

M.A., (Gandhian Studies)

Department of Gandhian Studies

Mahatma Gandhi Mission University, Chh.Sambhajinagar

Semester – 1

Curriculum

| Course. Code | Course Title | Credit |
|--------------|--|--------|
| GST81MML501 | Making of Gandhi | 4 |
| GST81MML502 | Gandhian Philosophy | 4 |
| GST81MML503 | Gandhian Political Thought | 4 |
| GST81RML501 | Research Methodology | 4 |
| GST81MEP501 | Living the Gandhian way (a life of Sarvodaya in an Ashram) (ELECTIVE) or | 4 |
| GST81MEP502 | A Life with Gandhian Activist NGO(ELECTIVE) or | |
| Total | Four Courses | 20 |

Semester 1; Course 1

Course Code : GST81MML501

Subject : Making of Gandhi

MAKING OF GANDHI

“Probably the first person in history to lift the love ethic of Jesus above mere interaction between individuals to a powerful and effective social force on a large scale.” **Martin Luther King Jr.** (Civil Rights Stalwart; Nobel Laureate):

The world has a lot to learn from Mahatma Gandhi, the man who presented a civilized alternative to the mankind for establishing Justice and resolving conflicts. Gandhi himself said

'My Life is My Message'. Hence, for understanding Gandhi, it is imperative to study in depth the life and activities of Gandhi.

This course helps students to learn how Gandhi emerged from M.K.Gandhi to Mahatma. It is not a title alone, it represents a life journey of an ordinary boy to a man who was acclaimed by the world as Mahatma, a referential life for all people.

Objectives:

- To understand the art of holistic living by exploring the life of Gandhi in a chronological order,
- To learn the art of community mobilization and nation building by studying the work of Gandhi and his leadership;
- To study the relevance of a nonviolent life style and his approach in the light present day development.

Course outcome

- Students are equipped with an understanding of the art of holistic living
- They gain a fair understanding of the life of Gandhi and nonviolence as a way of life
- They understand Community mobilization and nation building through the study of his work, and his leadership;
- To study the relevance of a nonviolent life style and his approach in the light of present day development.

SYLLABUS

UNIT I:

Formative Years: Birth and Parentage - Education at School - Bar-at-Law studies in London - Conviction to Vegetarianism – Deep encounter with English civilisation – Initial interest in religions other than Hinduism.

UNIT II:

Experimenting Years: Sailing to South Africa - Racial Prejudice - Natal Indian Congress - Experimenting in Inter-religious Community living - Phoenix Settlement – Vow of Chastity - Birth of Satyagraha - Organizing thousands of followers for Nonviolent Struggle – First Prison Terms - Great March – First negotiated settlement – Compromises of Satyagrahas.

UNIT III:

From Noncooperation to Civil Disobedience: Return to India - Struggle for Local issues - Champaran Satyagraha - Ahmedabad Mill Workers' Strike - Kheda Satyagraha - Nationwide Nonviolent Protest against Rowlett Act – Non-cooperation Movement - ChauriChaura -

Preparing the masses for Nonviolence - Constructive Programme - Nonviolent Direct Action
- Salt March - Quit India Movement

UNIT IV:

Dialogue with People: Touring India - Campaign for Khadi - Communal Harmony - Removal of Untouchability - Speeches and Writings - Hind Swaraj and other writings -

UNIT V:

Learning and Inspiration: Vegetarian Society - Quakers Movement - Theosophical Society - Servants of India Society - RaychandBhai - Leo Tolstoy - John Ruskin - Henry David Thoreau

UNIT VI:

Contemporary Relevance of Gandhian approach: Live style – Simple living and High c Thinking – Think Globally and Act Locally – Eleven Vows – Inclusive Philosophy – Sarvodaya and Satyagraha.

Suggested Readings:

1. **Gandhi, M K.** (1960), The Story of My Experiements With Truth, Navjivan Publishing House, Ahmedabad.
2. **Gandhi, M K.** (1925) Satyagraha in South Africa, Navjivan Publishing House, Ahmedabad.
3. **Fischer, Louis,** Mahatma Gandhi-His Life and Times, BharatiyaVidyabhavan, Mumbai.
4. **Desai, Mahadev**(1951) A righteous struggle, Navajivan Pub House, Ahmedabad.
5. **Prasad,Rajendra** (1949)Satyagraha in Champaran, Navajivan Pub House, Ahmedabad.
6. **Rolland, Romain** (1924) Mahatma Gandhi PIB, Gol.,

Basic Reference Material

1. **Gandhi, M K. (2016)** Collected Works of Mahatma Gandhi Vol 01-100, Publication Div., Gol., New Delhi

Reference Books

1. **Tendulkar D G.** (1951) Mahatma: Life of Mohandas Karamchand Gandhi, Vol. 1-8, Publication Div. Gol., New Delhi
2. **Pyarelal** (1956 The Last Phase, NavajivanMudralaya, Ahmedabad

Additional Reference Resources :

1. University Library, Gujarat Vidyapith, Ahmedabad
2. GRF Library, Gandhi Research Foundation, Jalgaon
- 3.
- 4.
5. National Gandhi Museum Library, New Delhi

E-Resource

1. www.mkgandhi.org
2. www.gandhiheritageportal.org
3. <https://plato.stanford.edu/>

Semester 1; Course 2

Course Code : GST81MML502

Subject : GandhianPhilosophy (GP)

GANDHIAN PHILOSOPHY

Course Description

Gandhi claimed to be an *advaita* practitioner. He believed in the universal oneness of all. He called it the largest Reality or the Truth. He held that life is the closest manifestation of the largest reality or Absolute. We can realize the Absolute only by serving the living beings around. It is a move from finite reality to infinite God.

As a pragmatic idealist, he strove to make sense of whatever he understood about the Absolute, in the context of life on earth. He articulated them all in a manner understandable to us in our own contexts and earnestly put it into practice at all levels (personal, social, national level, in the socio, economic, political, spiritual and natural spheres of life). The whole idea of his life is widely recognized as a holistic approach to life. He himself said, 'I believe in advaita'. His way of thinking is non-divisive thinking. This thought is constructed on a strong fundamental principles, concepts, ideas... All these together is recognized as Gandhian Philosophy.

Objectives

- To study the central philosophy and its fundamental principles and concepts;
- To learn the way he evolved them into a comprehensive (holistic) knowledge of life; and
- To study the pragmatism of his philosophy

Course outcome

Students gain a comprehensive understanding of what is Gandhian Philosophy and how it is holistic and pragmatic. They develop essential fundamental principles that guide their life towards a more stable social living.

SYLLABUS

UNIT I:

Foundation of Gandhian Philosophy : Non-dualist (advaita) oneness of All; Truth as God, the largest Reality; Absolute and Relative Truth; Truth as life ; Primacy of life; Duality and non-duality interplay; Finite and infinite complementarity; Individual and society; Human and nature.

UNIT II:

Truth as Nonviolence: Truth in action; Truth as nonviolence; Nonviolence as the Law; Idea of Non-violation; Ends and Means; Relative Nonviolence; Nonviolence as a way of life and as a method of social change; Nonviolence as appropriate conduct; Optimization of life.

UNIT III:

Satyagraha: Conceptualization; Etymology; History; Principles; Norms ; Major Satyagraha; Global interpretation, experience and comments

UNIT IV:

Religious and philosophical influence on Gandhi: Hinduism, Jainism, Buddhism, Sikhism, Islam and Christianity; Emerson, Thoreau, Ruskin, Tolstoy

UNIT V:

Gandhian Ethics: Logic of Truth as God; Logic of Truth as life; pragmatic idealism; Inconsistent – consistency; Eleven Vows; Truth, Nonviolence, Brahmacharya, Non-stealing, Non-possession, Control of Palate, Fearlessness, Equality of religions; Swadeshi, Removal of Untouchability, Bread Labour: Swaraj: Socio political connotation, spiritual and holistic concept; Sarvodaya.

UNIT VI:

Constructive Living and Action : Harmonizing thought word and deed; self and society the non-dualistic pursuit; 18 constructive Programs of Gandhi and their contemporary; relevance; Millennium Development Goals and Constructive Program and comparative analysis.

Suggested Readings:

1. **Rolland, Romain** (1924) Mahatma Gandhi: the man who became one with the Universal being, PIB, Gol.,
2. **Prabhu, R K and Rao, U R** (1966) The Mind of Mahatma, Navajivan Publishing House, Ahmedabad.
3. **Gandhi, M K** (1955) Hind Swaraj or Indian Home Rule, Navajivan Publishing House, Ahmedabad.
4. **Kripalani, Krishna** (Ed) (1940) All Men are Brothers, Navajivan Pub. House, Ahmedabad.
5. **Bondurant, Joan V** (1958, 1988) Conquest of Violence: Gandhian Philosophy of Conflict, Princeton University Press.
6. **Gujral, M L** (1984) Thus Spake Bapu, Gandhi Peace Foundation, New Delhi.
7. **Varma, Ravindra**, (2001). *The Spiritual Basis of Satyagraha*. Ahmedabad: Navajivan.
8. **Gandhi, M.K.**, In Search of the Supreme (Vol. III), Navjivan, Ahmedabad, 1960.
9. **Gandhi, M.K.**, Sarvodaya, Navjivan, Ahmedabad, 1957.
10. **Bose, N.K. (ed.)**, Selections from Gandhi, Navjivan, Ahmedabad, 1957. 6) Iyer, Raghavan (ed.), The Moral and Political writings of Mahatma Gandhi (Vol. I, II, 7) III), Clarendon Press, Oxford 1986. 8) Parekh, Bhikhu, Gandhi's Political Philosophy: A Critical Examination, University of 9) Notre Dame Press, 1989. 10) Richards, Glyn, The Philosophy of Gandhi: A study of his Basic Ideas, Conzen Press, 1982.

Basic Reference Material

1. **Gandhi, M K. (2016)** Collected Works of Mahatma Gandhi Vol 01-100, Publication Div., Gol., New Delhi

Reference Books

1. **Tendulkar D G.** (1951) Mahatma: Life of Mohandas Karamchand Gandhi, Vol. 1-8, Publication Div. Gol., New Delhi
2. **Pyarelal** (1956) The Last Phase, Navajivan Mudralaya, Ahmedabad

Additional Reference Resources :

1. University Library, Gujarat Vidyapith, Ahmedabad
2. GRF Library, Gandhi Research Foundation, Jalgaon
3. National Gandhi Museum Library, New Delhi

E-Resource

1. www.mkgandhi.org
2. www.gandhiheritageportal.org
3. <https://plato.stanford.edu/>

Semester 1; Course 3

Course Code : GST81MML501

Subject : Gandhian Political Thought

Gandhian Political Thought

“In the evolution of civilization, if it is to survive, all men cannot fail eventually to adopt his belief that the process of mass application of force to resolve contentious issues is fundamentally not only wrong but contains within itself the germs of self-destruction.” **Gen. Douglas MacArthur** (Chief of Army Staff of the USA):

In one sense politics is a profession and the politician is one trained to transact public business in an efficient manner. There is another sense in which politics is a vocation and the politician is one who is conscious of a mission to save his people and inspire them with faith in God and love for humanity.

Gandhi belongs to the second category. For him, there was or could be no wall of separation between the personal and the public, the inner and the outer life of man. In this respect he stood clearly apart from and above most of the world's politicians and statesmen.

Objectives:

1. To learn the fundamentals of Gandhian political principles, concepts and methods; his critique on democracy;
2. To get an idea of Gandhi's engagement with other political ideologies and his political legacy;
3. To acquaint with the ethicality of politics.

Course outcome

Students gain knowledge on

- the dynamics of Nonviolent methods of governance
- concept and methods of peoples empowerment

They turn out to be better citizens

SYLLABUS

UNIT I:

Nature of Gandhi's Politics: Defining the term politics; politics as pursuit of Truth in social living; Politics as the art of love and through service ; Ends- means correlation and purification of means ; Spiritualization of politics: Religion and politics.

UNIT II:

State, Democracy and Political Power : Gandhi's critique of the modern state ; Modern democracy and Gandhi's critique of parliamentary democracy, the essence of Gandhi's democracy ; People as power; Nonviolent state and Ramrajya; Nature of political power.

UNIT III:

Sovereignty, Freedom and Swaraj : Gandhi's notion of sovereignty and individual freedom ; Individual freedom and collective responsibility ; Freedom and swaraj ; decentralization of power ; Panchayati raj.

UNIT IV:

Gandhi's Philosophy of Resistance :Satyagraha and passive resistance ; State and citizen; Scope and significance of Satyagraha ; Limits and abuse of Satyagraha ; Resistance and Reconstruction .

UNIT V:

Gandhi and other political ideologies :Gandhi and Marxism ; Gandhi and Liberalism ; Gandhi and Hindutva ; Gandhi and Ambedkar ;

UNIT VI:

Gandhi's Political Legacy : Martin Luther King; Nelson Mandela; Gandhi and Contemporary Indian resistance movement ; Gandhian Critique of Contemporary World Order.

Suggestive Readings :

1. **Dalton, Dennis.** (1998). *Nonviolence in Action Gandhi's Power*. Delhi: Oxford University Press.
2. **Gandhi M. K.** (2006) *Satyagraha in South Africa*, Ahmedabad, Navajivan Publishing House.
3. **Iyengar, S.** (2013). "Individual Freedom in a Gandhian Perspective" in Joe Colombano and Aniket Shah (ed.) *Learning from the World: New Ideas to Redevelop America, USA*: Palgrave-McMillan.
4. **Iyer, R.** (2007). *The Moral and Political Thought of Mahatma Gandhi*. New Delhi: Oxford University Press.
5. **Iyer, R.** (1986) (Edited). *The Moral and Political Writings of Mahatma Gandhi (Vol.1, 2 & 3)*, New Delhi: Oxford University Press.
6. **Parekh, Bhikhu.** (1989). *Gandhi's Political Philosophy*. London: Macmillan.
7. **RaminJahanbegloo.** (2018). *The Disobedient Indian: Towards a Gandhian Philosophy of Dissent* New Delhi: Speaking Tiger
8. **Roy, Ramashray.** (1985). *Self and Society: A study in Gandhian Thought*. New Delhi: Sage.
9. **Sharp, Gene** (1999). *Gandhi as a political strategist: With essays on ethics and politics*. New Delhi: Gandhi Media Centre. OCLC 52226697.; with introduction by Federico Mayor, then Director-General of UNESCO

Basic Reference Material

1. **Gandhi, M K. (2016)** *Collected Works of Mahatma Gandhi Vol 01-100*, Publication Div., Gol., New Delhi

Reference Books

1. **Tendulkar D G.** (1951) *Mahatma: Life of Mohandas Karamchand Gandhi*, Vol. 1-8, Publication Div. Gol., New Delhi
2. **Pyarelal** (1956) *The Last Phase*, NavajivanMudralaya, Ahmedabad

Additional Reference Resources :

1. University Library, Gujarat Vidyapith, Ahmedabad
2. GRF Library, Gandhi Research Foundation, Jalgaon
3. National Gandhi Museum Library, New Delhi

E-Resource

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3. <https://plato.stanford.edu/>

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Semester 1; Course 4

Course Code : GST81RML501

Subject : Research Methodology

Research Methodology

Research Methodology gives orientation to student for a systematic, logical, rational methods of constructing truth. It also helps them how to collect empirical information, facts data, elementary details and analyse them and draw out an inference as close to the reality as logical.

It also helps them construct a systematic presentation of their thought before the society.

Objectives:

1. To study the methods of scientific enquiry to understand the tools and techniques of collecting data
2. To refine one's method of logical thinking and analysis
3. To cultivate the skill for rational interpretation and systematic presentation of a thesis.

Course outcome

Students gain knowledge on

- Research methodology and
- Better prepared for scientific enquiry and rational and logical presentation

SYLLABUS

UNIT I:

Scientific Enquiry –scientific Method – Epistemological and Hermeneutic basis of research – Inductive and Deductive process; Identification and formulation of a research problem: logic and ethics in research

UNIT II:

Empirical Verification:– correspondence between theory and practice – Research design – Empirical designs and the survey method – Sample Study, pilot study and testing programme – Case Studies.

UNIT III:

Tools and Techniques of data collection – objectivity, Validity and Reliability with reference to the tools – Interviews schedule questionnaires and the method of observation – Sampling procedures and field work.

UNIT IV:

Hypothesis and the concept of significance – Tools of hypothesis and analysis of variance – Data processing – functions of statistical techniques –

UNIT V:

The structure of a Research Report – Balancing theory and field data – creature dimensions of the research report – Referencing and preparation of the bibliography.

UNIT VI:

presentation of the findings: Fundamentals, objectives and relevance of the finding and its presentation; Sample presentations;

Suggestive Readings :

1. AnolBhattacharjee, Social Science Research: Principles, Methods, and Practices, Florida, 2012 ISBN-13: 978-1475146127 ; ISBN-10: 1475146124
2. Bridget Somekh, Research-Methods-in-the-Social-Sciences, Sage Publication, New Delhi, 2005, ISBN 0-7619-4401-X

Basic Reference Material

1. <https://shodhganga.inflibnet.ac.in/>
2. Books on Social Science Research

Reference Books

1. **Gandhi, M K. (2016)** Collected Works of Mahatma Gandhi Vol 01-100, Publication Div., Gol., New Delhi

Additional Reference Resources:

1. University Library, Gujarat Vidyapith, Ahmedabad
2. GRF Library, Gandhi Research Foundation, Jalgaon
3. National Gandhi Museum Library, New Delhi

E-Resource

1. https://nassdoceresources.remotexs.in/a-z_ebooks/R?title=&biblio_publisher=

2. www.mkgandhi.org
3. www.gandhiheritageportal.org
4. <https://plato.stanford.edu/>

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Semester 1; Course 5 (Elective 1)

Course Code : GST81MEP501

Subject : Living the Gandhian Way (A Life of Sarvodaya in an Ashram_Afield stay Project)

Living the Gandhian Way

Truth makes sense only in action. Gandhi said that, there one's thought, word and action must be in harmony with each other, there should not be any gap between them. Our righteous thinking has to be translated into righteous life (action).

This course provides to the students an opportunity to experiencing personally the lifestyle adopted by Gandhi, by helping them stay and work at one of the ashram campuses in India where life and work are carried out in tune with truth and nonviolence as envisaged by Gandhi.

Objectives

- To help students understand through first hand experiencing, the principles of nonviolence living.
- Enable them to appreciate the veracity and efficacy of nonviolent living / action
- To equip them with the traits and skills of nonviolence living

Pedagogy

Participatory, Interactive, observation and self-reflective on-field exposure/exercises that involves:

- Regular meeting with the mentor (both the on field and course guides)
- Active participation in ashram life and activity
- Writing journal / and documenting the experience
- Prepare a detailed report with visuals.
- Present it in a seminar, and
- Submit the report to the department

Course Requirements

- Students put in work to earn 6-credit
- Twenty-five days stay at the ashram / or any other enlisted campuses (or)

- Each week two days in as many as fifteen weeks
- Internal assessment for 60 marks (through continuous assignments; seminars, Term work, participation, attendance)
- External exam for 40 marks (for the project report and interview)

Group Project

Students may form themselves into groups of four five members and go to the same ashram / institute for the live in experience there.

However each student is expected to prepare their reports, assignments and present the papers separately.

Topics (suggestive) :

- Nonviolence in interpersonal relations
- Nonviolence in the system an
- Nonviolence in social action

Case Study and Assignment

Each student is expected to prepare and submit four assignments and a Seminar paper on this subject. Topics (suggestive):

- Ashram living as it is in practice
- nonviolence in personal life of members in the ashram
- nonviolence and social agenda
- nonviolence in system
- Sustainability factors
- Life realization / transformation
- Good practices

Rules

- Strict schedule based field visit
- Regular attendance 80per cent expected
- Periodical reporting
- Prompt submission of assignments and conduct of seminars.
- Project reports are to be submitted within the stipulated time

Punctuality and field Behavior

Pro-active, pro-life attitude is expected. Students are expected to remain mindful of their responsibility. Punctuality, **discipline and courtesy** are signs of truth realization.

Participation in Field Discussion

Every student is expected to participate in the field work, group work and discussions.

Students are expected to assist in organizing various programmes of the ashram / institute they are attached to for this period. This participation is expected with the intention of giving first hand **organizational experience** to the students.

Course outcome

- Students understand the concept of nonviolence in day to day life
- They are equipped with essential fundamentals to exercise nonviolence in their personal and public work
- They are endowed with the aptitude for nonviolence action.

SYLLABUS

Stage I:

Choosing the organization to gain 'living the Gandhian way' life style; correspond with the the authorities; fix up the schedule and logistics

Stage II:

Visit and Stay: students go to the ashram / institute with all the essentials for a twenty-five day stay

Stage III:

Participation action: students connect with every member of the ashram / institute ; take part in its internal routines (in house work, prayer et al.,) as well as the social action.

Stage IV:

Writing Journal: students write daily journal with short description of the day's work and actions; observations, insights, and reflections. Journal will be evaluated by the mentor, and the interview panel.

Stage V:

Assignments and seminars: Based on their daily observations, insights, and reflections; students write assignments and a seminar paper and submit them in time.

Stage VI:

Project submission: Final report of the 'Living the Gandhian Way' field stay / exposure must be prepared on a suitable title, and presented to the department within the scheduled time (Fifteen-days before the final exam); An interview is held to assess the student's understanding.

Suggested Readings:

1. Ashram literatures
2. Ashram work related documents
3. Ashram reports
4. Memoirs of the ashram members
5. Related literatures

Basic Reference Material

1. **Gandhi, M K. (2016)** Collected Works of Mahatma Gandhi Vol 01-100, Publication Div., Gol., New Delhi

Reference Books

1. **Tendulkar D G. (1951)** Mahatma: Life of Mohandas Karamchand Gandhi, Vol. 1-8, Publication Div. Gol., New Delhi
2. **Pyarelal (1956)** The Last Phase, NavajivanMudralaya, Ahmedabad

Additional Reference Resources :

1. University Library, Gujarat Vidyapith, Ahmedabad
2. GRF Library, Gandhi Research Foundation, Jalgaon
3. National Gandhi Museum Library, New Delhi

E-Resource

1. www.mkgandhi.org
2. www.gandhiheritageportal.org

Semester 1; Course 5 (Elective 2)

Course Code : GST81MEP502

Subject : A life of Gandhian Activist_ NGOstay Project)

Living the Gandhian Way

Truth makes sense only in action. Gandhi said that, there one's thought, word and action must be in harmony with each other, there should not be any gap between them. Our righteous thinking has to be translated into righteous life (action).

This course provides to the students an opportunity to experiencing personally the lifestyle adopted by Gandhi, by helping them stay and work at one of the Gandhian NGO campuses in India/ abroad, where life and work are carried out in tune with truth and nonviolence as envisaged by Gandhi.

Objectives

- To help students understand through first hand experiencing, the principles of nonviolence living.
- Enable them to appreciate the veracity and efficacy of nonviolence living / action
- To equip them with the traits and skills of nonviolence living

Pedagogy

Participatory, Interactive, observation and self-reflective on-field exposure/exercises that involves:

- Regular meeting with the mentor (both the on field and course guides)
- Active participation in ashram life and activity
- Writing journal / and documenting the experience
- Prepare a detailed report with visuals.
- Present it in a seminar, and
- Submit the report to the department

Course Requirements

- Students put in work to earn 4-credit
- Twenty-five days stay at the ashram / or any other enlisted campuses (or)
- Each week two days in as many as fifteen weeks
- Internal assessment for 40 marks (through continuous assignments; seminars, Term work, participation, attendance)
- External exam for 0 marks (for the project report and interview)

Group Project

Students may form themselves into groups of four five members and go to the same ashram / institute for the live in experience there.

However each student is expected to prepare their reports, assignments and present the papers separately.

Topics (suggestive) :

- Nonviolence in interpersonal relations
- Nonviolence in the system an
- Nonviolence in social action

Case Study and Assignment

Each student is expected to prepare and submit four assignments and a Seminar paper on this subject. Topics (suggestive):

- Ashram living as it is in practice
- nonviolence in personal life of members in the ashram
- nonviolence and social agenda
- nonviolence in system
- Sustainability factors
- Life realization / transformation
- Good practices

Rules

- Strict schedule based field visit
- Regular attendance 80per cent expected
- Periodical reporting
- Prompt submission of assignments and conduct of seminars.
- Project reports are to be submitted within the stipulated time

Punctuality and field Behavior

Pro-active, pro-life attitude is expected. Students are expected to remain mindful of their responsibility. Punctuality, discipline and courtesy are signs of truth realization.

Participation in Field Discussion

Every student is expected to participate in the field work, group work and discussions.

Students are expected to assist in organizing various programmes of the ashram / institute they are attached to for this period. This participation is expected with the intention of giving first hand organizational experience to the students.

Course outcome

- Students understand the concept of nonviolence in day to day life
- They are equipped with essential fundamentals to exercise nonviolence in their personal and public work
- They are endowed with the aptitude for nonviolence action.

SYLLABUS

Stage I:

Choosing the organization to gain 'living the Gandhian way' life style; correspond with the the NGO management / authorities; fix up the schedule and logistics

Stage II:

Visit and Stay: students go to the institute with all the essentials for a twenty-five day stay

Stage III:

Participation action: read and understand the basics of the NGO: its vision, mission, methods, strategy, operational technique, their reports, and other literatures; visit their field and make field observation...

Stage IV:

Writing Journal: Writing daily journal, study the ethical, moral and fundamental principle, evident in their practice

Stage V:

Assignments and seminars: Based on the reading and daily observations, insights, and reflections; students write assignments and a seminar paper and submit them in time.

Stage VI:

Project submission: Final report of the 'Living the Gandhian Way' field stay / exposure must be prepared on a suitable title, and presented to the department within the scheduled time (Fifteen-days before the final exam); An interview is held to assess the student's understanding.

Suggested Readings:

1. Constructive Program literatures
2. NGO work related documents
3. NGO reports
4. Reflections of the NGO / founders
5. Related literatures

Basic Reference Material

1. **Gandhi, M K. (2016)** Collected Works of Mahatma Gandhi Vol 01-100, Publication Div., Gol., New Delhi

Reference Books

1. **Tendulkar D G.** (1951) Mahatma: Life of Mohandas Karamchand Gandhi, Vol. 1-8, Publication Div. Gol., New Delhi
2. **Pyarelal** (1956) The Last Phase, NavajivanMudralaya, Ahmedabad

Additional Reference Resources :

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2. GRF Library, Gandhi Research Foundation, Jalgaon
3. National Gandhi Museum Library, New Delhi

E-Resource

1. www.mkgandhi.org
2. www.gandhiheritageportal.org

M.A., (Gandhian Studies)

Department of Gandhian Studies

Mahatma Gandhi Mission University, Chh.Sambhajinagar

Semester – 2

Curriculum

| Course Code | Course Title | Credit |
|--------------|--|-----------|
| GST81MML504 | Social Harmony | 4 |
| GST81MML505 | International Peace | 4 |
| GST81MML506 | Conflict Transformation | 4 |
| GST81FPJ501 | Constructive Action (FP) | 4 |
| GST81MEL501 | Gandhi and His Contemporaries (ELECTIVE) | 4 |
| GST81MEL502 | Gender Justice (ELECTIVE) | |
| Total | Four Courses | 20 |

Semester 2; Course 1

Course Code : GST81MML504

Subject : Social Harmony

Social Harmony

The golden way is to be friends with the world and to regard the whole human family like members of one family. He who distinguishes between one's family and another's mis-educates the members of his own and opens the way for discord and irreligion. **M K Gandhi**, Harijan, 17-11-1946, p. 602

Refraining from even secretly thinking ill of the other is the real test of communal harmony.

M K Gandhi, Young India 07-05-1947

“Probably Gandhi is the first person in history to lift the love ethic of Jesus above mere interaction between individuals to a powerful and effective social force on a large scale.”

Martin Luther King Jr. (Civil Rights Stalwart; Nobel Laureate):

Harmony between diverse people is the foundation for a sustainable nation. Inner harmony is an essential stepping stone to outer freedom. During the freedom struggle, Gandhi for that reason introduced ‘Communal Harmony’ as the first and foremost constructive program. He believed that engaging the satyagrahis in building communal harmony, is the way they can hone their character as satyagrahis to fight for freedom and construct a just society.

Objectives:

- To help students understand the concept, principle, methods and dynamics of harmony
- Enabling them with perspectives and skills for nurturing, defending and sustaining social harmony (family, institution, neighbourhood communities).

Course outcome

- Students are equipped with an understanding of the dynamic of communal harmony
- They gain a fair understanding of Gandhi's / nonviolent approach to social harmony
- They understand community mobilization leadership for social cohesion;

SYLLABUS

UNIT I:

Concept of and conditions for social harmony; Constitution and Social Harmony – Secularism and social identity; Integral harmony: economic political and religious influence on social Harmony; Self and Society

UNIT II:

Ontology of diversity and plurality; harmony in the Creation – Order, rta and cohesion; learning from nature; social construct and civilizational experience; Ethos of a globalized society – (modernization, scientism, individualism, competition and professionalism) – Social and inter-personal relations.

UNIT III:

Civilization lives by her attraction (centripetal force) not repulsion: Religious literature and reformation movement; Sufism and Bhakti Movement; Social reform Movement (contribution of Dr. B R Ambedkar, Mahatma Phule, E V R Periar, Mahatma Gandhi.)

UNIT IV:

Social reality – racial, caste, class, communal and gender hierarchies – their positive and negative socio-cultural impact; fundamentalism, social intolerance and communal riots; Migration and urban diversity; discrimination segregation, and ghettoization; Media; individual attitude, social behavior and political actions;

UNIT V:

Neighbourhood organization: social web and social fabric: roles and responsibility of civil society organization; role of media; social education; Conversation and Dialogue and Dialectics; inner dialogue, interpersonal and inter community conversation, social discourse.

UNIT VI:

Case study of dialogue and social discourse models and leadership

Suggested Readings:

1. Mazmudar, Bharati (compiled) (2006), Gandhi on Communal Harmony, Mumbai, Manibhavan
2. Gandhi, M K (2008), Way to Communal Harmony, Ahmedabad, Navajivan Publishing House
3. Gandhi, Manubehn (1960), The Miracle of Calcutta, Ahmedabad, Navajivan Publishing House
4. Pyarelal, (1932) The Epic Fast, , Ahmedabad, Navajivan Publishing House
5. Marsh, C (2013), Social harmony paradigms and natural selection; Darwin, Kropotkin and the metatheory of mutual aid , Journal of Public Relations Research, 2013 - Taylor & Francis

Basic Reference Material

1. **Gandhi, M K. (2016)** Collected Works of Mahatma Gandhi Vol 01-100, Publication Div., Gol., New Delhi

Reference Books

1. **Tendulkar D G.** (1951) Mahatma: Life of Mohandas Karamchand Gandhi, Vol. 1-8, Publication Div. Gol., New Delhi
2. **Pyarelal** (1956 The Last Phase, NavajivanMudralaya, Ahmedabad

Additional Reference Resources :

1. University Library, Gujarat Vidyapith, Ahmedabad
2. GRF Library, Gandhi Research Foundation, Jalgaon
3. National Gandhi Museum Library, New Delhi

E-Resource

1. www.mkgandhi.org
2. www.gandhiheritageportal.org
3. <https://plato.stanford.edu/>

Semester 2; Course 2

Course Code : GST81MML505

Subject : International Peace

International Peace

Course Description:

Peace and life are convertible terms. There is no life without peace, and there is no peace independent of peace. In fact life is best realized only when the peace is assured in a manner that is mutually gainful and guided towards a direction that is progressive and harmonious.

Twentieth century was an age of scientific revolution as well as the world wars. War clouds of the last century threatened to freeze the very life of humanity. Peace in that sense is experienced in the absence of war. That is why the UN kind of global bodies strive to help nations solve their problems without entering into war.

However peace is much more than absence of war. It is experienced in the construction of life and its essentials. Nonviolence is all about realizing that peaceful life and how it can be constructed holistically. This course is to explore it in great length.

Objectives

- To study the concept, context, condition and constitution of Peace ; the concept and dynamics of conflict at various levels
- To help the students develop their own cohesive understanding of peace and enable them to be architects of peace at various levels of human association

Course outcome

Students gain a comprehensive understanding of what is peace; application of nonviolence for peace and come out with essential skills for peace making

SYLLABUS

UNIT I:

Theories of peace: philosophical, ideological, religious understanding of peace and conflict; socio, economic political philosophical perspectives: liberalist, realist, Marxist views on war and peace; Gandhian concept of peace.

UNIT II:

Structures and types : Peace: Context, Conditions and constituents of peace; Types, structures and factors of peace.

UNIT III:

Causes and process: Violence and violations: Denial, deprivation, deficiency; norms and values, ethics, morality, constitutional principles.

UNIT IV:

Approaches to Peace: individual / collective approaches; Political, Economic, Ecological approaches; Human Rights, Development, Struggle, Campaign, Lobby, Ethical and Inclusive Approaches; Gandhian nonviolence and constructive interventions; case study of global peace initiatives.

UNIT V:

Strategies for peace and conflict transformation: Peace making Peace keeping and Peace building process; mediation and negotiation; Multi-track approaches; People's diplomacy.

UNIT VI:

Challenges and scope for peace: Globalization and Developmental inequities; economic wars; terrorism; poverty ; ecological degradation;

UN and other Inter-governmental organizations for global / regional cooperation;

Case studies: Vietnam war; Peace in Rwanda; Arab spring

Suggested Readings:

1. Gandhi, M K (1928) Self-restraint V. Self-indulgence, Ahmedabad, Navajivan Publishing House
2. Sharp, Gene, Gandhi Wields the Weapon of Moral Power
3. Bercovitch, J., & Jackson, R.(2009) Conflict resolution in the twenty-first century: Principles, methods, and approaches. Ann Arbor, MI: University of Michigan Press
4. Lederach, J.P. The Moral Imagination: The Art and Soul of Building Peace. Boston: Oxford University Press.
5. Galtung, Johan, Theories of Peace, A Synthetic Approach To Peace Thinking, International Peace Research Institute, Oslo, 1967
6. Hand Book on Peace Building, OCED Development Assistance Committee's CPDC, 2008
7. Galtung, Peace by Peaceful Means: Peace and Conflict, Development and Civilization, SAGE, 1996.
8. Lederach John Paul. Preparing for Peace: Conflict Transformation Across Cultures, Syracuse University Press, 1995.

Basic Reference Material

1. Encyclopedia of Peace

Reference Books

1. **Gandhi, M K. (2016)** Collected Works of Mahatma Gandhi Vol 01-100, Publication Div., Gol., New Delhi

Additional Reference Resources :

1. University Library, Gujarat Vidyapith, Ahmedabad
2. GRF Library, Gandhi Research Foundation, Jalgaon
3. National Gandhi Museum Library, New Delhi

E-Resource

1. www.mkgandhi.org
2. www.gandhiheritageportal.org
3. <https://plato.stanford.edu/>

Semester 2; Course 3

Course Code : GST81MML506

Subject : Conflict Transformation

Conflict Transformation

Course Description:

Conflict is an integral aspect of life. There is no life without peace, and there is no life free of conflict. In fact life is best realized only when the conflicts in it are handled in a manner that is mutually rewarding and guided towards a direction that is peaceful and harmonious.

Twentieth century was an age of scientific revolution as well as the world wars. War clouds of the last century threatened to freeze the very life of humanity. Peace in that context was considered as an experience of the absence of war. That is why the UN kind of global bodies strive to help nations solve their problems without entering into war, and they continue to do.

Nonviolence is all about realizing a life in which occasions of conflict is minimized and individuals are enabled to handle situations of conflict more creatively and inclusively for the good of all.

Objectives

- To study the concept, and dynamics of conflict at various levels;
- To help the students develop their own holistic understanding of the method of dealing with conflict and
- To enable them with perspectives and skills to convert conflict into creative experience.

Course outcome

Students gain a comprehensive understanding of what is conflict transformation; application of nonviolence for handling conflict and come out with essential skills for satyagrahis in their daily life.

SYLLABUS

UNIT I:

Concept of Conflict: Concept of Conflict: philosophical, ideological, religious understanding of conflict; socio, economic political philosophical perspectives: liberalist, realist, Marxist views on war.

UNIT II:

Theories of Conflict: Social conflict (Karl Marx) ; Social Learning Theory (Albert Bandura); Social Identity Theory (Henri Tajfel); The Enemy System Theory; Human Needs Theory (John W Burton); Protracted Social Conflict; Reconstructive and Transformative conflict.

Structures and types : Context, Conditions and constituents of Conflicts; Types, structures and factors of conflict

UNIT III:

Causes and Dynamics: Primordial paradox; Need denial, deprivation and deficiency; system structural inadequacy; Social deficit; Frustration and Aggression Hypothesis; Conflict spiraling due non-realistic ventilation.

UNIT IV:

Conflict Resolution: Idea of resolution; curative approach; Techniques of resolving conflict; Skills associated with conflict resolution; learning from freedom movements (Indian experience and Civil Rights Movement)

UNIT V:

Strategies for conflict transformation: Gandhian Satyagraha; Social fabric; preparing for transformation – individual, community and the larger humanity; role of creative intervention (constructive program).

UNIT VI:

Managing Conflict: 4 A methods; Globalization and Developmental inequities; economic wars; terrorism; poverty ; ecological degradation;

UN and other Inter-governmental organizations for global / regional cooperation;

Case studies: Military insurgency; strategic wars; economic offence; economic embargo; Sambal valley experience.

Suggested Readings:

1. Gandhi, M K (1928) Self-restraint V. Self-indulgence, Ahmedabad, Navajivan Publishing House
2. Sharp, Gene, Gandhi Wields the Weapon of Moral Power
3. Bercovitch, J., & Jackson, R.(2009) Conflict resolution in the twenty-first century: Principles, methods, and approaches. Ann Arbor, MI: University of Michigan Press
4. Lederach, J.P. The Moral Imagination: The Art and Soul of Building Peace. Boston: Oxford University Press.
5. Wallensteen, P. (2007) Understanding Conflict Resolution. London: SAGE Publications
6. Burton, John and et.al. (1993) Conflict: Practices in Management, Settlement and Resolution, St. Martin's Press, 1993.
7. Galtung, Peace by Peaceful Means: Peace and Conflict, Development and Civilization, SAGE, 1996.
8. Lederach John Paul. Preparing for Peace: Conflict Transformation Across Cultures, Syracuse University Press, 1995.

Basic Reference Material

1. Encyclopedia of Peace

Reference Books

1. **Gandhi, M K. (2016)** Collected Works of Mahatma Gandhi Vol 01-100, Publication Div., Gol., New Delhi

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1. University Library, Gujarat Vidyapith, Ahmedabad
2. GRF Library, Gandhi Research Foundation, Jalgaon
3. National Gandhi Museum Library, New Delhi

E-Resource

1. www.mkgandhi.org
2. www.gandhiheritageportal.org
3. <https://plato.stanford.edu/>

Semester 2; Course 4 (Field Project)

Course Code : GST81FPJL501

Subject : Constructive Action

Constructive Action

Course Description:

Gandhi gave a new shape to freedom movement. For him, swaraj (complete liberation) is not just liberation of people from the political clutches of foreign hands. It is liberating people from all clutches that inhibit them from being a normal human.

This liberation took two forms. One is curative approach: Mending the damage, righting the wrong, removing the colonial masters from their imperial position in India. And the second is preventive approach: letting people develop strength enough to prevent violence (subjugation) from reoccurring. The first is generally understood as satyagraha. And the second is Constructive Program.

However, there are a lot of complementarities between these two approaches, as Gandhiji himself acknowledged by saying 'satyagraha and constructive programmes are two wings of the same bird'.

This program is to explore how it is a twin approach and how it helps solve problems and how it builds peace. And we also study the techniques and strategies.

Objectives

- To study the precept and practice of satyagraha and constructive work
- To learn from global constructive actions
- To help the students develop their own cohesive understanding of satyagraha and constructive work

Pedagogy

On-field exposure/exercises, Interactive, participatory, observational and self-reflective that involves:

- Regular meeting with the on field mentor and class guide
- Active participation in internship activity
- Writing journal / and documenting the experience
- Prepare a detailed report with visuals.
- Present it in a seminar
- Submit the final report to the department

Course Requirements

-
- Students put in work to earn 4-credit
- Weekly eight hours of field engagement besides discussions with the course mentor
- in as many as fifteen weeks
- Internal assessment for 40 marks (through continuous assignments; seminars, Term work, participation, attendance)
- External project report submission and defending for 60 marks

Group Project

Students may form themselves into groups of four - five members and go for internship in group, subject to the feasibility and approval of all the parties.

However each student is expected to write independent journal, assignment and seminar paper; and prepare a separate internship report to the satisfaction of the project requirement.

Topics (suggestive) can be in the fields of :

- Social transformation thru satyagraha
- System reformation thru constructive interventions
- Economic development (rural / MSME entrepreneurship) development action
- Ecological change by campaigners

Case Study and Assignment

Each student is expected to prepare and submit four assignments and a Seminar paper on this subject. Topics (suggestive):

- Social transformation
- System reformation
- Economic development (rural / MSME entrepreneurship)
- Ecological change

Rules

- Strict schedule based field visit
- Regular attendance 80per cent expected
- Periodical reporting
- Prompt submission of assignments and conduct of seminars.
- Internship reports are to be submitted within the stipulated time

Punctuality and field Behavior

Pro-active, pro-life attitude is expected. Students are expected to remain mindful of their responsibility. Punctuality, discipline and courtesy are signs of truth realization.

Participation in Field Discussion

Every student is expected to participate in the field work, group work and discussions.

Students are expected to assist in organizing various programmes of the Department, especially the Masters' Program. This participation is expected with the intention of giving first hand organizational experience to the students.

Course outcome

Students gain a comprehensive understanding of what are satyagraha and constructive work, its practice; attitudinal and skill requirements.

SYLLABUS

Stage I:

Choosing the organization for internship; correspond with the authorities; fix up the schedule and logistics

Stage II:

Visit and Stay :students go to the institute with all the essentials for thirty days

Stage III:

Participation action: students connect with every member of the institute ; take part in its internal routines (field actions and production processes et al.,) as well as the social action / consumer relationship.

Stage IV:

Writing Journal: students write daily journal with short description of the day's work and actions; observations, insights, and reflections.

Stage V:

Assignments and seminars: Based on their daily observations, insights, and reflections; students write assignments and a seminar paper and submit them in time.

Stage VI:

Project submission: Final report of the internship must be prepared on a suitable title, and presented to the department within the scheduled time (Fifteen-days before the final exam)

Suggested Readings:

1. Internship related literature
2. Internship related institutional documents
3. Related documents

Basic Reference Material

1. **Gandhi, M K. (2016)** Collected Works of Mahatma Gandhi Vol 01-100, Publication Div., Gol., New Delhi

Reference Books

1. **Tendulkar D G.** (1951) Mahatma: Life of Mohandas Karamchand Gandhi, Vol. 1-8, Publication Div. Gol., New Delhi
2. **Pyarelal** (1956 The Last Phase, NavajivanMudralaya, Ahmedabad

Additional Reference Resources :

1. University Library, Gujarat Vidyapith, Ahmedabad
2. GRF Library, Gandhi Research Foundation, Jalgaon
3. National Gandhi Museum Library, New Delhi

E-Resource

1. www.mkgandhi.org
2. www.gandhiheritageportal.org

Semester 2; Course 5(elective-1)

Course Code : GST81MEL501

Subject : Gandhi and His Contemporaries

GANDHI AND HIS CONTEMPORARIES

One of the basics of Gandhi's campaign was that he endeared, reared generations of leadership. He had a vast network of co-workers. He even kept in good contact with his adversaries. This course is to explore the network of human relationship Gandhi nurtured.

Objectives:

- To help students understand the vast network of human relationship that formed the basis of Gandhi's campaign.
- To enable them imbibe the spirit of human relationship.
- To equip them to build human network

Course outcome

Better

- understanding the importance of human relationship
- ability to build human network

SYLLABUS

UNIT I:

Gandhi's associates in South Africa: Hindu, Muslim, Parsi, Christian associates; European Associates, Women Associates; Learning from Gandhi's South Africa experience.

UNIT II:

Gandhi's Ashram Associates :Mahadev Desai, Kaka Kalelkar, Mushruwala , SushilaNayyar, ParchureShastri... their role in the inner development.

UNIT III:

Gandhi's European and American Associates :Mira Ben, Hermann Kallenbach, Henry S L Pollack, Mrs. Pollack, Sonja Schlesin... Howard Thurman, Frederick Bohn Fisher, Louis Fischer, Vincent Sheen; dissemination of nonviolence globally

UNIT IV:

Associates in Satyagraha: Sardar Patel, Nehru, Rajendra Prasad, Sarojini Naidu, Rajagopalachari, Khan Abdul Ghaffar Khan, DharanidharBabu, AnusuyaSarabai, Shankarlal banker, Nilakanta Das...

UNIT V:

Intellectual and Spiritual Associates: Tagore, Vinoba, Jones, Haynes, Martin Luther King Jr. Romain Rolland, J CKumarappa...

UNIT VI:

Critics and Adversaries: Gora, Jeyaprakash Narayan, Jan Smuts, Churchill, M.N. Roy, Margaret Sanger;

Suggested Reading:

1. **S Radhakrishnan** (Ed), Profiles of Gandhi
2. **M K Gandhi**, The Story of My Experiments with Truth, Navajivan Publishing House, Ahmedabad
3. **Tendulkar D G.** (1951) Mahatma: Life of Mohandas Karamchand Gandhi, Vol. 1-8, Publication Div. Gol., New Delhi
4. **Pyarelal** (1956 The Last Phase, NavajivanMudralaya, Ahmedabad

Reference Books

1. **Gandhi, M K. (2016)** Collected Works of Mahatma Gandhi Vol 01-100, Publication Div., Gol., New Delhi

Additional Reference Resources :

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- GRF Library, Gandhi Research Foundation, Jalgaon
- National Gandhi Museum Library, New Delhi

E-Resource

1. <https://www.thecanadianencyclopedia.ca/en/article/gender-equality>
2. www.mkgandhi.org
3. www.gandhiheritageportal.org
4. <https://plato.stanford.edu/>

Semester 2; Course 5(elective-2)

Course Code : GST81MEL502

Subject : Gender Justice

Gender Justice

Gender equality is the foremost test of human moral development. It is inexplicable that men are unable to recognize the innate potential of their fellow human being, even while they undertake the whole life activities with the cooperation of women. This course is to throw light on the essential attitude of equality , especially in gender relations.

Objectives:

- To help students understand the fundamentals of equality and gender equality in particular
- To enable them imbibe the spirit of equality in their personal level.
- To equip them with perspectives and skills to promote gender sensitivity in their respective circles.
- To promote interest in gender studies and research among students.

Course outcome

Better

- understanding gender
- ability to handle oneself unbiased in gender sense
- ability to help fellow humans construct gender consciousness

SYLLABUS

UNIT I:

Fundamentals of Justice: Concept of Equality and Justice (religious, philosophical, cultural and political) Human Rights; Gender notion (stereotypes); constitutional Principles and Praxis

UNIT II:

Historic overview of Gender Justice and Equality : Patriarchy and Women movements in India and the west in the past and in the 20th century ; critical assessment of the culture and tradition; Women Leaders in History: Women in Politics and in Industrial space

UNIT III:

Reformation and Feminism : Reform Leaders - women leaders and leaders of women liberation; Feminism – liberal, socialist, radical and post-modern feminism; Academic Initiatives; Feminist literatures; LGBTQ movements; current trends (# Me Too campaign...); challenges; Law relating to crime against women;

UNIT IV:

Gandhian Gender campaign: Gender view of Gandhi; Gandhian initiatives; Women associates of Gandhi; Women in Freedom Struggle; Criticisms.

UNIT V:

Approaches to Gender Justice: Social Education - media; academics and literary campaign; State Agencies – National Commission for Women, Police and Judiciary; Civil Society Organization; Law relating to Women – property rights, marriage, divorce, maintenance, adoption, succession;

Gandhian approach to Gender Justice; enabling, empowering and ennobling women; Man women dialectical journey for mutual ennobling.

UNIT VI:

Case Study of successful campaign, leadership and organization promoting gender sensitivity and parity; good practices of individual, organization and communities.

Suggested Reading:

1. **Bolt, C.** (1993) *The Women's Movements in the United States and Britain from the 1790s to the 1920s*. New York & London: Harvester Wheatsheaf,
2. **Burton, A.** (1994) *Burdens of History: British Feminists, Indian Women and Imperial Culture*, University of North Carolina Press
3. **Holton, S.** (1996) *Suffrage Days: Stories from the Women's Suffrage Movement*. London: Routledge

4. **Legates, M.** (2001) *In Their Time: A History of Feminism in Western Society*, London: Routledge
5. **Rendall, J.** (1985) *The Origins of Modern Feminism: Women in Britain, France and the United States, 1780-1940*. Basingstoke: Macmillan,
6. **Bhasin, Kamala and Nighat Said Khan,** (1986). *Some Questions on Feminism and Its Relevance in South Asia*, New Delhi, Kali For Women
7. **Chaudhuri, Maitrayee** (Ed.) (2004)*Feminism in India*, New Delhi, Kali for Women

Basic Reference Material

1. **Kemp, Sandra and Judith Squires** (1997) *Feminisms*, Oxford: Oxford University Press
2. **Ramusack, Barbara N., and Sharon Sievers** (1999) *Women in Asia*, Bloomington: Indiana University Press,

Reference Books

1. **Gandhi, M K. (2016)** *Collected Works of Mahatma Gandhi Vol 01-100*, Publication Div., Gol., New Delhi
2. **Tendulkar D G.** (1951) *Mahatma: Life of Mohandas Karamchand Gandhi, Vol. 1-8*, Publication Div. Gol., New Delhi
3. **Pyarelal** (1956) *The Last Phase*, NavajivanMudralaya, Ahmedabad

Additional Reference Resources :

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- GRF Library, Gandhi Research Foundation, Jalgaon
- National Gandhi Museum Library, New Delhi

E-Resource

1. <https://www.thecanadianencyclopedia.ca/en/article/gender-equality>
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4. <https://plato.stanford.edu/>

M.A., (Gandhian Studies)
Department of Gandhian Studies
Mahatma Gandhi Mission University, Chh.Sambhajinagar
Semester – 3
Curriculum

| Course. Code | Course Title | Marks | | | Credit |
|--------------|--|-------|----------|----------|--------|
| | | Total | Internal | External | |
| GST81MML601 | Sustainable Economy | 100 | 40 | 60 | 4 |
| GST81MML602 | Rural Industrialisation | 100 | 60 | 40 | 4 |
| GST81MML603 | Entrepreneurship Development and Self Employment | 100 | 60 | 40 | 4 |
| GST81RPJ601 | Research Project (on one of the above three) | 100 | 60 | 40 | 4 |
| GST81MEL601 | Media and Gandhi (ELECTIVE) | | | | |
| GST81MEL602 | Gandhian Leadership (ELECTIVE) | | | | |

Semester 3; Course 1

Course Code : GST81MML601

Subject : Sustainable Economy

Sustainable Economy

This course examines alternative conceptions and theoretical bases of the notion of "sustainable economy." It focuses on the sustainability problems of developing societies (poverty, unemployment, inequality, material and knowledge gaps), as well as of the countries (i.e., resource depletion, gross pollution, aging of populations, sustainable consumption, institutional adjustments, perpetual debts etc.). The most critical resources for the survival of future generations are climate stability and biodiversity. It also explores the sociology of knowledge around sustainability, the economic and technological dimensions and institutional imperatives along with implications for political constitution of economic performance.

This course introduces Gandhian economy with self-restraint growth, optimized holistic approaches that guarantees most reliable economic model for sustainability.

Objectives

- To help students understand the concept and conditions of sustainable economic models with socio economic and environmental dimensions
- To enable them to discuss the advantages, opportunities and challenges (conflicts) involved in the Sustainability models at the micro and macro levels
- Encourage them to get into sustainable economic development action

Course outcome

- Students understand the concept of sustainability
- They are equipped to design functional models of economic activity, and

- To work for sustainable economic structures

SYLLABUS

UNIT I:

Introduction to economics: fundamentals, concepts, objectives, types of economics; J C Kumarappa's criticisms on modern economy; E F Schumacher's 'Small is Beautiful'

UNIT II:

Introduction to sustainability: definitions: historic and modern, Brundtland, Rio and SDGs; Gandhian reading of sustainability; sustainability indicators

UNIT III:

Sustainability challenges: resource depletion; gross pollution; aging of populations; social gaps: rich poor, urban-rural; sustainable consumption; institutional adjustments; perpetual debts; climate stability and biodiversity; lifestyles

UNIT IV:

Economy of Permanence: Gandhian criticism of modern economics; J C Kumarappa's model; learning from global scholarship (E F Schumacher, Club of Rome), determinants of sustainable economics, swadeshi (neighbourhood economy) ...

UNIT V:

Learnings from sustainability theories and practices; global initiatives and micro level practices

UNIT VI:

Designing sustainable development: models and designs of economic sustainability.

Suggested Readings:

1. OECD (2011): Towards Green Growth, Paris
2. Perkins, Dwight H. / Radelet, Stefen / Lindauer, David L. (2006): Economics of Development, 6th ed., New York / London (W.W. Norton).
3. Kumarappa,(1945) *J C Economy of Permanence*, Varanasi, SarvaSevaSanghPrakashan
4. Schumacher, E F., (1971) *Small is Beautiful*
5. Sachs, J. D. (2008): *Common Wealth. Economics for a Crowded Planet*, London
6. Skidelsky, Robert / Skidelsky, Edward (2012): *How Much Is Enough? Money and the Good Life*, New York, NY (Other Press)
7. Strange, Tracey / Bayley, Anne (2008): *Sustainable Development. Linking Economy, Society, Environment*, OECD Insights, Paris
8. TEEB (2010): *The Economics of Ecosystems and Biodiversity: Mainstreaming the Economics of Nature: A Synthesis of the Approach, Conclusions and Recommendations of TEEB*
9. Victor, Peter (2008): *Managing Without Growth. Slower by Design, Not Disaster*, Cheltenham, UK / Northampton, MA (EE)
10. Worldwatch Institute (2015): *State of the World 2015: Confronting Hidden Threats to Sustainability*, Washington, DC (Island Press)

Basic Reference Material

1. **Gandhi, M K. (2016)** *Collected Works of Mahatma Gandhi Vol 01-100*, Publication Div., Gol., New Delhi

Reference Books

1. **Tendulkar D G. (1951)** *Mahatma: Life of Mohandas Karamchand Gandhi*, Vol. 1-8, Publication Div. Gol., New Delhi

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2. GRF Library, Gandhi Research Foundation, Jalgaon
3. National Gandhi Museum Library, New Delhi

E-Resource

1. www.mkgandhi.org
2. www.gandhiheritageportal.org
3. <https://plato.stanford.edu/>

Semester 3; Course 2

Course Code : GST81MML602

Course Name : Rural Industrialization

Rural Industrialization

Course Description

Industrialization is the key factor in modern development. Right from the days of industrial revolution, it has been an urban phenomenon. That has made rural habitations weaker and poorer. If agriculture economy is any indication, then village which houses over fifty per cent of the national population enjoys less than 17 per cent of the GDP.

Gandhi insisted that the heart of the mother India lies in her villages and the development of the villages and the quality of life of the villagers are the real test of national development.

Concept of industry is associated with ever increasing size. Where as the saner world is convinced of the fact only 'small is sustainable' in not only ecological sense but in the very socio economic political senses too. This course is an attempt to cultivate among the young generation an aptitude for pro-village development initiative.

Objectives

- To introduce the concept of rural industries and how to promote it
- To enable them with understanding pertain to rural development and its scope
- To equip the students with essential skills and techniques to promote rural industrialization process.

Course outcome

- Students well informed of the concept of rural industries and how to promote it
- They are empowered with understanding pertain to rural development and its scope
- To equip the students with essential skills and techniques to promote rural industrialization process.

SYLLABUS

UNIT I:

Principles of Rural Industrialization: Swadeshi; self-reliance; self-sustenance; empowerment; Concept of Rural Industry: meaning, definition, MSME Policy and Program; Facilitating institutes (KVIC; DIC; NABARD; DRDA; ATMA; RSETI...); Indian experience and current trend; Challenges and Remedies.

UNIT II:

Resource Mapping and Mobilization: Assessment of local natural resources; Human Skill availability; Traditional craft and art; Market availability and access; trainee mobilization;**Sustainability concern:** Appropriate technology, ecological concerns, feasibility study

UNIT III:

Agriculture Skill Development: Water, Soil and Crop management techniques; Future agricultural practices; Integrated Farm Practices; Value Addition and Processing; Planning, resource mobilization, Training and Networking

UNIT IV:

Organization and Stakeholders Networking: Team building; Producer Organization; Cooperatives and their fundamentals; Structure and system of a rural industry; Study of different Stakeholders (Training agency; skill partners; technology partner; infrastructural partner; finance partner; market partners and others); building relationship and sustaining partnership

UNIT V:

Planning, Training and Implementation: Theory of Change template and design; Training modules: preliminary orientation; exposure visits; technical training; entrepreneurship training; orientation to finance, market management

Project Proposal: MSME legality and mandatory prerequisites; DPR design and drafting

UNIT VI:

Fundamentals of Production and Marketing:

Production procedures; Production chain: system and discipline; marketing methodology and discipline; ecologically conscious production practices; waste management (reduce, reuse, recycle)

Case studies: successfully functioning models of industrialization.

Suggested Readings:

1. Gadgil D.R.(1971) *Industrial evolution in India*, Bombay, Oxford University Press
2. Reddy Y.G.J. "Rural Industrialisation Problems and Issues"
3. How to start small scale Industries G.D. Sharma
4. Rural Industrialization in India S.N. Bhattacharya
5. Planning for Rural Development Issues and Case Studies Dholakia&Iyengar
6. Management of small scale Industries Dr. ShashiBala

Basic Reference Material

1. Kumarappa,(1945) *J C Economy of Permanence*, Varanasi, SarvaSevaSanghPrakashan
2. **Gandhi, M K. (2016)** Collected Works of Mahatma Gandhi Vol 01-100, Publication Div., Gol., New Delhi

Additional Reference Resources :

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3. National Gandhi Museum Library, New Delhi

E-Resource

1. www.mkgandhi.org
2. www.gandhiheritageportal.org

Semester 3; Course 3

Course Code : GST81MML603

Course Name : Entrepreneurship Development

Entrepreneurship Development

The students of Gandhian Studies who learn the art of rural industrialization must also learn how an entrepreneurship is brought about so that s/he can successfully encourage rural individuals into economic ventures. This course is to meet this end.

Objectives

4. To help the student understand the concept, methods and technique of bringing about an entrepreneurship in a rural area.
5. To acquaint the student with all the stakeholders of rural economic activity, and the systems associated with it.
6. To equip the person with skills to orchestrate successfully entrepreneurship ventures.

Course outcome

Students gain knowledge Rural entrepreneurship, and confidence on promoting economic activity in rural sector

SYLLABUS

UNIT I:

Entrepreneurship: Concept, types of business, factors of production (socio, economic, instrumental, institutional, financial, administrative, ecological factors)

UNIT II:

Entrepreneurship attitude and culture:– characteristics of an entrepreneur; psychological factors: business environment

UNIT III:

MSME: Concept and principles; Policies and program (rural); Rules and regulations; procedures and processes; rural entrepreneurship development agencies and their services

UNIT IV:

General Management – Entrepreneurship organization, structure, system , compliances; procedures, documentation

Stakeholder Relations – Skill training providers, Bank; marketing network for small businesses;

UNIT V:

Detailed Project Proposal (DPR) Writing: concept, general background (about the person, area and particular production feasibility etc.), objective, feasibility, work plan, budget, economic plan for first three years.

UNIT VI:

Case study and exposure visits: Three case studies (Agro farming business; marketing; manufacturing); Three visits to small business models and reporting the learning

Suggestive Readings :

1. Sharma, G.D., *How to start small scale Industries*
2. Schwenke, Karl (1991), *Successful Small-Scale Farming: An Organic Approach*
3. Ekarius, Carol, (1999) *Small Scale Livestock Farming*.

Basic Reference Material

1. <https://www.kviconline.gov.in/>
2. <https://msme.gov.in/>
3. <https://kvk.icar.gov.in/>
4. <http://di.maharashtra.gov.in>

Reference Books

1. **Gandhi, M K. (2016)** Collected Works of Mahatma Gandhi Vol 01-100, Publication Div., Gol., New Delhi

Additional Reference Resources:

1. University Library, Gujarat Vidyapith, Ahmedabad
2. GRF Library, Gandhi Research Foundation, Jalgaon
3. National Gandhi Museum Library, New Delhi

E-Resource

1. www.mkgandhi.org
2. www.gandhiheritageportal.org

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Semester 3; Course 4

Course Code : GST81RPJ601

Subject : Research Project

Research Project

(on either of the above three courses GS221001, or GS221002 or GS221003)

A detailed research project gives the student firsthand experience on the rationality and methodology of conducting a reform / development action and write a full-fledged report on it.

Dissertation also reflects the overall understanding of the student, gained during this (third) semester of the masters' program on Gandhian Studies.

Objectives

- To help students understand the practicality of development planning / execution
- To help them choose a social transformation theme / area and conduct a research on it
- To equip them with scientific skill in development intervention
- To help them with first-hand experience of social change and reporting

Pedagogy

Empirical research conducted by the student at the constant supervision of a guide. Students have to systematically approach the dissertation that involves:

- Consultation with the guide
- Research designing and execution
- Report writing
- Submission and
- Viva Voce

Course Requirements

- Students put in work to earn 4-credit
- Research work starts from day one of the semester
- Weekly meeting with the guide
- Weekly report to the guide and HoD
- Internal assessment for 60 marks (through continuous assignments; seminars, Term work, participation, regularity)
- External exam for 40 marks (for the Dissertation submission and viva voce)

Group Project

- NA

Case Study and Assignment

Student is expected to prepare and submit each each chapter as a separate paper after every twenty-five days, and present the final report in a seminar paper on this subject. Topics (suggestive):

Empirical qualitative research Topic must be social interest, focusing on

- Social harmony
- Economic justice
- Sustainability (ecological or economic...)
- Interpersonal values

Rules

- Strict schedule based field visit
- Regular attendance 80per cent expected
- Periodical reporting
- Prompt submission of assignments and conduct of seminars.
- Dissertation is to be submitted within the stipulated time
- Viva voce attendance mandatory

Punctuality and Class Behavior

Pro-active, pro-life attitude is expected. Students are expected to remain mindful of their responsibility. Punctuality, discipline and courtesy are signs of truth realization.

Participation in Class Discussion

Every student is expected to participate in the seminar and other, group work and discussions during the research period.

Course outcome

- Students understand research methodology and its application
- Students know how to choose social transformation theme / area and conduct a research on it
- They are equipped with research temper and skill

SYLLABUS

Stage I:

Preparatory phase: Theme selection; problem identification; research design – methodology finalized; hypo thesis drawn; samples finalized; assignment one submission

Stage II:

Data collection: Tool / questionnaire prepared, tested, finalized; data collected, cross checked; reporting to the guide and seeking comments and advice : assignment two submission

Stage III:

Analysis: data tabulated; processed and analysed; assignment three submission; Seminar presentation (in one of the stages here or hereafter)

Stage IV:

Writing the dissertation: students complete writing all the chapters ; submission of assignment four

Stage V:

Submission: Dissertation submitted both in hard copy and soft copy

Stage VI:

Viva Voce : students are expected to face the panel and defend their research finding successfully. This makes the research complete.

Suggested Readings:

1. Research methodology books
2. Topic related books
3. Samples related books/ articles/ any other documents

Basic Reference Material

1. **Gandhi, M K. (2016)** Collected Works of Mahatma Gandhi Vol 01-100, Publication Div., Gol., New Delhi

Reference Books

1. **Tendulkar D G.** (1951) Mahatma: Life of Mohandas Karamchand Gandhi, Vol. 1-8, Publication Div. Gol., New Delhi
2. **Pyarelal** (1956) The Last Phase, NavajivanMudralaya, Ahmedabad

Additional Reference Resources :

1. University Library, Gujarat Vidyapith, Ahmedabad
2. GRF Library, Gandhi Research Foundation, Jalgaon
3. National Gandhi Museum Library, New Delhi

E-Resource

1. www.mkgandhi.org
2. www.gandhiheritageportal.org

Semester 3; Course 5(Elective-1)

Course Code : GST81MEL601

Subject : Media and Gandhi

Media AND GANDHI

The phenomenal life of Gandhi evoked great interest among the media people. Especially the film industry took his life and message to produce some quality films that had educative value. This course is to explore Gandhi as he was reproduced in the film.

Objectives:

- To understand the influence of Gandhi on media

Course outcome

Students come out with better

- Understanding of the use of media (film) in projecting Gandhi.

SYLLABUS

UNIT I:

Gandhi and Media: Gandhi's engagement with media, his news papers, his interviews to media, Gandhian documentaries of his time

UNIT II:

Gandhi films:Chettiar's documentary film, The Attenborough's Gandhi. Facts and fiction.

Carricatures: MunnabhaiMBBS ; review, Gandhian elements, Gandhian notion, educative value, impact, distortions

UNIT III:

Films on freedom struggle: Films that promoted freedom struggle or depicted freedom struggle with Gandhi as a character

UNIT IV:

Gandhian Literature: Biographic, Political, Economic, Social, religious, Spiritual, Ecological, post Gandhian literature

Stories and lyrics of nonviolence and community building: films that promoted ideas of nonviolence and constructive program strongly.

UNIT V:

Print Media : Gandhi's association with Indian Print media, global journalists associated with Gandhi

UNIT VI:

Critical presentations: Misrepresentations of Gandhi in film; critical literatures, social media and Gandhi bashing.

Suggested Viewing:

1. Chettiar's documentary film, English
2. The Attenborough's Gandhi, English
3. Munnabhai MBBS , Hindi
4. Dr. Baba Saheb Ambedkar (2000) Hindi
5. Social media review
6. Teresa Joseph, Mahatma Gandhi and Mass Media: Mediating Conflict and Social Change, Routledge India, 2021
7. Mrinal Chatterjee, Mahatma Gandhi as a Communicator, <https://www.caluniv.ac.in/global-media-journal/Article-Dec-2018/A1.pdf>

Basic Reference Material

1. **Relevant Film Reviews**
2. Media literature

Semester 3; Course 5(Elective-2)

Course Code : GST81MEL602

Subject : Gandhian Leadership

Gandhian Leadership

Through his sixty years of public life in which he led the Indian community both in South Africa and India, Gandhi showed a novel method of leading the masses for a higher goal. That leadership, is found to be inclusive, lacerative, reciprocal and progressive in the nobler sense. It contained creativity, sense of purpose and sternness and accommodation. Some people called him dictator, hard task master, but invariably everyone found him quite acceptable.

This course is designed to provide a introduction to leadership by focusing on what it means to be a good leader. Emphasis in the course is on the practice of leadership. The course will examine topics such as: understanding leadership; recognizing leadership traits; engaging people's strengths; understanding philosophy and styles; attending to tasks and relationships; developing leadership skills; creating a vision; establishing a constructive climate; listening to out-group members; handling conflict; addressing ethics in leadership and overcoming obstacles. Students will assess their leadership traits and skills to improve their own leadership performance.

Objectives:

- To help students understand the fundamentals of good leadership, and expose them to such leadership practices in the present society
- To enable them imbibe the aptitude for a nonviolent leadership of equality in their personal level.
- To equip them with perspectives and skills of community leadership

Course outcome

Students come out with better

- understanding of leadership : traits and skills
- aptitude to inclusive leadership
- ability to play the role of social leaders

SYLLABUS

UNIT I:

Introduction to Leadership: Defining Leadership; Characteristics of a leader; models; Global Leadership Attributes; Practicing Leadership.; functional theories

UNIT II:

Vision and Values of a leader: Fundamentals, principles, qualities, traits and personality of a leader; knowledge and perspectives; Intelligence and emotions; belief and faith; commanding; Learning and learning to learn ; comprehension, empathetic, participatory, assimilative; strength: physical, mental, spiritual capacities

UNIT III:

Leadership Styles: Authoritarian; autocratic; participative; democratic; laissez-faire (freewheeling) ; purpose oriented; community (relationship) oriented; patriarchal; servant leadership.

UNIT IV:

Change Makers: innovators (scientific) ; reformers and transformers ; Stewardship ; leadership in times of crisis ; Political, social, economic, military leaders

UNIT V:

Gandhian Leadership features: Fundamentals: truth centric; pro-life, nonviolent; inclusive, non-dualist, non-compartmental ; optimized ; pragmatic

UNIT VI:

Case Study :Gandhian leadership - case study of Satyagraha in South Africa; Post Gandhian leadership models: VinobaBhave, Jayaprakash Narayan; Nonviolent leadership model: Martin Luther. King Jr.

Suggested Reading:

1. **Grint, Keith** (2005). *Leadership: Limits and Possibilities*, London, Palgrave
2. **Northouse, Peter G.** (2018). *Leadership: Theory and Practice*, (8 ed.) CA., Sage Publication
3. **Saffold, Guy** (2005). "Leadership Through Vision". *Strategic Planning: Leadership through Vision*, Nairobi: Evangel Publishing House.
4. **Saffold, Guy** (2005). "Leadership Through Vision". *Strategic Planning: Leadership through Vision*, Nairobi: Evangel Publishing House.
5. **Pascal Alan Nazareth** (2014) *Gandhi's Outstanding Leadership* (5th Ed), Bengaluru, Sarvodaya International Trust
6. **Greenleaf, Robert K** (1977). *Servant Leadership: A Journey Into the Nature of Legitimate Power and Greatness Mahwah*, New Jersey: Paulist Press

Basic Reference Material

1. **Gandhi, M K. (2016)** Collected Works of Mahatma Gandhi Vol 01-100, Publication Div., Gol., New Delhi

Reference Books

1. **Prabhu, R K and Rao, U R** (1966) *The Mind of Mahatma*, Navajivan Publishing House, Ahmedabad.
2. **Tendulkar D G.** (1951) *Mahatma: Life of Mohandas Karamchand Gandhi*, Vol. 1-8, Publication Div. Gol., New Delhi
3. **Pyarelal** (1956) *The Last Phase*, NavajivanMudralaya, Ahmedabad

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- National Gandhi Museum Library, New Delhi

E-Resource

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- www.gandhiheritageportal.org
- <https://plato.stanford.edu/>

M.A., (Gandhian Studies)

Department of Gandhian Studies

Mahatma Gandhi Mission University, Chh.Sambhajinagar

Semester – 4

Curriculum

| Course. Code | Course Title | Marks | | | Credit |
|--------------|---|-------|----------|----------|--------|
| | | Total | Internal | External | |
| GST81JTI601 | Living the Gandhian way (OJT) | 100 | 40 | 60 | 6 |
| GST81MML604 | Towards a New World Order | 100 | 40 | 60 | 4 |
| GST81MEL603 | Holistic Development (Elective) | 100 | 40 | 60 | 4 |
| GST81MEL604 | Human Nature (Elective) | | | | |
| GST81MEL605 | Modern Education: Gandhian Critic(Elective) | | | | |
| GST81RPD601 | Rural Internship Project (RP) | 100 | 40 | 60 | 6 |
| | Total | | | | 20 |

Semester 4; Course 1

Course Code : GST81JTJ601

Subject : Rural Internship Project

Rural Internship Project

Gandhi introduced 18 constructive programmes as part of his community / nation building initiatives. They were of social, economic, ecological in nature, and educative, productive (village industrial), reformative in their intention.

Students are expected to do a one month internship in one of these programmes, learn the art of transformation / development in a sustainable way.

Objectives

- To help students understand through first hand experiencing, the principles and methods of sustainable development / transformation initiatives.
- Empower them with the confidence that (nonviolent) transformation is possible and desirable.
- To equip them with the traits and skills of social / economic / ecological action for transformation / sustainability.

Pedagogy

Interactive, participatory, observation and self-reflective on-field exposure/exercises that involves:

- Regular meeting with the on field mentor and class guide
- Active participation in internship activity
- Writing journal / and documenting the experience
- Prepare a detailed report with visuals.
- Present it in a seminar
- Submit the final report to the department

Course Requirements

- Students put in work to earn 6-credit
- Thirty days of internship at a stretch (or)
- Each week two days in as many as fifteen weeks
- Internal assessment for 60 marks (through continuous assignments; seminars, Term work, participation, attendance)
- External exam for 40 marks (for the project report)

Group Project

Students may form themselves into groups of four - five members and go for internship in group, subject to the feasibility and approval of all the parties.

However each student is expected to write independent journal, assignment and seminar paper; and prepare a separate internship report to the satisfaction of the project requirement.

Topics (suggestive) can be in the fields of :

- Social transformation
- System reformation
- Economic development (rural / MSME entrepreneurship)
- Ecological change

Case Study and Assignment

Each student is expected to prepare and submit four assignments and a Seminar paper on this subject. Topics (suggestive):

- Social transformation
- System reformation
- Economic development (rural / MSME entrepreneurship)
- Ecological change

Rules

- Strict schedule based field visit
- Regular attendance 80per cent expected
- Periodical reporting
- Prompt submission of assignments and conduct of seminars.
- Internship reports are to be submitted within the stipulated time

Punctuality and field Behavior

Pro-active, pro-life attitude is expected. Students are expected to remain mindful of their responsibility. Punctuality, discipline and courtesy are signs of truth realization.

Participation in Field Discussion

Every student is expected to participate in the field work, group work and discussions.

Students are expected to assist in organizing various programmes of the Department, especially the Masters' Program. This participation is expected with the intention of giving first hand **organizational experience** to the students.

Course outcome

- Students understand through first hand experiencing, the principles of sustainable development / transformation initiatives.
- Students enabled with the confidence that (nonviolent) transformation is possible and desirable.
- Students equipped with the traits and skills of social / economic / ecological action for transformation / sustainability.

SYLLABUS

Stage I:

Choosing the organization for internship; correspond with the authorities; fix up the schedule and logistics

Stage II:

Visit and Stay :students go to the institute with all the essentials for thirty days

Stage III:

Participation action: students connect with every member of the institute ; take part in its internal routines (field actions and production processes et al.,) as well as the social action / consumer relationship.

Stage IV:

Writing Journal: students write daily journal with short description of the day's work and actions; observations, insights, and reflections.

Stage V:

Assignments and seminars: Based on their daily observations, insights, and reflections; students write assignments and a seminar paper and submit them in time.

Stage VI:

Project submission: Final report of the internship must be prepared on a suitable title, and presented to the department within the scheduled time (Fifteen-days before the final exam)

Suggested Readings:

4. Internship related literature
5. Internship related institutional documents
6. Related documents

Basic Reference Material

1. **Gandhi, M K. (2016)** Collected Works of Mahatma Gandhi Vol 01-100, Publication Div., Gol., New Delhi

Reference Books

1. **Tendulkar D G.** (1951) Mahatma: Life of Mohandas Karamchand Gandhi, Vol. 1-8, Publication Div. Gol., New Delhi
2. **Pyarelal** (1956) The Last Phase, NavajivanMudralaya, Ahmedabad

Additional Reference Resources :

1. University Library, Gujarat Vidyapith, Ahmedabad
2. GRF Library, Gandhi Research Foundation, Jalgaon
3. National Gandhi Museum Library, New Delhi

E-Resource

1. www.mkgandhi.org
2. www.gandhiheritageportal.org

Semester 4; Course 2

Course Code : GST81MML604

Subject : Dissertation

Towards A New World Order

Globalization is a reality. Per haps Indian sages visualized it long back that they declared 'vasudeivakutumbakam'. Human civilization all along evolved in a manner of grooming individuals to be more inclusive and mutualistic.

Twentieth century with its two world wars and the following protracted cold wars reminded us that good or bad, everything is global hereafter. The emergence of global business, multinational business corporates, international educational hubs have evinced this new reality and global information systems / internet, social media have concretized it beyond doubt.

In order to graduate into this new reality of human species, international, multinational and global organizations have been set up. The United Nations and its affiliates are one great example.

Great souls who have envisaged this new emergent reality, have prescribed new behavioral ethics, systems and structural practice.

This course is to explore all these.

Objectives

- To help students understand the idea of globalization and its fundamentals
- Critically analyze the pros and cons of this new world reality
- To study the models proposed and experimented across
- Gandhian Sarvodaya and welfare of all

Pedagogy

- Theory and tutorials for students to explore the concept
- Periodical assignments, group discussions
- Expert consultation / seminar
- Continuous assessment and end sem exam

Course Requirements

- Students put in work to earn 4-credit
- Weekly three theory classes and a tutorial
- Internal assessment for 40 marks (through continuous assignments; seminars, Term work, participation, regularity and mid sem exam)
- External exam for 60 marks (for end sem exam)

Course outcome

- Students gain understanding of the idea of globalization and its fundamentals
- Empowered to critically analyze the pros and cons of this new world reality
- They are made aware models proposed and experimented across and most importantly able to visualize Gandhian Sarvodaya and welfare of all

SYLLABUS

Unit I:

Introduction to the course: The idea of global; difference between local and global; perspectives ; First to third world categorization

Unit II:

Global Challenges: Global wars, terrorism; science and technology going beyond boundaries, poverty and opulence, impersonalization and dehumanization, automation and Artificial Intelligence

Unit III:

Global Systems: Democracy, Communism, global consumerism and capitalism; Gandhian perspective of new world order.

Unit IV:

Global structure: The UNO and its affiliates, civil society networks and their functions; regional cooperations

Unit V:

Ethical Models: Idea of War and Peace, Sarvodaya, multipolar, decentralized world order.

Unit VI:

Case Study : one each on Decentralized model and Unified global model

Suggested Readings:

2. Lynn-Jones, Sean M., ed. The Cold War and After: Prospects for Peace, 1991, Cambridge, MA: MIT Press.
3. Mueller, John. Retreat From Doomsday: The Obsolescence of Major War, 1990, New York: Basic Books.
4. Gandhi, M K., Sarvodaya, Navjivan publishing House, Ahmedabad

Basic Reference Material

1. **Gandhi, M K. (2016)** Collected Works of Mahatma Gandhi Vol 01-100, Publication Div., Gol., New Delhi

Reference Books

1. **Tendulkar D G.** (1951) Mahatma: Life of Mohandas Karamchand Gandhi, Vol. 1-8, Publication Div. Gol., New Delhi
2. **Pyarelal** (1956) The Last Phase, NavajivanMudralaya, Ahmedabad

E-Resource

1. www.mkgandhi.org
2. www.gandhiheritageportal.org

Semester 4; Course 3 (Elective-1)

Course Code : GST81MEL603

Subject : Holistic Development

HOLISTIC DEVELOPMENT

Gandhi who advocated purnaswaraj towards the welfare of all envisaged that in a sarodayasociety every individual will be able to enjoy a complete life, that is non-exploitative, non-dependent but self-reliant , mutually reciprocal. He was envisaging a holistic development of individuals, and their societies. This course is to explore the ides of holistic development

Objectives:

- To study the concept of holistic development and its philosophy
- To create a holistic perspective among the students about society and their role in it
- To equip them to be an instrument of social transformation aiming at holistic development

Course outcome

Better

- understanding of holistic development
- ability to develop holistic development models
- ability to help construct holistic development

SYLLABUS

UNIT I:

Concept of Holism: meaning, philosophy, practice; thinkers who promoted 'holism'; social web and social interdependency

UNIT II:

Development: perspectives, ideal and pragmatic conditions, challenges, examples

UNIT III:

Gandhian perspectives on Holism: Absolute Truth, Advaita, PurnaSwaraj, Sarvodaya

UNIT IV:

Ecological perspectives on holistic development :Ecology, symbiosis, food web ; idea of sustainability , ecological determinants of development

UNIT V:

Criticism: Utopian concept; detriment to individual identity; diversity is a reality...

UNIT VI:

Gandhian Blueprint for Holistic Development: PurnaSwaraj, Ideal village, all round development through constructive program...

Suggested Reading:

1. R. K Prabhu, U R Rao, *The Mind of Mahatma*, Navjivan Publishing House, Ahmedabad, 1966
2. M K Gandhi, *Village Swaraj* , , Navjivan Publishing House, Ahmedabad, 1962
3. Bilgrami, A., 1986, "Meaning, Holism and Use", in E. Lepore (ed.), *Truth and Interpretation: Perspectives on the Philosophy of Donald Davidson*, Oxford: Blackwell.
4. —, 1992, *Belief and Meaning*, Oxford: Blackwell.
5. —, 1998, "Why Holism is Harmless and Necessary", *Noûs (Philosophical Perspectives 12: Language, Mind, and Ontology)*, 32: 105–126.
6. Bhargava, R., 1992, *Individualism in Social Science. Forms and Limits of a Methodology*, Oxford: Clarendon Press.

7. Bhaskar, R., 1979, *The Possibility of Naturalism: A Philosophical Critique of the Contemporary Human Sciences*, Brighton: Harvester Press.

Basic Reference Material

1. **Gandhi, M K. (2016)** Collected Works of Mahatma Gandhi Vol 01-100, Publication Div., Gol., New Delhi

Reference Books

1. **Tendulkar D G. (1951)** Mahatma: Life of Mohandas Karamchand Gandhi, Vol. 1-8, Publication Div. Gol., New Delhi
2. **Pyarelal (1956)** The Last Phase, NavajivanMudralaya, Ahmedabad

Additional Reference Resources :

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2. GRF Library, Gandhi Research Foundation, Jalgaon
3. National Gandhi Museum Library, New Delhi

E-Resource

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2. www.gandhiheritageportal.org
3. <https://plato.stanford.edu/>

Semester 4; Course 3 (Elective-2)

Course Code : GST81MEL604

Subject : Human Nature

HUMAN NATURE

“His work on behalf of India’s liberation is living testimony to the fact that man’s will, sustained by an indomitable conviction, is more powerful than material force that seems insurmountable.” **Albert Einstein** (Nobel Laureate)

Humankind which has so many unique characters that are not found in other creatures, has constantly been in search of its (human) nature. When Science was not developed as it is today, philosophers attempted to explain the human nature. From Evolutionist to Existentialist, all try to figure out the Human nature. Biologist, Psychologists and Psychiatrists are also explain the human nature through their field of knowledge.

This course is to understand human nature from diverse perspectives, so that we may be able to construct a society compatible to all.

When the whole world had faith in violence, Gandhi believed in a social order (sarvodaya) that is nonviolent, inclusive and sustainable. Study of human nature may help us assess the veracity of the social order he proposed.

Objectives:

- To study the nature and development of human nature according to ancient and medieval Philosophy;
- To study the recent developments and understanding of the findings of human nature; and
- To study critically the understanding of human nature according to Mahatma Gandhi and how far it will be useful in the present day world.
- To equip ourselves to handle fellow humans in a more noble manner

Course outcome

Better

- understanding of human nature
- ability to handle fellow humans
- ability to help construct better social order

SYLLABUS

UNIT I:

Modern Physical, Ethical and Moral ideas of Human Nature : Human Body as an organism (Physiology) – Functions – Language, Music, artistic expression as biologically distinctive features of Homo Sapiens as a social animal - Human Mind – Adaptive psychological potentialities (including those of crowd psychology as well as individual psychology – Some Spiritual tendencies in humans due to biological gender roles.

UNIT II:

Some Ancient Concept of Human Nature : Primitive Society – Individual, family, society – Cooperation and shared responsibility, division of labour – man-woman relationship – relation with nature.

UNIT III:

Religious Views on Human Nature : Critical Study of the ideas of the concept of Human Nature according to Lord Krishna, Lord Buddha, Lord Mahavir, Prophet Zoroaster, Confucianism, Jesus Christ, Prophet Mohammed, Baha'ullah, Gurus of Sikh Religion.

UNIT IV:

Ancient Philosophers views on Human Nature : Critical study of the concept of Human Nature according to Socrates, Plato, Aristotle, Kautilya, Confucius, Mencius, Lao Tse, Machiavelli.

UNIT V:

Some Modern and Contemporary Philosophical and Psychological views on Human Nature : Thomas Hobbes, John Locke, J.S. Mill, Rousseau, Charles Darwin, Karl Marx, Sigmund Freud, Prince Peter Kropotkin, Ivan Pavlov, Soren Kierkegaard, Jean Paul Sartre, Nietzsche, B.F. Skinner, K. Z. Lorenz, F.O. Fanon, R.D. Laing, Herbert Marcuse, Erik Erickson, Erich Fromm, Ashley Montague, Fritjof Capra.

UNIT VI:

Gandhi and Human Nature : Concept and Ideas of Human Nature according to Gandhi and its relevance to the Modern World.

Suggested Reading:

1. **Roughley, Neil (2021)** "Human Nature", *The Stanford Encyclopedia of Philosophy*, Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/spr2021/entries/human-nature/>
2. **Green, Martin (1990)** *The Origins of Nonviolence*, Pennsylvania State University Press
3. **Kripalani, Krishna (Ed) (1940)**, *All Men are Brothers*, NavajivanMudralay, Ahmedabad.
4. **Gandhi, M K (Paraphrased)**, *Ruskin's Unto This Last*, Navajivan Pub. House, Ahmedabad

Basic Reference Material

1. **Gandhi, M K. (2016)** *Collected Works of Mahatma Gandhi Vol 01-100*, Publication Div., Gol., New Delhi

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1. **Tendulkar D G. (1951)** *Mahatma: Life of Mohandas Karamchand Gandhi*, Vol. 1-8, Publication Div. Gol., New Delhi
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3. <https://plato.stanford.edu/>

Semester 4; Course 3 (Elective-3)

Course Code : GST81MEL605

Subject : Modern Education :Gandhian Critique

MODERN EDUCATION : GANDHIAN CRITIQUE

'Education is that which liberates' is a true today as it was before. Education here does not mean mere spiritual knowledge, nor does liberation signify only spiritual liberation after death. Knowledge includes all training that is useful for the service of mankind and liberation means freedom from all manner of servitude even in the present life. Servitude is of two kinds: slavery to domination from outside and to one's own artificial needs. The knowledge acquired in the pursuit of this ideal alone constitutes true study. (H, 10-3-1946, p. 38)

Objectives:

- To understand the concept of education;
- To equip students with right perspectives about education
- To enable them to be promoters of New Education

Course outcome

Better

- understanding of New Education
- ability to design right education module

SYLLABUS

UNIT I:

Education: concept, education in ancient India, modern education; Literacy and Education

UNIT II:

Criticism on modern education: compartmentalized, commercialized and materialized: pedagogy of the oppressed

UNIT III:

Concept of Nayeetalim: life oriented, individual / community oriented, nature oriented; optimized education for sustainability

UNIT IV:

Alternate Education Models: Gandhian Nayeetalim model schools; Shanti Niketan; Gujarat Vidyapith; bare foot schools;

UNIT V:

De-schooling society: :Evan Illich and his de-schooling society concept

UNIT VI:

Interpretation of Gandhian Nayeetalim in today's context: Sarvodaya driven Nayeetalim; Human Rights driven Nayeetalim ;Social education as Nayeetalim

Suggested Reading:

1. M K Gandhi, Towards New Education, Ed by BharatanKumarappa, Navjivan Publishing House, 1953
2. Ivan Illich, De-schooling society,
3. Paulo Freire, Pedagogy of the oppressed
4. NCERT, Experiential Learning – Gandhiji's Nayeetalim, NCERT, 2018
5. Reni Francis and Jaya Cherian, Nayeetalim in Classroom, Notion press, 2021
6. R K Prabhu, U R Rao, Mind of Mahatma, Navajivan Publishing House, Ahmedabad

Basic Reference Material

1. **Gandhi, M K. (2016)** Collected Works of Mahatma Gandhi Vol 01-100, Publication Div., Gol., New Delhi

Reference Books

1. **Tendulkar D G. (1951)** Mahatma: Life of Mohandas Karamchand Gandhi, Vol. 1-8, Publication Div. Gol., New Delhi
2. **Pyarelal (1956)** The Last Phase, NavajivanMudralaya, Ahmedabad

Additional Reference Resources :

- i. University Library, Gujarat Vidyapith, Ahmedabad
- ii. GRF Library, Gandhi Research Foundation, Jalgaon
- iii. National Gandhi Museum Library, New Delhi

E-Resource

1. www.mkgandhi.org
2. www.gandhiheritageportal.org
3. <https://plato.stanford.edu/>

Semester 4; Course 4

Course Code : GST81RPD601

Subject : Dissertation

Dissertation

A detailed dissertation gives the student firsthand experience on how to conduct scientifically an academic research and write a full-fledged report on it.

Dissertation also reflects the overall understanding of the student, gained during the two years of masters' program.

Objectives

- To help students exercise the research methodology they learnt, into action
- To help them choose a social transformation theme / area and conduct a research on it
- To equip them with research temper and skill
- To help them with first-hand experience of social analysis and reporting

Pedagogy

Empirical research conducted by the student at the constant supervision of a guide. Students have to systematically approach the dissertation that involves:

- Consultation with the guide

- Research designing and execution
- Report writing
- Submission and
- Viva Voce

Course Requirements

- Students put in work to earn 4-credit
- Research work starts from day one of the semester
- Weekly meeting with the guide
- Weekly report to the guide and HoD
- Internal assessment for 40 marks (through continuous assignments; seminars, Term work, participation, regularity)
- External exam for 60 marks (for the Dissertation submission and viva voce)

Group Project

- NA

Case Study and Assignment

Student is expected to prepare and submit each chapter as a separate paper after every twenty-five days, and present the final report in a seminar paper on this subject. Topics (suggestive):

Empirical qualitative research Topic must be social interest, focusing on

- Social harmony
- Economic justice
- Sustainability (ecological or economic...)
- Interpersonal values
- Rural Development models / experience /
- Entrepreneurship_Rural Trends
- Peace and Conflict

Rules

- Strict schedule based field visit
- Regular attendance 80per cent expected
- Periodical reporting
- Prompt submission of assignments and conduct of seminars.
- Dissertation is to be submitted within the stipulated time

- Viva voce attendance mandatory

Punctuality and Class Behavior

Pro-active, pro-life attitude is expected. Students are expected to remain mindful of their responsibility. Punctuality, **discipline and courtesy** are signs of truth realization.

Participation in Class Discussion

Every student is expected to participate in the seminar and other, group work and discussions during the research period.

Course outcome

- Students understand research methodology and its application
- Students know how to choose social transformation theme / area and conduct a research on it
- They are equipped with research temper and skill

SYLLABUS

Stage I:

Preparatory phase: Theme selection; problem identification; research design – methodology finalized; hypo thesis drawn; samples finalized; assignment one submission

Stage II:

Data collection: Tool / questionnaire prepared, tested, finalized; data collected, cross checked; reporting to the guide and seeking comments and advice : assignment two submission

Stage III:

Analysis: data tabulated; processed and analysed; assignment three submission; Seminar presentation (in one of the stages here or hereafter)

Stage IV:

Writing the dissertation: students complete writing all the chapters ; submission of assignment four

Stage V:

Submission: Dissertation submitted both in hard copy and soft copy

Stage VI:

Viva Voce : students are expected to face the panel and defend their research finding successfully. This makes the research complete.

Suggested Readings:

1. Research methodology books
2. Topic related books
3. Samples related books/ articles/ any other documents

Basic Reference Material

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