health, Sanitation and Nature Cure | 4 | 4 | 40 | 60 | 100 |
| | 21GTPP0211 | Indian Religions, Peace and Nonviolence | 4 | 4 | 40 | 60 | 100 |
| Ele-Gen | | Electives - Generic | 3 | 3 | 40 | 60 | 100 |
| CNCC | 21GTPP02F2 | Field Work | - | 2 | 50 | - | 50 |
| | | | 23 | 25 | 290 | 360 | 650 |
| THIRD | | | | | | | |
| C | 21APRP0001 | Research Methods | 4 | 4 | 40 | 60 | 100 |
| | 21APRP0002 | Applied Statistics | 4 | 4 | 40 | 60 | 100 |
| | 21GTPP0312 | Educational, Environmental Issues and Gandhian Alternatives | 4 | 4 | 40 | 60 | 100 |
| | 21GTPP0313 | Concept of Power, Panchayati Raj and Local Self Governance | 4 | 4 | 40 | 60 | 100 |
| Ele-DC | 21GTPP03DX | Electives - Discipline Centric | 3 | 3 | 40 | 60 | 100 |
| MC | 21GTPP03MX | Modular Course | 2 | 2 | 50 | - | 50 |
| VPP | | Village Placement Programme (VPP) | 2 | 2 | 50 | - | 50 |
| CNCC | 21GTPP03F3 | Field Work | - | 2 | 50 | - | 50 |
| | | | 23 | 25 | 350 | 300 | 650 |
| FOURTH | | | | | | | |
| C | 21GTPP0414 | Nonviolent Experiments and Development in Post Gandhian Era | 4 | 4 | 40 | 60 | 100 |
| | 21GTPP0415 | Science & Technology and Human Ethics for Peace and Development | 4 | 4 | 40 | 60 | 100 |
| | 21GTPP0416 | War, Terrorism and Peace | 4 | 4 | 40 | 60 | 100 |
| | 21GTPP0417 | Internship | 4 | 4 | 40+ 40+ 20 | - | 100 |
| MC | 21GTPP04MX | Modular Course | 2 | 2 | 50 | - | 50 |
| C | 21GTPP0418 | 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: 25+ 23+ 23 + 24 Total: 95.

* 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 |
| 21GTPP03M1 | Gandhian Way of Management | 2 | 2 | 50 | - | 50 |
| 21GTPP03M2 | Skills and Methods for Conflict Resolution | 2 | 2 | 50 | - | 50 |
| 21GTPP03M3 | Institutions and Organizations for Peace and Nonviolence | 2 | 2 | 50 | - | 50 |
| 21GTPP04M1 | Research Areas in Gandhian and Peace Studies | 2 | 2 | 50 | - | 50 |
| 21GTPP04M2 | Culture of Peace and Nonviolence | 2 | 2 | 50 | - | 50 |
| 21GTPP00H1 | Human Values and Professional Ethics | 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 |
| 21GTPP03D1 | Skills for Counseling and Psychotherapy | 3 | 3 | 40 | 60 | 100 |
| 21GTPP03D2 | Scientific Yoga Meditation for Peace | 3 | 3 | 40 | 60 | 100 |

FIRST SEMESTER

21GTPP0101 - 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 familiarized 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 1 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 2 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 3 Gandhi as a Reformer and an Activist: Ashrams as Coaching Places for 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 - As a Shanti Sainik, Last Fast - Martyrdom.

Unit 4 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 5 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.

REFERENCES:

- Chandran D.S., Devanesen and Rajmohan Gandhi, (2017), *The Making of the Mahatma* (Second Edition), Orient BlackSwan, New Delhi.
- 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, Ahmadabad.
- -----,(2019) *Mahatma Gandhi - His Life, Writings, and Speeches* Paperback , Diamond Publishers
- -----, (1969), *Hind Swaraj or The Indian Home Rule*, Navajivan Publishing House, Ahmedabad.
- -----, (1982), *Satyagraha in South Africa*, Navajivan Publishing House, Ahmedabad.
- -----,(2009), *An Autobiography or The Story of My Experiments with Truth*, Navajivan Publishing House, Ahmedabad.
- -----, (2015), *The Collected Woks 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.
- 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.
- Roman Rolland, (2010), *Mahatma Gandhi*, Maple Press. New York.
- *The Collected Works of Mahatma Gandhi*, (ed) 103 Vols. Publication Division, Govt. of India.

Web Link:

- www.mkgandhi.org
- https://www.mkgandhi.org/ebks/gandhian_thought.pdf

Films:

- Richard Attenborough, **Gandhi**.
- Syam Benegal, **Making of The Mahatma**.

**21GTPP0102 - PEACE SCIENCE AND PEACE BUILDING
(4 Credits)**

Objectives:

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

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 builders of peace.

Unit 1 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 2 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 3 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 4 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.

Unit 5 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.

REFERENCES:

- 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.
- Donald Markwell, John Maynard Keynes and International Relations, (2006), *Economic Paths to War and Peace*, Oxford: Oxford University Press.
- Ehrlich Robert, (1985), *Waging Nuclear Peace: The Technology and Politics of Nuclear Weapons*, State University of New York Press, Albany.
- (1999), *European Centre for Conflict Resolution*, Utrecht, The Netherlands.
- Galtung, J.,(1996), *Peace by peaceful means: Peace and conflict, Development and civilization*, Sage Publications.
- -----, (1958), *Theories of Conflict, Definitions, Dimensions, Negations, Formations*, Columbia University.
- James Schellenburg, (1996), *Conflict Resolution: Theory, Research and Practice*, State University of New York Press, Albany.
- [John Paul Lederach](#) (1996), *Preparing for Peace*, Syracuse University Press.
- Kader Asmal & et.al., (1996), *Reconciliation through Truth: A Reckoning of Apartheid's Criminal Violence*, David Philip Publishers, Cape Town.
- 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.
- Richard Falk, (2012), *The Writings of Richard Falk*, Orient Blackswan Private Limited, New Delhi.
- Theodore F. Lentz,(1970), *Towards a Science of Peace*, Navachetna Prakashan, Varanasi.
- [Wolfgang Dietrich](#), (2012), *Interpretations of Peace in History and Culture*, Palgrave Macmillan, London.

Web Link:

- www.mkgandhi.org
- <https://peacesciencedigest.org/>
- <https://www.usip.org/publications/1999/09/chiapas-web-links>

**21GTPP0103 - THEORIES AND PRAXIS OF GANDHIAN THOUGHT
(4 Credits)**

Objectives:

To enable students to

- Understand and appreciate the principles and practices of Gandhi and the present day relevance of his visions and experiments.
- Develop character and attitude to adopt and follow the Gandhian Values and practice them 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 and innovations.
- Pursue Gandhian alternatives to contemporary issues and problems.

Unit 1 Gandhiji's 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, Nonviolent Life Style.

Unit 2 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, Simple Living and High Thinking: Economic Justice and Equality.

Unit 3 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 Constructive Programmes - Nai Talim: Basic Education.

Unit 4 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 & Panchayati Raj: Good Governance, Decentralization of Power and Enlightened Anarchy.

Unit 5 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 - Environmental Decay: Living in Tune With Nature - Globalization: Consumerism and Corruption: Villagism, Swaraj, Simple and Ethical Life, and Unity of Humankind - Ethics and Values in Personal and Public Life.

REFERENCES:

- Anoop Swarup (Ed.), (2016), *Give Nonviolence a Chance: The Journey of Neelakanta Radhakrishnan*, Konark Publishers, New Delhi.
- Ashwin Desai and Goolem Vahed, (2015), *The South African Gandhi: Stretcher-Bearer of Empire*. Stanford University Press.
- 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.
- Brown, Judith M., (1991), *Gandhi: Prisoner of Hope*, Yale University Press.
- -----, (1999), *My days with Gandhi*, Orient Longman, New Delhi.
- Gandhi M.K.,(2009), *An Autobiography or The Story of My Experiments with Truth*, Navajivan Publishing House, Ahmedabad.
- -----,(1982), *Satyagraha in South Africa*, Navajivan Publishing House, Ahmedabad.
- -----,(1945), *Constructive Programme: Its Meaning and Place*, Navajivan Publishing House, Ahmedabad.
- -----, (2009), *Key to Health*, Navajivan Publishing House, Ahmedabad.
- -----, (1983), *Diet and Diet Reform*, Navajivan Publishing House, Ahmedabad.
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- Homer A Jack, (1956), *A Source Book of His Life and Writings: The Gandhi Reader*, Grove Press, New York.
- Kumarappa, J.C., (1967), *Economy of Permanence.*, Sarva Seva Sangh Prakashan, Rajghat, Varanasi.
- -----,(1947), *Village Industries.*, Maganwadi, Wardha.
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- 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.

- Raghavan Narasimhan Iyer, (1987), *The Moral and Political Writings of Mahatma Gandhi*, Oxford University Press, New Delhi.
- Richard B.Gregg, (1949), *The Power of Nonviolence*, Navajivan Publishing House, Ahmedabad.
- Thomas Merton, (1984), *The Nonviolent Alternative*, McGraw-Hill Ryerson, Ltd., Toronto.
- Varma V.P., (1959), *Political Philosophy of Mahatma Gandhi and Sarvodaya*, Lakshmi Narain Agarwal Publications, Agra.
- Vinoba Bhave, (1961), *Shanti Sena*, Akhil Bharat Sarva Seva Sangh Prakashan, Varanasi.
- *The Collected Works of Mahatma Gandhi*, (ed) 103 Vols. Publication Division, Govt. of India.

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21GTPP0104 - 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 1 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.

Unit 2 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.

Unit 3 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 arbitrator - Hybrid Methods - Role of Reconciliation and Nonviolent Direct Action in conflict Resolution.

Unit 4 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.

Unit 5 Skills and Techniques for Conflict resolution and transformation: 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.

REFERENCES:

- Asish Kumar Das, (2008), *Contemporary Conflict Resolution*, Sarup & Sons, New Delhi.
- Carol Tavris, (1989), *Anger: The misunderstood Emotion*, A Touchstone Book, New York.
- 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.
- Elise Boulding, (1988), *Building a Global Civic Culture: Education for an Interdependent World*, Syracuse University Press, and Syracuse, USA.
- Fisher, R and Ury, W, (1986), *Getting to Yes - Negotiating Agreement without Giving in*, Hutchinson Business Books Ltd, London.
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- Johan Galtung, (1992), *The Way is the Goal: Gandhi Today*, Gujarath Vidyapith, Ahmedabad.
- Johan Galtung, *Conflict Transformation By Peaceful Means (Transcend Methods) Participants' Manual and Trainer's Manual*.
- Johan Galtung, *Violence, Peace and Peace Research*, Journal of Peace Research, Vol. 6, No. 3 (1969), pp. 167-191, Sage Publication Ltd.
- John Paul Lederach, (2003), *The Little book of Conflict Transformation*, Good Books, Intercourse, PA.
- Kenneth E. Boulding, (1962), *Conflict and Defence*, Harper and Row Publishers, New York.
- Kurt Lewin, *Resolving Social Conflicts*, Harper & Row Brothers Publishers, New York.
- Lewis Coser, (1956), *Functions of Social Conflict*, Free Press, New York.
- Madhusudan Saharay, (2011), *Text book on Arbitration and Conciliation with Alternative Dispute Resolution*, Universal Law Publishing Co.Pvt. Ltd., New Delhi.
- Mark Gerzon, (2006), *Leading Through Conflict*, Harvard Business School Press, Boston, USA.
- Martin Deutsch, (1973), *The Resolution of Conflict: Constructive and Destructive Process*, Yale University Press, New haven.
- Paul Wehr, (1979), *Conflict Regulation*, Westview Press, USA.
- Robert J Edelman, (2000), *Interpersonal Conflicts at work*, University Press, Hyderabad.
- Thomas Weber, (1991), *Conflict Resolution and Gandhian Ethics*, The Gandhi Peace Foundation, New Delhi.

21GTPP0105 - GANDHIAN CONCEPT OF SOCIETY, RELIGION AND CIVILIZATION (4 Credits)

Objectives:

- To enable the students to understand the Gandhian views on society, religion and ethics.
- To acquire knowledge on True civilization.

Learning Outcomes:

Upon completion of the course the students will be able to

- Understand the Gandhian concept of Society and his alternatives to Social issues.
- Have clear views on religion and God in Gandhian perspective.
- Learn civilization issues and comprehend the Gandhian Concept of true civilization.

Unit 1 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.

Unit 2 Gandhian alternatives to social problems and evils: Child marriage, alcoholism, insanitation, ill - health, poverty, casteism Practice of Untouchability and gender inequality - Relevance of Gandhian Social ideas Seven Social Sins - Gandhian Concept of Social Change - Towards casteless and stateless society.

Unit 3 Religion: Definition and Concept - Role of religion in society - Religious conflicts - Religion and violence - Religious fundamentalism - Fanatism - Religious intolerance.

Unit 4 Gandhi and Religion: Gandhi's Concept of religion - His acquaintance with religions - Views of religion and God: Ethical Religion - Sarva Dharma Sama Bhava - Interfaith relations - Truth is God - Satchitananda - Inter religious prayer - Eleven Ashram Vows.

Unit 5 Civilization: Meaning and definition - Eastern civilization - Western Civilization - Clash of Civilizations - Gandhi's Concept of civilization - True Civilization - Moving towards new Civilization.

REFERENCES:

- 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.
- Desai Mahadev,(2000), *The Gita according to Gandhi*, Navajivan Publishing House, Ahmadabad.
- Edwards, Paul., ed.,(1967), *The Encyclopedia of Philosophy*, Oxford University Press, New York.
- Gandhi, M.K., (1962), *My God*, Navajivan Publishing House, Ahmadabad.
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- Nishikant Kolge, (2017) *Gandhi against Caste: An Evolving Strategy to Abolish Caste System in India* Hardcover, Oxford University Press, India, New Delhi.
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- Radhakrishnan, S., (1968), *Religion and Society*, Vision Books Pvt.Ltd, Delhi.
- Ram Puniyani, (2003), *Communal Politics Facts, versus Myths*, Sage Publication Pvt. Ltd., New Delhi.
- Vivekanand, Swami, (1992), *Necessity of Religion: Religion Today*, Sree Ramakrishna Math, Chennai.
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Web Link:

- www.mkgandhi.org

21GTPP0106 - INTRODUCTION TO SOCIAL SCIENCES
(3 Credits)

Objectives:

- 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 1 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 2 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 3 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 4 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 5 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.

REFERENCES:

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- Perry, John A and Erna K. Perry, (2016), *Contemporary Society*, Routledge, London.

SECOND SEMESTER

21GTPP0207 - GANDHIAN ECONOMICS AND ALTERNATIVE DEVELOPMENT PARADIGM (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, E-F Schumacher's, J.K Mehta's on Gandhian Economics.
- Get knowledge in Gandhian concept of production & decentralization.
- Imbibe some ideas on Trusteeship and corporate responsibility.

Unit 1 Overview on Economic status of south Africa and India:- Meaning of Economics - Types - Communism, Socialism - Gandhian views on Modern - Economics - British rule in South Africa and India - Gandhi and Colonialism - Understanding poverty.

Unit 2 Gandhian Economists:- J.C.Kumarappa's Economic Thought: Man the Individual - Man and the free will - Stages of human development - Scales of values - Division of Labour - Standards of Living; E-F Schumacher's Economic Thought: Decentralized and appropriate technologies, Self-reliant economics - Influence of Mahatma Gandhi and J.C.Kumarappa - J.K Mehta's Economic Thought: Theory of wantlessness as a counter to the western economists - Theory of unlimited wants as the prime mover of economic activity.

Unit 3 Trusteeship:- Fundamentals law of nature - Theory of Trusteeship - Objectives principles - Kinds of property - State regulated Trusteeship - Trusteeship formula - Criticism - Maximum - Satisfaction from limited Resources - Limitation of human wants - Doctrin of non-possession.

Unit 4 Self reliance - Self sufficiency:- Swadeshi - Not against foreign trade - Principle of Neighbourhood, Self - reliance - Economics of Khadi - Gandhi's concept of Machine - Technique of production - Man vs Machine - Gandhian views on Industrialization.

Unit 5 Gandhian Alternative Development Paradigm:- The Dominant Paradigm of development - Paradoxes of the Modern Paradigm of development - Gandhian Alternative - Preparing for Non-violent Direct Action and Economy - Bread, Labour - Motivation for work, Components of Labour and Sarvodaya.

REFERENCE:

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- › Goel, S.K; Gandhian Perspective on Industrial Relations, Shipra Publications, New Delhi, 2002.
- › Iyer, Raghavan; Gandhian Trusteeship In Theory and Practice, Gandhi Peace Foundation, New Delhi, 1986.
- › Kumarappa, J.C; Gandhian Economic Thought, Vora & Company, Bombay, 1951.
- › Kumarappa, J.C; Gandhian Approach to Economics in Philosophy of Work and other Essays, All India village Association, Wardha, 1949.
- › Gandhi, M.K; Harijan (Various Issues) Narayan, Shriman; (ed), The selected works of Gandhi, Navajivan Publishing House, Ahmedabad, 1968.

Web Link:

- › <https://www.ourworldindata.org>
- › <https://www.economicshelp.org>
- › <https://www.globalgreens.org>

**21GTPP0208 - SATYAGRAHA FOR PEACE AND JUSTICE
(4 Credits)**

Objectives:

The purpose of this Course is:

- 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.

Learning Outcome:

Students will be able to

- Understand the concept of Power, Justice, Peace and the evolution of Satyagraha and their relatedness
- Acquire knowledge and understanding about the purpose and strategies of nonviolent struggles undertaken by Gandhiji and others.
- Acquire the skills and abilities to practice Satyagraha.

Unit 1 Concept of 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.

Unit 2 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 Satyagrahies, Rules for Satyagraha, Training Satyagraha - Outcome and other Effects of Satyagraha.

Unit 3 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, Vaikam Satyagraha, Civil Disobedience Movement, Fasting on communal award, Individual Satyagraha and Quit India.

Unit 4 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.

Unit 5 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 - Formers struggle in New Delhi.

REFERENCES:

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- -----, (1982), *Satyagraha in South Africa*, Navajivan Publishing House, Ahmadabad.
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- Thomas Weber, (1991) *Conflict Resolution and Gandhian Ethics*, The Gandhi Peace Foundation, New Delhi.

21GTPP0209 - CONSTRUCTIVE PROGRAMMES AND RECONSTRUCTION OF HUMANITY (4 Credits)

Objectives:

To enable students to

- Understand the conceptual framework of Constructive Programme
- Make students acquire knowledge on Gandhiji's Constructive Programme
- Have exposure on Post-Gandhian Constructive Programmes
- Comprehend the need for reconstruction of humanity

Learning Outcome:

- Students will be able to understand the concept of Constructive Programme
- Acquire knowledge on the importance of Gandhian Constructive Programmes.
- Get exposure on Post - Gandhian Constructive Programmes
- Understand the various dimensions of reconstruction and work for reconstruction of humanity.

Unit 1 Constructive Programme: Meaning - Conceptual frame work - 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.

Unit 2 Gandhiji's 18 point Constructive Programmes: Purificatory Programmes - Economic equality Programmes - Social welfare and Social Justice Programmes - Educational Programmes - Political development Programmes - Gandhi as a Constructive worker.

Unit 3 Post - Gandhian Scenario of Constructive Programmes: Vinobaji: Bhoodan, Gramdan, Cow - protection, Nature cure, Shanti Sena, Acharyakul, Shramdan - Constructive Programmes for the changing world - Organizations: All India Harjan Seva Sangh - Go - Seva Sangh, All India Sarva Seva Sangh, All India Shanti Sena Mandal, Khadi and village Industries commission.

Unit 4 Importance of Constructive Programmes: Universalisation of Constructive Programmes - Relationship between Satyagraha and Constructive work - Qualities of a Constructive worker - Skills attitudes and training for Constructive Work - Constructive Programme as a technique of peace making.

Unit 5 Making Reconstruction of humanity: Meaning and definition of Reconstruction - Concept of reconstruction - Need for reconstruction of humanity - Social Reconstruction - Political Reconstruction - Economic Reconstruction and Educational Reconstruction - Towards reconstruction of humanity on Gandhian lines.

REFERENCE:

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- Vinoba Bhave: Bhoodan Yajna (1953).

Web Link:

www.mkgandhi.org

21GTPP0210 - GANDHIAN APPROACH TO HEALTH, SANITATION AND NATURE CURE (4 Credits)

Objectives:

The purpose of this Course is:

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

Learning Outcome:

Students will be able to:

- Acquire basic knowledge on Holistic Health, Sanitation and Nature Cure.
- Develop an interest in the Gandhian Nonviolent Lifestyle.
- Be familiar with the experiments of Gandhiji in the field of Health Care, Hygiene 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 1 Human and 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 2 Health, Diet and Sanitation Experiments of Gandhiji: London Vegetarian Society - Long and Meditative Walking Experiments - Nonviolent Lifestyle Experiments in South Africa - Ashram Life in South African and Indian Ashrams: Scavenging and Upkeeping Ashram Sanitation - Definition of Ashram Way of Life - Practice of Eleven Vows - Gandhiji's Experiments in Sanitation, Nature Cure and Dietetics - Village Sanitation - Bhangis' Rights.

Unit 3 Gandhiji'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.

Unit 4 Brahmacharya Experiments of Gandhiji: Self-restraint and the realization of the Self - Experiments in Brahmacharya - South African and Indian Experiments - Conservation and 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 5 Gandhiji, 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 Lifestyle and other Diseases - Gandhian Model of Low Cost - High Quality Natural Therapeutic Techniques - Gandhi and Pandemic (Bubonic Plague).

REFERENCES:

- Acharya Lakshmana Sharma., (1977), *Practical Nature Cure*, Nature Cue Publishing House, Pudukkottai.
- Deepak Chopra., (2007), *The Power of Positive Thinking in Healing, The Holistic Healer*,.

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Web Link:

- www.mkgandhi.org

21GTPP0211 - INDIAN RELIGIONS, PEACE AND NONVIOLENCE (4 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, Nonviolence and Harmony.
- › To comprehend the importance of Communal Harmony, Peace and Nonviolence.

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 Sikhism.
- › Understand the inter-relatedness of different Indian Religions.
- › Get exposure about the contribution of Religions towards Peace, Nonviolence and Harmony.

Unit 1 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: Bhramacharya, Grahastha, Sannyasa and Vanaprastha - Religious Practices: Worship, Temples and Temple Worship, Festivals and Pilgrimages, Rights and Customs, Unity in Diversity.

Unit 2 Buddhism: Life and Teachings of the Buddha: Scripture – Dhammapada - Shila (Good Conduct), Samadhi (Meditation), Prajna (Cultivating Insights) - Four Arya Satyas (Four Noble Truths), Arya Astangika 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.

Unit 3 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, Manahpariyaya and Kevalajnana - Jaina Architecture and Iconography - Status of Women in Jainism - Jainism and Ecology - Impact of Jainism on Society and Nonviolence and Peace.

Unit 4 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' - 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 Sikhism: 'Nanakpanthis' or 'Sahajdharis' and 'Keshdharis' or 'Khalsa' - Different Sects of Sikhism. Impact of Sikhism on Society and Nonviolence and Peace.

Unit 5 Religions and 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.

REFERENCES:

- Veena R. Howard (Ed), *Dharma: The Hindu, Jain, Buddhist and Sikh Traditions of India (Library of Modern Religion)*, August, 2017
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Web link:

- https://www.gmu.edu/programs/icar/ijps/vol1_1/smoker.html
- www.mkgandhi.org

THIRD SEMESTER

| | | | |
|--------------------------------|--|-----------------|----------|
| Course Code & Title | RESEARCH METHODS (21APRP0001) | | |
| Class | M.A Development Administration /M.A Gandhian Thought and Peace Science/M.A Sociology/Home Science/ Textile and Fashion Design | Semester | II / VII |
| Cognitive Level | K-1 Understanding the basics of research methodology | | |
| | K-2 Constructing tools for data collection in research | | |
| | K-3 Developing skill in preparing scientific research report | | |
| Course Objectives | <p>The Course aims to</p> <ul style="list-style-type: none"> • identify and formulate a problem for research. • prepare suitable research design to study the research problem to be formulated • choose appropriate methods of sampling, tools and techniques of data collection • process the data collected in the field and analyze it using appropriate statistical methods and • prepare research report in a professional manner. | | |

| UNIT | Content | No. of Hours |
|-------------------|---|---------------------|
| I | Research: Definition, Characteristics and Functions of Research. Scientific method. Types of research: Pure, Applied and Action Research, Qualitative and Quantitative studies. Research Skills and Ethics, Significance of Ethical Committee. | 12 |
| II | Steps in Research: Research Process, Selection and Formulation of Research Problem, Statement of the Problem and Definition of Terms, Objectives. Review of Literature, Data Base and Reference Management Software. Conceptual Framework, Types of Variables – Hypothesis: types, characteristics and functions. | 13 |
| III | Preparation of Research Design: Exploratory, Descriptive, Diagnostic and Experimental designs - types. Methods of Research: Multidisciplinary, Interdisciplinary and Transdisciplinary studies, Mixed methods. Participatory research: RRA, PRA and PLA. | 13 |
| IV | Sources and types of Data Collection: conduct of Interview, Observation, Schedule and Questionnaire. Sociometry, Psychological test and Projective techniques, Content analysis, Survey, Case study - Scaling Techniques – Online research methods – Pre- test, Test of reliability and validity. | 13 |
| V | Research Report: Format - types of reports – Citation styles, Reference Materials, Bibliography, Webliography, Footnotes, Glossary, Index and Appendix. Preparation of Research Proposal, Plagiarism – Impact factor - dissemination of research findings. | 13 |
| References | <ul style="list-style-type: none"> • Alan Bryman, Social research Methods, Oxford Publication, 2018. • Bandarkar and Wilkinson, <i>Methods and techniques of Social Research</i>, Bombay: Himalaya Publishing Co, 2010. • Goode and Hatt, <i>Methods in Social Research</i>, New Delhi: McGraw Hill, 2002. | |

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| | <ul style="list-style-type: none"> • Kothari.C.R, <i>Research Methodology</i>, New Delhi: Vishva Prakashan, 2001. • Lawrence Neuman.W, <i>Social Research Methods: Qualitative and Quantitative Approaches</i>, Pearson publishers, Chennai, (7th Ed), 2014. |
| <p>Text Books</p> | <ul style="list-style-type: none"> • Ranjith Kumar, <i>Research Methodology A Step-By-Step Guide for Beginners</i>, Singapore: Sage Publications Aisa- Pacific Pvt., Ltd, 2014. • Simon, Schuster, <i>Methods of Social Research</i>, Kenneth Bailey, 4th Edition, 2008 • Tony Brown and Liz Jones, <i>Action Research and Postmodernism</i>, Buckingham: Open University Press, 2001 • Tony Greenfield and Sue Greener, <i>Research Methods for Post Graduates</i>, John Wiley and Sons Ltd, 2016. • Vijayalakshmi.G. and Sivapragasam.C, <i>Research Methods: Tips and Techniques</i>, Chennai: MJP Publishers, 2009. |
| <p>Websites</p> | <ul style="list-style-type: none"> • https://www.coursera.org/browse/physical-science-and-engineering/research-methods • https://docs.wixstatic.com/ugd/87dd0d_ff020fea747047d19cb81d60e371ffaa.pdf?index=true • https://www.ncrm.ac.uk/ • https://www.scribbr.com/category/methodology/ • https://www.liberty.edu/online/courses/CJUS745 |
| <p>Course Outcomes</p> | <p>On completion of the course, students should be able to</p> <p>CO1: Develop expertise and skills to undertake independent research</p> <p>CO2: Construct research tools</p> <p>CO3: Understand research skills and ethics related issues</p> <p>CO4: Apply of statistical tools from application perspective</p> <p>CO5: Prepare research article and project report</p> |

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|--------------------------------|--|-----------------------------|---------|
| Course Code & Title | APPLIED STATISTICS (21APRP0002) | | |
| Class | M.A Development Administration /M.A Gandhian Thought and Peace Science/M.A Sociology /Home Science/ Textile and Fashion Design | Semester r | II/VIII |
| Cognitive Level | K-1 Imparting the knowledge on applications of Statistics on various disciplines. | | |
| | K-2 Understanding various methods of performing sampling, correlation and regression. | | |
| | K-3 Learning how to estimate errors and perform testing. | | |
| Course Objectives | <p>The Course aims</p> <ul style="list-style-type: none"> • be familiar with the basic concepts and terminology of statistics. • understand the importance and application of statistics in different disciplines • choose appropriate sampling procedure and decide sample size. • develop skill in reading and understanding the results from data analysis • able to demonstrate competence in analyzing statistical data using software. | | |

| UNIT | Content | No. of Hours |
|-------------------|--|--------------|
| I | Introduction to Statistics: Origin, scope, limitations and misuses of Statistics – Stages of Statistics. Statistical Organizational set up in Central and State Governments. Recent trends in the application of Statistics – Types of Data base – Big data. | 12 |
| II | Sampling Techniques: Basic Concepts of Census and sampling method, characteristics of a good sample, sampling unit, sampling frame. Determination of sample size. Random sampling –Non-random sampling. Sampling and Non-sampling errors. | 13 |
| III | Data Collection and Classification: Sources and types of statistical data. Classification of data, Scoring and Coding, Tabulation and presentation of data – Frequency distribution. Diagrammatic presentation of data: one, two and three-dimensional diagrams – Graphical representation of data. | 13 |
| IV | Descriptive Statistics – Measures of central tendency: mean, median, mode. Measures of Dispersion: Mean deviation, Quartile deviation and Standard deviation– Coefficient of variation, Measures of Skewness (Pearson’s and Bowley’s) and Kurtosis, Measures of Association – Correlation and Regression analysis. | 13 |
| V | Statistical Inference: Sampling distribution and standard error, Parameter and Statistic. Testing of Hypothesis - Estimator and estimate. Parametric and non-parametric tests - Students ‘t’ test and ‘z’ test, ‘F’ test, Chi-square test. Factor Analysis and Structural Equation modeling (SEM) – Uses and applications. Using software for statistical analysis. | 13 |
| References | <ul style="list-style-type: none"> • Agarwal, Y.P, Statistical Methods, New Delhi: Sultan Chand and Sons, 1996. • Gupta, S.P and Gupta.M.P, Business Statistics, New Delhi: Sultan Chand and Sons, (19th Ed), 2019. • Gupta, S.P., Statistical Methods, Sultan Chand Publishers, New Delhi, (13thEd), | |

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| | <p>2019.</p> <ul style="list-style-type: none"> • Kothari.C.R, Quantitative Techniques, New Delhi: Vikas Publishing House, 1998. • W.G.Cochran, Sampling Techniques, Wiley Eastern Ltd, New Delhi, 1985. |
| Text Books | <ul style="list-style-type: none"> • Gupta, S.C. Fundamentals of Statistics, Mumbai: Himalaya Publishing House, 2018. • Goon, A. M., M.K. Gupta, and B. Dasgupta, Fundamentals of Statistics, Vol. II, World Press, Kolkata, 2016. • Gupta. S.C. and Kapoor. V.k, Fundamentals of Mathematical Statistics, Sultan Chand & Sons, (12th Ed), 2020. • Parimal Mukopadhyay, Mathematical Statistics (Third Edition), Books and Allied Private Limited, Kolkata, 2006. • Siegel, Sidney, Non-Parametric Statistics for Behavioural Sciences, New Delhi: McGraw Hill, 2006. |
| Websites | <ul style="list-style-type: none"> • https://www.bl.uk/reshelp/findhelpsubject/socsci/topbib/quantmethods/quantitative.pdf • https://www.sciencedirect.com/topics/nursing-and-health-professions/statistical-tool • https://www.edx.org/course/biostatistics-0 • http://www.calculator.net/sample-size-calculator.html • https://www.statisticssolutions.com/spss-statistics-help |
| Course Outcomes | <p>On completion of the course, students should be able to do</p> <p>CO1: Get exposed to the recent trends in the application of Statistics.</p> <p>CO2: Obtain insight in sampling techniques.</p> <p>CO3: Learn data collection and its visualization techniques.</p> <p>CO4: Study the concepts in Descriptive Statistics.</p> <p>CO5: Acquiring knowledge on errors and test method.</p> |

21GTPP0312 - EDUCATIONAL, ENVIRONMENTAL ISSUES AND GANDHIAN ALTERNATIVES (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 1 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 2 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 3 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 4 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 5 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.

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WEB RESOURCES:

- http://www.mkgandhi.org/articles/unfinish_task.htm
- <http://www.mkgandhi.org/environment/environment.htm>

21GTPP0313 - CONCEPT OF POWER, PANCHAYATI RAJ AND LOCAL SELF GOVERNANCE (4 Credits)

Objectives:

- To understand the Power, Gandhian Concept of Power 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.

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 1 Gandhian 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, Buddha and Martin Luther King Jr. Centralized and decentralized power - Merits and Demerits - Oceanic Circle vs. Pyramidal Model.

Unit 2 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.

Unit 3 Gandhi on Panchayati Raj: Gandhian views on Panchayati raj - Village Swaraj - Basic principles - self sufficiency - Co - operation - Bread labour - equality - Swadesi - Basic Education.

Unit 4 History of Panchayati Raj System in India: Panchayati raj Institutions pre - and post independence - Community development Programme - Balwantroy Mehta an Ashok Mehta and other committees.

Unit 5 Local Self Governance: Seventy third and seventy fourth amendment - Three Tier structure of New Panchayati raj System - DRDA - Block Panchayat - Village Panchayati at different levels - Gramsabha - Powers an function of elected body members and officials.

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- 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).
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- 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 Editionby [Mahi Pal](#) , Publisher : SAGE Publications Pvt. Ltd; 1st edition.
- Systemic Leadership for Local Governance: Tapping the Resource Withinby [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

Web Link:

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- <https://www.mkgandhi.org/ebks/political-and-national-life-and-affairs-Vol-1.pdf>

FOURTH SEMESTER

21GTPP0414 - NONVIOLENT EXPERIMENTS AND DEVELOPMENT IN POST GANDHIAN ERA (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 1 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 2 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 3 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 4 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 5 Gandhian & Peace Activists and Scholars Abroad: Martin Luther King Jr. - Lanza del Vasto (Shanti Das) - A.T.Ariyaratne - Ibu Gedong Oka - Danilo Dolci - Cesar 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.

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**21GTPP0415 - SCIENCE & TECHNOLOGY AND HUMAN ETHICS FOR
PEACE AND DEVELOPMENT
(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 1 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 2 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 3 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 4 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 5 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.

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21GTPP0416 - WAR, TERRORISM AND PEACE (4 Credits)

Objectives:

- To make the students understand the conceptual framework of war, Terrorism and Peace initiatives and agreements.
- To comprehend the causes and effects of war, Terrorism.
- To enable the students to understand the significance of various Peace Initiatives and Agreements.

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 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.

Unit 1 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.

Unit 2 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.

Unit 3 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.

Unit 4 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.

Unit 5 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.

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**21GTPP0417 - INTERNSHIP
(4 - Credits)**

Objective:

- To enable the students to develop the capacity to appreciate and understand the functions of the Gandhian Institutions and organizations to study the influence of various economic and social development on the societies.

Learning Outcome

Students will be able to

- To enable the students understand and report the general functioning of a selected Gandhian Institutions/Organizations.
- To train in the day - to - day administration, Gandhian way of Management, Human Values and Professional Ethics of the concerned Institutions/Organizations.

Methodology

Each student shall be attached with a Gandhian Institutions/Organizations for a period of 2 weeks continuously with the guidance of supervisor. At the end of the Programme, students have to submit the report. The reports shall not exceed 50 pages typed and bound along with the endorsement of the authorities of the Gandhian Institutions/Organizations.

Evaluation:

The Internship Report will be assessed by a Team of Examiners consisting of Supervisor and another member in the Department as External Member nominated by the HoD of the Concerned Department and to conduct the Viva - Voce Examination under intimation to the COE.

The weight age of marks for the report will be:

| | |
|--|------------|
| Evaluation of Report (Supervisor) | 40 |
| Evaluation of Report (External Member) | 40 |
| Joint Viva - voce | 20 |
| Total Marks | 100 |

MODULAR COURSES - 2 Credits
(Offered by the Dept. of Gandhian Thought and Peace Science during III & IV Semesters)

21GTPP03M1 - Gandhian Way of Management

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 1 **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 2 **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 3 **Corporate Social Responsibility** - Importance of building human relations - Gandhi as a Conflict Resolver and Problem Solver - Gandhian concept of development and Conflict Management.

Unit 4 **Concept of Trusteeship** - Salient features of Trusteeship Management - Personnel Management in Trusteeship - Advantages of Trusteeship over Corporate Ownership.

Unit 5 **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.

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21GTPP03M2 - SKILLS AND METHODS FOR CONFLICT RESOLUTION

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 1 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 2 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 3 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 4 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 5 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.

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21GTPP03M3 - INSTITUTIONS AND ORGANIZATIONS FOR PEACE AND NONVIOLENCE

Objectives:

- 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.

Learning Outcome:

The students will be able to

- Understand the need and importance of peace institutions and organizations.
- Gain knowledge on the activities of institutions and organizations working for non-violence and peace both of the national and international levels.

Unit 1 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.

Unit 2 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 - Gandhi Study Centre Henry Martin Institute - Ecumenical Christian Centre - Institute of Gandhian Studies - India Peace Centre - Gujarat Vidyapith - Jain Vishva Bharati Institute - Ahimsa Trust (Thitch Nhat Hanh and his community in India).

Unit 3 Institutions for Peace and Non-violence at International level: Peace Research Institute, Oslo, Stockholm International Peace Research Institute (SIPRI) Soko Gakkai International - Albert Einstein Institution (Gene Sharp) - International Forgiving Institute, Madison - Peace Universities in Costa Rica and Tokyo - U.S. Institute of Peace.

Unit 4 Organizations for Peace and Non-violence at National level: Global Energy Parliament, Kerala - ASSEFA - CESC - LAFTI - Ekta Parishad - Nandanya (Vandanashiva) All India Harijan Sevak Sangh - All India Sarva Seva Sangh - All India Kasturba Gandhi National Memorial Trust - Indian Council for Gandhian Studies - Gandhiji's ashrams.

Unit 5 Organizations for Peace and Non-violence 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, Nippon Zon Myohoji (Fuji Guruji) Alternative to violence Project (AVP), Peace Brigade International - UNO - Truth and Reconciliation Commission.

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Web sources:

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- UN Reports on MDG (2000)
- UN Reports on SDG (2015)

21GTPP04M1 - RESEARCH AREAS IN GANDHIAN AND PEACE STUDIES

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 1 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 2 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 3 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 4 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 5 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.

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21GTPP04M2 - CULTURE OF PEACE AND NONVIOLENCE

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 1 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 2 UNESCO's Draft on Culture of Peace and Non-violence - UN MDG/SDG Programmes: thematic areas.

Unit 3 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 4 Transformation towards a culture of Nonviolence and Peace - Value and Skill based Education - Peace Education and Education for Peace.

Unit 5 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.

REFERENCES:

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- [Contemporary perspectives on peace and non-violence](#) (2009), Institute of Gandhian Studies, Wardha.

WEB RESOURCES

1. UN Documents Gathering a body of global agreements: <http://www.un-documents.net/a53r243a.htm>.
2. Developing A Culture Of Peace And Non-violence Through Education : <https://www.mkgandhi.org/articles/peace4.htm>
3. Foundation of Culture of Peace : http://www.fund-culturadepaz.org/spa/DOCUMENTOS/Report-Development_of_culture_of_peace-2010.pdf

21GTPP00H1 - HUMAN VALUES AND PROFESSIONAL ETHICS (2 - Credits)

Objectives:

- 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.

Learning Outcome

Students will be able to

- Comprehend the significance and importance of values and their pervasiveness
- Gain knowledge on the different aspects of values and ethics
- Have exposure on the practical dimensions of professional ethics

Unit 1 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.

Unit 2 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.

Unit 3 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.

Unit 4 Ethics: Meaning, domains of ethics, need for ethics, challenges to ethics, ethics and morality, role of ethics in work environment.

Unit 5 Professional Ethics: pride in their work, trust with confidences, honesty, trustworthy, moral, corruption free and loyal, personal commitment to quality, sharing the burden - take responsibility, **Ethical Intelligence:** Do no harm, make things better, respect others, be fair (no bias/ prejudice), be loving.

REFERENCE BOOKS:

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- John Clammer, 2018, 'Cultural Rights and Justice: Sustainable Development, the Arts and the Body', Palgrave Macmillan, 1st ed. 2019 edition, U.K.

Web links:

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ELECTIVES - DISCIPLINE CENTRIC

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

21GTPP03D1 - SKILLS FOR COUNSELING AND PSYCHOTHERAPY FOR INNER PEACE (3 - 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 Outcomes:

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 1 Counselling: Definition - Evolution of counselling techniques - Counselling informal, formal and other related fields: Advising, Guidance, Clinical Psychology and Psychotherapy - Principles and approaches (Directive, non-directive and eclectic)- counselling relationship (role of counsellor and client) - Counselling ethics.

Unit 2 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 3 Action Phase: Summarization, Identifying concern and Goal setting: Types of goals: Long term goal and short term goal, end goal and process 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 -Group process, Advantages and limitations and issues of group counseling.

Unit 4 Counselling therapies: Behavioural approach - Psycho-Analytic approach Transactional analysis - Cognitive approach and Humanistic approach - Careerer Counselling and Guidance - Professional preparation for counselling: Peer Counselling, improving self-esteem, prevention of burn out and skills in guidance and Counselling -Training for professional settings.

Unit 5 Counselling for Special Groups: Marriage Counselling - Counselling the alcoholics and drug addicts - Developing personal effectiveness in student and youth - AIDS counseling - Counselling the disaster and accident victims - Terminally ill people - Counselling during Pandemic situation - People with stress and suicidal tendency.

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- Bryan Teixeira, Dr., Ananthi B.Dr. & Jeyapragasam S.Dr., (2012), Text Book on Basic Counselling Skills, The Valliammal Institution, Madurai.
- Ed. Colin Feltham, Terry Hanley, Laura Anne Winter, (2017) Counselling and Psychotherapy, Sage Publishers.
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- USAID @ IOM International Organization for Migrations, (2009) **Introduction to Basic** Counselling and Communication Skills: IOM Training Manual For Migra Community Leaders and Community Workers (Pandemic Preparedness for Migrants and Host Communities Project)

Web Link:

- <https://www.researchgate.net/publication/325844365>

21GTPP03D2 - SCIENTIFIC YOGA MEDITATION FOR PEACE
(3 - Credits)

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 'Yama', 'Niyamas' and 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 1 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 2 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 3 Meditation - Definition of Meditation - Power of Human Mind – Conscious, Pre-Conscious and Unconscious Mind - Meaning of Meditation - Aims and Objectives of Meditation - Meditation in different religious traditions - Meditation in Hinduism - Buddhist and 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 4 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 5 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 Prayer.

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

**21GTPU0001/21GTPI0001 - GANDHI'S LIFE, THOUGHT AND WORK
(Foundation Course: Mandatory for all UG and Five year Integrated)**

Credits: 2

**Marks
CFA: 20
ESE: 30
Max.Marks: 50**

Objectives

- 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.

Specific Objectives of Learning:

This will make the students:

- To understand the life and innovations of Gandhiji in-depth.
- To get introduced to the relevant Gandhian Philosophies.
- To apply the Gandhian Concepts in the relevant context.
- To envision the Gandhian Socio-economic, Political and Cultural ideas.
- To enrich knowledge on Gandhian lines in a multi-dimensional way.

Unit 1 **Gandhiji's Life in Brief:** Early Life and Childhood Days – Influences, Learning, Unlearning and Encountering Social Evils in India - London Exposure and Imprints - South African Adventure: Racial Discrimination, Transformation and Satyagraha - Struggle for Total Freedom in India - Martyrdom.

Unit 2 **Concepts of Gandhiji's Philosophy:** Truth and Nonviolence, Ends and Means, Right and Duties, Simple Living and High Thinking.

Unit 3 **Gandhiji's Concepts and their Applications:** Sarvodaya, Satyagraha, Santhi Sena and Constructive Work.

Unit 4 **Gandhian Vision of Society:** Seven Social Sins - Communal Harmony, Removal of Untouchability and Gender Equality - Policies: Decentralization of Power, Panchayati Raj and Good Governance - Economics of Swadeshi, Trusteeship, Bread Labour and Self-Employment - Spirituality, Eleven Ashram Vows.

Unit 5 **Gandhian Innovation in Education:** Basic Education (Nai Talim), Adult Education, Pluralism - Multi-lingualism, Religions and Inter-faith Relations- Health; Balanced and Healthy Diet, Nature Cure, Education on Health, Sanitation and Hygiene.

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.
- 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.

21SHSU0001 / 21SHSI0001 SHANTI SENA (FC)

**(Foundation Course: Mandatory for all UG and Five year Integrated) - (1 Credit)
Evaluation: Internal Test and Viva Voce (both components carry equal weight age) by the course teacher**

II CFA:50

Credit: One

Max. Marks.50

Objectives:

- 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.

Learning Outcome:

Students will be able to:

- Comprehend the concept of Nonviolence, Shanti Sena and Methods of Peaceful Resolution of conflicts in their personal and social life.
- Shape and evolve themselves as peacemakers and peace builders for promoting harmony and good will among all.

Unit 1 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 by 'One Man Boundary Force' - Gandhiji as Martyr and peace soldier.

Unit 2 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.

Unit 3 Shanti Sena in India and Abroad: World Peace Brigade (WPB) - Peace Brigade International (PBI) - Sarvodaya Shramadana Sangamaya Shanti Sena, Sri Lanka - Peace Corps in USA and U.N. Peace Keeping Force.

Unit 4 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.

Unit 5 Shanti Sena Training in GRI & Other Places: Dr.G.Ramachandran's contribution -Evolution of Shasnti Sena in GRI - Recent developments and experiments in GRI - Shanti Sena Vidyalaya (Vedchhi) - G.Ramachandran Institute of Nonviolence, Thiruvananthapuram, and Non-killing Global Academy (Honolulu).

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.
- 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.
- 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.

21GTPP0001 - GANDHI IN EVERYDAY LIFE

Credits: 2

CFA: 20+25+5

Max.Marks: 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:

- To understand the life and message of Gandhi in modernity.
- To know the Gandhian way of Management.
- To practice the Gandhian model of conflict resolution.
- To lead a humane life on Gandhian lines.
- To become a Gandhian constructive worker.

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: train incident, Coach incident, on path way, at court, attack by protesters - Gandhi as political leader, social reformer and Constructive worker.

Unit 2 Management: Gandhi's experiments in managing family - Eleven vows - Managing Organizations - community living and financial ethics - Managing Social and political movements - Transvaal March - Noncooperation movement and Salt Satyagraha - non - attachment to position.

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.

Unit 5 Sarvodaya: Concept of Sarvodaya - Constructive Programmes - Gandhian alternatives to poverty, terrorism, environmental degradation, issues in education, science and technology, centralization of power and governance and health and hygiene.

References:

M.K. Gandhi, *An Autobiography or The Story of My Experiments with Truth*, Navajivan Publishing House, Ahmedabad.

---. *Satyagraha in South Africa*, Navajivan Publishing House, Ahmedabad.

---. *Constructive Programme: Its Meaning and Place*, Navajivan Publishing House, Ahmedabad.

---. *Key to Health*, Navajivan Publishing House, Ahmedabad.

---. *Diet and Diet Reform*, Navajivan Publishing House, Ahmedabad.

- . *Basic Education*, Navajivan Publishing House, Ahmedabad.
- . *Village Industries*, Navajivan Publishing House, Ahmedabad.
- . *Hind Swaraj*, Navajivan Publishing House, Ahmedabad.
- . *Trusteeship*, Navajivan Publishing House, Ahmedabad.
- . *India of my Dreams*, Navajivan Publishing House, Ahmedabad.

Vinoba, *Shanti Sena*, Sarva Seva Sangh Prakashan, Varanasi.

V.P.Varma, *Political Philosophy of Mahatma Gandhi and Sarvodaya*, Lakshmi Narain Agarwal, Agra.

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

B.R. Nanda. *Mahatma Gandhi: A Biography*, Allied Publishers Private Ltd., New Delhi.

N.K. Bose. *Studies in Gandhism*, Navajivan Publishing House, Ahmedabad.

Gopinath Dhawan, *The Political Philosophy of Mahatma Gandhi*, Navajivan Publishing House, Ahmedabad.

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

Web Link:

- www.mkgandhi.org
- https://www.mkgandhi.org/ebks/gandhian_thought.pdf

Films.

- 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**.

21GTPU03M1/21GTPU04M1 - HUMAN VALUES AND PROFESSIONAL ETHICS

COMPULSORY MODULAR COURSE FOR ALL U.G. PROGRAMMES III & IV Semesters for Arts and Science

Evaluation: Internal Test and Viva Voce (both components carry equal weight age) by the course teacher

Credit: One

Max. Marks.50

Objectives

- To enable students to understand and realize the basics of human values and professional ethics.
- To motivate the students to imbibe and practice values and ethics in their personal and professional life.

Learning Outcome

Students will be able to

- Comprehend the significance and importance of values and their pervasiveness
- Gain knowledge on the different aspects of values and ethics
- Have exposure on the practical dimensions of professional ethics

Unit 1 Concept and Types of Human Values: Personal and moral values: love, kindness, honesty, integrity - **Social values:** Equality, humanness, universal brotherhood, empathy, probity.

Unit 2 Political and Constitutional values: democracy, secularism, equality, justice, liberty, freedom and fraternity - **Religious Values:** faith, tolerance, equal respect for all religions, selflessness, character and virtues.

Unit 3 Aesthetic values: appreciation of literature and fine arts and nature - **Economic values - Environmental values - Professional values:** quest for knowledge, competency, sincerity in profession, regularity, punctuality.

Unit 4 Ethics: Meaning, domains of ethics, need for ethics, challenges to ethics, ethics and morality, role of ethics in work environment.

Unit 5 Professional Ethics: pride in their work, trust with confidences, honesty, trustworthy, loyalty, responsibility - **Ethical Intelligence:** Do no harm, make things better, respect others, be fair (no bias / prejudice), be loving.

Reference Books:

- Dr.Shiva and Dr. Balaji Loganathan, 2011, 'Value Education', Sree Gomathi Publications, Chennai.
- Babu Muthuja and R. Usharani, 2009, 'Peace and Value Education', Centrum Press, New Delhi,.

- S.Srinivasan, 2005, 'Value Based Management', Jaico Books, Mumbai,.
- Herve Morisette, 2001, 'Paths to a New Value Education', Indian Catehetical Association, Bangalore.
- R.S. Naagarazan, 2006, 'A Textbook on Professional Ethics and Human Values', New Age International Publishers, New Delhi.
- Pushpam Kumar and B. Sudhakara Reddy, 2007, 'Ecology and Human Well Being', Sage Publications, New Delhi.
- Dr. Kiruba Charles and V. Arul Selvi, 2016, 'Value Education', Neelkamal; First edition, New Delhi.
- A.R. Mohapatra and Bijaya Mohapatra, 2014, 'Value Education: A Study in Human Values and Virtues', Readworthy Publications, New Delhi.
- Gaur R.R, Sangal R, 2010, 'A Foundation Course in Human Values and Professional Ethics', Excel Books, New Delhi.
- Justin Oakley , Dean Cocking, 2001, 'Virtue Ethics and Professional Roles', Cambridge University Press, United Kingdom.
- Gogate S.B, 2010, 'Human Values and Professional Ethics', Human Values and Professional Ethics, Vikas Publishing House; First edition, New Delhi.
- Gregory R Maio, 2016, 'The Psychology of Human Values', Routledge Publications, New York.
- John Clammer, 2018, 'Cultural Rights and Justice: Sustainable Development, the Arts and the Body', Palgrave Macmillan, 1st ed. 2019 edition, U.K.

Web links:

- 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/.

21GTPP04M1- HUMAN VALUES AND PROFESSIONAL ETHICS
(Two Credits)

MODULAR COURSE FOR P.G. PROGRAMMES

Credits: 2

CFA: 20+25+5

Max.Marks: 50

Objectives:

- 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.

Learning Outcome

Students will be able to

- Comprehend the significance and importance of values and their pervasiveness
- Gain knowledge on the different aspects of values and ethics
- Have exposure on the practical dimensions of professional ethics

Unit 1 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.

Unit 2 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.

Unit 3 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.

Unit 4 Ethics: Meaning, domains of ethics, need for ethics, challenges to ethics, ethics and morality, role of ethics in work environment.

Unit 5 Professional Ethics: pride in their work, trust with confidences, honesty, trustworthy, moral, corruption free and loyal, personal commitment to quality, sharing the burden - take responsibility, **Ethical Intelligence:** Do no harm, make things better, respect others, be fair (no bias / prejudice), be loving.

Reference Books:

- Dr.Shiva and Dr. Balaji Loganathan, 2011, Value Education', Sree Gomathi Publications, Chennai.

- Babu Muthuja and R. Usharani, 2009, 'Peace and Value Education', Centrum Press, New Delhi,.
- S.Srinivasan, 2005,'Value Based Management', Jaico Books, Mumbai,.
- Herve Morisette, 2001, 'Paths to a New Value Education', Indian Catehetical Association, Bangalore.
- R.S. Naagarazan, 2006, A Textbook on Professional Ethics and Human Values', New Age International Publishers, New Delhi.
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- Dr. Kiruba Charles and V. Arul Selvi, 2016, Value Education, Neelkamal; First edition, New Delhi.
- A.R. Mohapatra and Bijaya Mohapatra, 2014, Value Education: A Study in Human Values and Virtues, Readworthy Publications, New Delhi.
- Gaur R.R, Sangal R, 2010, A Foundation Course in Human Values and Professional Ethics, Excel Books, New Delhi.
- Justin Oakley , Dean Cocking, 2001, Virtue Ethics and Professional Roles, Cambridge University Press, United Kingdom.
- Gogate S.B, 2010, Human Values and Professional Ethics, Human Values and Professional Ethics, Vikas Publishing House; First edition, New Delhi.
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- John Clammer, 2018, Cultural Rights and Justice: Sustainable Development, the Arts and the Body, Palgrave Macmillan,1st ed. 2019 edition, U.K.

Weblinks:

- 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.

21GTPI09M1 - HUMAN VALUES AND PROFESSIONAL ETHICS
(Two Credits)

MODULAR COURSE FOR 5 YEAR INTEGRATED PROGRAMME

Credits: 2

CFA: 20+25+5

Max.Marks: 50

Objectives:

- 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.

Learning Outcome

Students will be able to

- Comprehend the significance and importance of values and their pervasiveness
- Gain knowledge on the different aspects of values and ethics
- Have exposure on the practical dimensions of professional ethics

Unit 1 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.

Unit 2 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.

Unit 3 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.

Unit 4 Ethics: Meaning, domains of ethics, need for ethics, challenges to ethics, ethics and morality, role of ethics in work environment.

Unit 5 Professional Ethics: pride in their work, trust with confidences, honesty, trustworthy, moral, corruption free and loyal, personal commitment to quality, sharing the burden - take responsibility, **Ethical Intelligence:** Do no harm, make things better, respect others, be fair (no bias / prejudice), be loving.

Reference Books:

- Dr.Shiva and Dr. Balaji Loganathan, 2011, Value Education', Sree Gomathi Publications, Chennai.

- Babu Muthuja and R. Usharani, 2009, 'Peace and Value Education', Centrum Press, New Delhi,.
- S.Srinivasan, 2005,'Value Based Management', Jaico Books, Mumbai,.
- Herve Morissette, 2001, 'Paths to a New Value Education', Indian Catehetical Association, Bangalore.
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- Dr. Kiruba Charles and V. Arul Selvi, 2016, Value Education, Neelkamal; First edition, New Delhi.
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- Gaur R.R, Sangal R, 2010, A Foundation Course in Human Values and Professional Ethics, Excel Books, New Delhi.
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- 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.

21GTPU02V1 - CULTURE OF PEACE AND NONVIOLENCE

Credits: 2

Marks
CFA: 20+25+5=50

Max.Marks: 50

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 practicing peaceful resolution of conflicts and non-violent life style.

Unit 1 Meaning and Definitions of Peace - Definition of Peace, Nonviolence and Culture, Concept of Culture of Peace and Non-violence - Origin and development of the culture of peace and nonviolence - UN Declaration of Culture of Peace and Non-violence.

Unit 2 Concept on Culture of Peace and Non-violence - UNESCO's concept: UN MDG/SDG, concept of Peace, Justice and equality in society and world. Preventing and resolving Conflicts: active conflict, post-conflict, fragile or latent conflict situations. Sustainable Peace: Peace Making, Peace keeping, Peace Building and Conflict Transformation.

Unit 3 Promotion of a Culture of Nonviolence and Peace - Tools for establishing CNVP: Identifying programmes and thematic areas for imbuing love, understanding, tolerance, empathy and solidarity at national level. Understanding and practicing pluralism and dignity of differences, social inclusion, inter-cultural and inter-religious dialogue and relations. Volunteerism in Peace work.

Unit 4 Transformation towards a culture of Nonviolence and Peace - Value and Skill based Education - Human rights and Peace Education and Education for the promotion of culture of Peace and Nonviolence.

Unit 5 Practicing non-Violence in global context: International understanding, co-operation through forums and civil society, democratic participation, sustainable development, peace diplomacy, resolving global conflicts, disarmament, military and war free zones, nations without borders, and practicing Jai Jagat.

REFERENCES:

- Arvind Kumar, (1998), *Encyclopedia of Human Rights, Violence and Non-violence*, Anmol Publication, New Delhi.
- Dalton, Dennis, (1995), *Mahatma Gandhi: Non-Violent Power in Action*, Princeton University Press, Columbia.
- M.K. Gandhi, (1948), *Non-Violence in Peace and War*, Vol. I, Navajivan Publishing House.

- 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.
- Peace and Conflict Issues Series, (1996), *from a culture of violence to a culture of peace*, 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.
- Agree to Differ (2015),United Nations Educational, Scientific and Cultural Organisation, Paris, France.
- Richard Ballard , Melissa Steyn Diversity and Small Town Spaces: Twenty Years into Post-Apartheid South African Democracy (2014), United Nations Educational, Scientific and Cultural Organisation, Paris, France.
- [From words to Action](#) (2014),United Nations Educational, Scientific and Cultural Organisation, Paris, France.
- Long walk for Peace : Towards a culture of prevention(2018), United Nations Educational, Scientific and Cultural Organisation, Paris, France.
- Darla K.Deardorff, Manual for developing Intercultural Competencies : Story circles, (2020), United Nations Educational, Scientific and Cultural Organisation, Paris, France.
- The King Abdullah bin Abdulaziz International Programme for a Culture of Peace and Dialogue (2016), United Nations Educational, Scientific and Cultural Organisation, Paris, France.
- Teaching the respect for all (2014), United Nations Educational, Scientific and Cultural Organisation, Paris, France.
- The International Status of Education about The Holocaust (2015), United Nations Educational, Scientific and Cultural Organisation, Paris, France.
- Why Teach about the Holocaust (2013), United Nations Educational, Scientific and Cultural Organisation, Paris, France.

WEB RESOURCES

1. UN Documents Gathering a body of global agreements: <http://www.un-documents.net/a53r243a.htm>.

2. Developing A Culture Of Peace And Non-violence Through Education :
<https://www.mkgandhi.org/articles/peace4.htm>
3. Foundation of Culture of Peace :
http://www.fund-culturadepaz.org/spa/DOCUMENTOS/Report-Development_of_culture_of_peace-2010.pdf
4. Education for Peace : Transforming the culture of
Violence <https://www.spaceandculture.in/index.php/spaceandculture/article/view/15/5>
5. International Decade for a Culture of Peace and Non-Violence for the Children of the World :
<https://www.youtube.com/watch?v=R6zPfsxosF0>
6. UNESCO and Sustainable Development Goals:
<https://en.unesco.org/sustainabledevelopmentgoals>
7. International Day of Peace:
<https://en.unesco.org/commemorations/peaceday>
8. Jai Jagat :
<https://www.jaijagatinternational.org/>
9. International day of Nonviolence
<https://www.un.org/en/observances/non-violence-day>
10. Nuclear weapon free zones
<https://www.un.org/disarmament/wmd/nuclear/nw fz/>

21GTPP4VA2 - CULTURE OF PEACE AND NONVIOLENCE

Credits: 2

Marks
CFA: 25+25=50

Max.Marks: 50

Objectives:

- To enable them to understand the significance of the culture of peace and Non-violence
- To motivate them to practice 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 practicing peaceful resolution of conflicts and non-violent life style.

Unit 1 Meaning and Definitions of Peace - Definition of Peace, Nonviolence and Culture, Concept of Culture of Peace and Non-violence - Origin and development of the culture of peace and nonviolence - UN Declaration of Culture of Peace and Non-violence.

Unit 2 Concept on Culture of Peace and Non-violence - UNESCO's concept: UN MDG/SDG, concept of Peace, Justice and equality in society and world. Preventing and resolving Conflicts: active conflict, post-conflict, fragile or latent conflict situations. Sustainable Peace: Peace Making, Peace keeping, Peace Building and Conflict Transformation.

Unit 3 Promotion of a Culture of Nonviolence and Peace - Tools for establishing CNVP: Identifying programmes and thematic areas for imbuing love, understanding, tolerance, empathy and solidarity at national level. Understanding and practicing pluralism and dignity of differences, social inclusion, inter-cultural and inter-religious dialogue and relations. Volunteerism in Peace work.

Unit 4 Transformation towards a culture of Nonviolence and Peace - Value and Skill based Education - Human rights and Peace Education and Education for the promotion of culture of Peace and Nonviolence.

Unit 5 Practicing non-Violence in global context: International understanding, co-operation through forums and civil society, democratic participation, sustainable development, peace diplomacy, resolving global conflicts, disarmament, military and war free zones, nations without borders, and practicing Jai Jegat.

REFERENCES:

- Arvind Kumar, (1998), *Encyclopedia of Human Rights, Violence and Non-violence*, Anmol Publication, New Delhi.
- Dalton, Dennis, (1995), *Mahatma Gandhi: Non-Violent Power in Action*, Princeton University Press, Columbia.
- M.K. Gandhi, (1948), *Non-Violence in Peace and War*, Vol. I, Navajivan Publishing House.
- Joan. V Bondurant, (1988), *Conquest of Violence: The Gandhian Philosophy of Conflict*, Princeton University Press, Columbia.
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WEB RESOURCES

1. UN Documents Gathering a body of global agreements: <http://www.un-documents.net/a53r243a.htm>.
2. Developing A Culture Of Peace And Non-violence Through Education : <https://www.mkgandhi.org/articles/peace4.htm>
3. Foundation of Culture of Peace : http://www.fund-culturadepaz.org/spa/DOCUMENTOS/Report-Development_of_culture_of_peace-2010.pdf
4. Education for Peace : Transforming the culture of Violence <https://www.spaceandculture.in/index.php/spaceandculture/article/view/15/5>
5. International Decade for a Culture of Peace and Non-Violence for the Children of the World : <https://www.youtube.com/watch?v=R6zPfsxosF0>
6. UNESCO and Sustainable Development Goals: <https://en.unesco.org/sustainabledevelopmentgoals>
7. International Day of Peace: <https://en.unesco.org/commemorations/peaceday>
8. Jai Jagat : <https://www.jaijagatinternational.org/>
9. International day of Nonviolence <https://www.un.org/en/observances/non-violence-day>
10. Nuclear weapon free zones <https://www.un.org/disarmament/wmd/nuclear/nwzf/>