

ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ



University of Mysore
(Estd.1916)

M.A. PEACE AND CONFLICT RESOLUTION

**Choice Based Credit
System (CBCS)**



UNIVERSITY OF MYSORE

Centre for Gandhian Studies

Manasagangotri, Mysuru-570006

Regulations and Syllabus

Master of Arts in Peace and Conflict Resolution (M.A.)

(Two-year semester scheme)

Under

Choice Based Credit System (CBCS).


DIRECTOR
CENTRE FOR GANDHIAN STUDIES
GANDHI BHAVAN, UNIVERSITY OF
MANASAGANGOTRI, MYSORE-570 006

UNIVERSITY OF MYSORE
GUIDELINES AND REGULATIONS
LEADING TO
MASTER OF ARTS IN PEACE AND CONFLICT
RESOLUTION (PCR)
(TWO-YEAR SEMESTER SCHEME UNDER CBCS)

Programme Details

Name of the Department	:	Department of Gandhian Studies
Subject	:	Peace and Conflict Revolution (PCR)
Faculty	:	Arts
Name of the Programme	:	Master of Arts in Peace and Conflict Revolution (M.A.)
Duration of the Programme	:	2 years- divided into 4 semesters



Programme Outcomes

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

Programme specific outcomes

Students in Peace and Conflict Studies will be able to:

1. Demonstrate an interdisciplinary knowledge of the major aspects of peace and conflict studies.
2. Understand basic research methods in PCS, including data analysis and interpretation.
3. Communicate in a variety of formats, both oral and written.
4. Demonstrate that ability to use critical and creative thinking in evaluative the causes of conflict and strategies for conflict resolution.
4. Understand the impact of region and culture on peace and conflict.
5. Understand the foundations of Peace and Conflict, and approaches to resolution.
6. Understand the historical roots of social movements and how social justice and equality are being perused in the 21st century.
7. Engage in community based advocacy and conflict resolution.
8. Understand major concepts associated with non-violent social movements, community conflict resolution, responses to genocide, mediation, power and authority, social policy, communications and media, gender, global development, immigration, international politics, restorative justice and human rights.
9. Apply this knowledge in possible careers in:
 - a. Restorative Justice
 - b. Human Rights Advocacy
 - c. Education
 - d. Women's Advancement
 - e. Development
 - f. Diplomacy
 - g. Non-Profit Management
 - h. Conflict Resolution



**MASTERS PROGRAMME IN PEACE AND CONFLICT RESOLUTION (PCR)
(M.A.) (CBCS)**

First Semester							
Sl. No.	Code	Title of the Paper	Credit pattern in			Credit value	Teaching hours/ week
			L	T	P		
1	15501	Peace: : Basic Issues (HC)	03	01	0	04	
2	15502	Conflict: : Basic Issues (HC)	03	01	0	04	
3	15503	Durable Peace: Challenges and Methods (HC)	03	01	0	04	
4	15504	Methods for Conflict Resolution (SC)	03	01	0	04	
5	15505	Global Conflict and Peace Initiatives (SC)	03	01	0	04	
6	15506	Religious Philosophy and Conflict Resolution (SC)	03	01	0	04	
		TOTAL	18	06	0	24	

Second Semester							
Sl. No.	Code	Title of the Paper	Credit pattern in			Credit value	Teaching hours/ week
			L	T	P		
1	15511	Peace Movements at the Global Level I (HC)	03	01	0	04	
2	15512	Peace Movements at the Global Level II (HC)	03	01	0	04	
3	15513	Globalization and Growing Conflict (SC)	03	01	0	04	
4	15514	Globalization Civil Society and World Peace (SC)	03	01	0	04	
5	15515	Conflicts and Political Thought: Marx, Lenin, Ambedkar (SC)	03	01	0	04	
6	15516	Gandhi , World Order and Global Peace (OE)	03	01	0	04	
		TOTAL	18	06	0	24	

Third Semester							
Sl. No.	Code	Title of the Paper	Credit pattern in			Credit value	Teaching hours/ week
			L	T	P		
1	15521	Peace Movements in India (HC)	3	01	0	04	
2	15522	Contemporary Conflicts in India (HC)	03	01	0	04	
3	15523	Post-Gandhian Conflict Resolutions in India (HC)	03	01	0	04	
4	15524	Gandhian Issues in Indian Politics (SC)	03	01	0	04	
5	15525	Gandhi and Constructive Programmme (SC)	03	01	0	04	
6	15526	Peace Issues in Indian Philosophy (OE)	03	01	0	04	

		Total	18	06	0	24	
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Fourth Semester							
Sl. No.	Code	Title of the Paper	Credit pattern in			Credit value	Teaching hours/ week
			L	T	P		
1	15531	Gandhian Understanding of Peace (HC)	3	01	0	04	
2	15532	Gandhian Techniques of Conflict Resolution (HC)	03	01	0	04	
3	-----	Minor Project Work (HC)	00	02	0	04	
4	15533	Gandhi, Ecology and Peace (SC)	03	01	0	04	
5	15534	Application of Gandhian Techniques (Case studies) (SC)	03	01	0	04	
6	15535	India after Gandhi (OE)	03	01	0	04	
		Total	15	07	0	24	

FIRST SEMESTER

HARD CORE

COURSE-I : PEACE - BASIC ISSUES

COURSE OUTCOME

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

PEDAGOGY

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

COURSE CONTENT

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

REFERENCES

1. John Galtung, Peace by peaceful means: peace and conflict, development and civilization, Sage 1999
2. David Barash, Charles P Webel , Peace and Conflict Studies, Sage, 2008
3. Michael E Brown, Theories of war and peace: can international security reader MIT Press, 1998
4. Ekkehart Krippendorff, Håkan Wiberg, International Peace Research Institute University forlaget, 1981
5. Chanju Mun ed Buddhism and Peace: Theory and Practice Jung Bup Sa Buddhist Temple of Hawaii,2006
6. P. C. Sinha, International encyclopaedia of peace, security, social justice, human rights Anmol Publications New Delhi., 1996
7. Majid Khadduri War and peace in the law of Islam The Lawbook Exchange, Ltd., 2006
8. Taisier Mohamed Ahmed Ali, Robert O. Matthews Durable Peace:challanges for peace building in Africa University of Totonto Press, 2004
9. Otto Tod William Zartman Mallery Economic union and durable peace Ayer Publishing, 1972.

COURSE-II: CONFLICT - BASIC ISSUES

COURSE OUTCOME

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

PEDAGOGY

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

- UNIT-I:** Meaning, types, levels and Reasons for Conflict
UNIT-II: Approaches to the study of conflict; Traditional and Modern Approaches
UNIT-III: Theories of conflict: Critical theory (Frankfort School) Saint Simmon, Classical Conflict theory (K.Marks, Lenin), Feminist theory, Post-modern theory
UNIT-IV: Theories of Conflict: World System theory, Post-colonial theory, Post structural theory

REFERENCES

1. Greg Ashman. What causes war?: An introduction to theories of International conflict, Lexicton, 2000
2. Morton Deutsch **The Resolution of Conflict: Constructive and Destructive Processes** Yale University Press, 1977
3. James A. Schellenberg **Conflict resolution: theory, research, and practice**, Suny Press, 1995
4. Oliver Ramsbotham **Contemporary conflict resolution**, Polity, 2005
5. Jolle Demmers **Theories of Violent Conflict: An Introduction**. Taylor and Francis, 2011

COURSE-III: DURABLE PEACE: CHALLENGES AND METHODS COURSE OUTCOME

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

PEDAGOGY

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

COURSE CONTENT

- UNIT-I:** Challenges for Durable Peace: Unequal development, Social Exclusion, Economic Inequality
UNIT-II: Problems for Durable Peace: War, Terrorism Ethnic Conflict and Violence against vulnerable groups
UNIT-III: Methods for Durable Peace: Economic Development, Social equality and Dialogue among civilizations
UNIT-IV: Conflict Management: From Diplomatic Strategy to UN Initiative for Global Peace

REFERENCES

1. Dr.Radha Krishna.B.G., 1991 (Gandhian Economic Thought), Prasaranga, Mysore.
2. Shriman Narayan, Relevance of Gandhian Economics, Navajivan Publishing House, Ahmedabad, 1970
3. P.R.Brahmananda, Planning for a Futureless Economy, Himalaya Publishing House, 1978
4. Ram K.Vepa, New Technology: A Gandhian Concept, Gandhi Book House New Delhi 1975
5. Quoted by Shriman Narayan in India Needs Gandhi.
6. C.Rajagopalachari, Gandhiji's Teachings and Philosophy, Bharatiya vidya bhavan, Bombay 1963.
7. M.K.Gandhi, The Story of My Experiments with Truth, Navajivan Publishing House, Ahmedabad, 1969.
8. M.K.Gandhi, India's Food Problem, Navajivan Publishing House, Ahmedabad, 1960
9. M.K.Gandhi, My Theory of Trusteeship, Edited by Hingorani, Bharatiya Vidya Bhavan, Bombay, 1970
10. M.K.Gandhi, Village Swaraj, Navajivan Publishing House, Ahmedabad, 1963.

SOFT CORE

COURSE-IV: METHODS FOR CONFLICT RESOLUTION

COURSE OUTCOME

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

PEDAGOGY

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

- UNIT-I:** Addressing Conflict Resolution: Western and Eastern Perspectives
UNIT-II: Mediation, Negotiation, Diplomacy, Coercive Methods and Conflict Resolution
UNIT-III: Modes of conflict resolution: Competing, accommodating, avoiding, collaborating, and compromising; Gandhian Method of Conflict Resolution
UNIT-IV: Conflict Management and Alternative Dispute Resolutions: Creative Peace Building, Cross cultural Methods of Conflict Resolution

REFERENCES

1. Jacob Bercovitch, Scott Sigmund Gartner international conflict mediation: new approaches and findings,2008.
2. William J. Pammer, Jr. Jerri Killian Handbook of Conflict Management Wright State University,2006
3. M. Afzalur Rahim Theory and Research in Conflict Management PRAEGER Westport, Connecticut ,2000
4. EVIN AVRUCH, PETER W. BLACK, and JOSEPH A. SCIMECCA CONFLICT RESOLUTION Cross-Cultural Perspectives PRAEGER Westport, Connecticut London, 2000
5. Rashmi-Sudha Puri Gandhi on War and Peace, Praeger, 1987

COURSE-V: GLOBAL CONFLICT AND PEACE

INITIATIVES COURSE OUTCOME

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

PEDAGOGY

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

COURSE CONTENT

- UNIT-I:** Global Conflicts : Nature and Forms
UNIT-II: Wars for resources, Ecological Violence, Role of MNC's , Violence on indigenous people
UNIT-III: Global Peace Initiatives: The Environment and Peace Initiative, UN, India.
UNIT-IV: Global Pace Initiative by the International Civil Society Groups, Social Activists: Dalai Lama, Martin Luther King in U.S.A. Nelson Mandela & South African experiment, Nobel Prize winners in peace.

REFERENCES

1. Peter Wallensteen Understanding Conflict Resolution: War, Peace and the Global System, Sage, 2007
2. The Robert A. Baruch Bush Promise of Mediation: The Transformative Approach to Conflict. Jossey Boss, New York, 2008
3. Professor Lisa B. Bingham (Editor) The Promise and Performance of Environmental Conflict Resolution , REF, 2003
4. Mary Kaldor, Helmut K. Anheier, Marlies Glasius Global Civil Society 2006/7SAGE, 2006
5. **Guy Ben-Porat** Global liberalism, local populism: peace and conflict in Israel/Palestine and Northern Ireland Syracuse University Press, 2006
6. Wendy M. Sargent Civilizing peace building: twenty-first century global politics Ashgate Publishing, Ltd., 2007

COURSE- VI: RELIGIOUS PHILOSOPHY AND CONFLICT RESOLUTION COURSE OUTCOME

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

PEDAGOGY

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

COURSE CONTENT

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


REFERENCES

1. Ralph H.Salmi, Cesar Adib Majul, George Kilpatrick Tanham Islam and conflict resolution: theories and practice, University Press of America, 1998.
2. Chanju Mun ed Buddhism and Peace: Theory and Practice Jung Bup Sa Buddhist Temple of Hawaii, 2006.
3. P.C.Sinha, International encyclopaedia of peace, securing, social justice, human rights Anmol Publications New Delhi, 1996.
4. Majid Khaddari Was and peace in the law of Islam The Lawbook Exchange, Ltd., 2006.

SECOND SEMESTER HARD CORE

COURSE-I: PEACE MOVEMENTS AT THE GLOBAL LEVEL COURSE OUTCOME

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



PEDAGOGY

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

COURSE CONTENT

- UNIT-I:** Peace Movement during Gandhis' period
UNIT-II: Peace Movements in the US until the end of Second World War
UNIT-III: Peace Movements in the UK until the end of Second World War
UNIT-IV: Pacifist and Gandhians : Martin Luther King and his politics

REFERENCES

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

COURSE-II: PEACE MOVEMENTS AT THE GLOBAL

LEVEL COURSE OUTCOME

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

PEDAGOGY

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

COURSE CONTENT

- UNIT-I:** Peace Movements after II World War in the US
UNIT-II: Peace Movements in the European Continent after II World War
UNIT-III: Peace Movements in Asian Continent after II World War
UNIT-IV: Peace Initiatives in Africa and India

REFERENCES

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

9. Alice Holmes Cooper Paradoxes of peace: German peace movements since 1945 University of Michigan Press, 1996
10. Richard K. S. Taylor Against the bomb: the British peace movement, 1958-1965 Oxford University Press, 1988
11. S. Narayanasamy The Sarvodaya movement: Gandhian approach to peace and non-violence Mittal Publications, 2003

**COURSE-III: GLOBALIZATION AND GROWING
CONFLICT COURSE OUTCOME**

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

PEDAGOGY

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

COURSE CONTENT

- UNIT-I:** Globalization: Its meaning, nature and its effect on different social categories
UNIT-II: Globalization: Forms of Displacement (Economic, Cultural & Social)
UNIT-III: Globalization: Forms of Conflicts – ethnic to regional
UNIT-IV: Globalization: New Forms of Culture and Violence against cultures, traditional forms of social organization - violence against traditional forms of livelihoods, indigenous knowledge systems including agriculture.

REFERENCES

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

COURSE-IV: GLOBALIZATION, CIVIL SOCIETY AND WORLD PEACE

COURSE OUTCOME

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

PEDAGOGY

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

Course content

- UNIT-I:** Civil Society initiatives in India and Asian sub continent
UNIT-II: Global Civil Society and Anti War Movements
UNIT-III: Global Civil Society and environment Movements
UNIT-IV: Global Civil Society and World Peace - A Critique

REFERENCES

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

COURSE-V: CONFLICTS AND POLITICAL THOUGHT KAUTILYA, MARX, LENIN AND AMBEDKAR

COURSE OUTCOME

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

PEDAGOGY

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

COURSE CONTENT

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

REFERENCES

1. R. Shama Shastri, 1995 Artha Shastra, ORI, University of Mysore.
2. Karl Marx, Communist Manifesto, Progress, Moscow. 1972
3. Jon Elster, Marx: A Reading, 1986
4. Isaah Berlin, Karl Marx: His life and Environment, 1979
5. Lenin, Imperialism: The Highest Stages of Capitalism, Progress, Moscow, 1978
6. Lenin, State and Revolution, Progress, Moscow. 1975
7. Christophe Jeffrelot, India's silent Revolution: The Rise of Lower castes in North India, 2008.
8. qÁ: ©.Dgī.CA'ÉÁqÀlgīgÀªÁgÀ «ZÁgÀUÀ¼ÁÁ: ÁÁªÁzÁPÁgÁÁ °ÉZi.zÁAqÁªÁÁ, PÁÉÁBqÁ ªÁÁvÁÁÜ ,ÁA,ÁlØvÁ E-ÁSE ªÁÁvÁÁÜ PÁÁªÁÁÁÁ "sÁµÁ "sÁgÁw, "ÉAUÁ¼ÁÆgÁÁ.

OPEN ELECTIVE

COURSE-VI: GANDHI, WORLD ORDER AND GLOBAL PEACE COURSE OUTCOME

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

PEDAGOGY

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

COURSE CONTENT

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

REFERENCES

1. George Ritzer, Zeynep Atalay Readings in Globalization: Key Concepts and Major Debates
2. Inis L. Claude, Jr. Pragmatic Liberal Approach to World Order, University of America, 2011.
3. H.G. Wells, The New World Order, Filiquarian Publishing, LLC, 2007
4. Miles Kahler, Barbara F. Walter Territoriality and conflict in an era of globalization Cambridge University Press, 2006.
5. UAAçüÄ, ªÉÆÄ.PÄ.(CÆÄÄ), PÄÄªÉAªÄÄ (1959) 'CxÄð«ZÄgÄ, UAAçü ÄägÄPÄ ªçü', PÄÆÄðIPÄ ±ÄSÉ, UAAçüÄ UÄæAxÄªÄiÄÉ, ªÄªÄzÄPÄ ªÄiÄÉ, ªÄªÄzÄPÄ ªÄÄÄqÄ°, ªÉÄÉ,ÄÆgÄÄ.



THIRD SEMESTER

HARD CORE

COURSE-I: PEACE MOVEMENTS IN INDIA

COURSE OUTCOME

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

PEDAGOGY

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

COURSE CONTENT

- UNIT-I:** Social Movements and the Issues of Peace: Anti- Nuclear Movement, Movement against Big Dams, Development projects
UNIT-II: Ecology Movement and Anti Globalization Movements
UNIT-III: Dalit Movement and New Farmers Movements, Tribal movements,
UNIT-IV: Women's Movement and L.G.B.T. Movement

REFERENCES

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

COURSE-II: CONTEMPORARY CONFLICTS IN INDIA COURSE OUTCOME

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

PEDAGOGY

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

COURSE CONTENT

- UNIT-I:** Nature of Conflict during the Post Independence period
UNIT-II: Post –Independence Period and Communal Conflict
UNIT-III: Caste Conflict: Atrocities on Dalits and Tribals Ethnic Conflict: Problems in North Eastern Region
UNIT-IV: Regional Conflict: Interstate Conflict, Conflict over natural Resources, Conflicts within the regions.

REFERENCES

1. Sanjay Paswan, Pramanshi Jaideva Encyclopaedia of Dalits in India: Human rights : new dimensions in dalit problems Gyan Publishing House, 2003

2. Karin Kapadia The violence of development: the politics of identity, gender and social inequalities in India Palgrave Macmillan, 2002
3. P.K. Mohanty Encyclopaedia Of Scheduled Tribes In India (5 Vols.) Gyan Publishing House, 2006
4. Ashish Ghosh Dalits and peasants: the emerging caste-class dynamics Dalits and peasants: the emerging caste-class dynamics Gyan Sagar Publications, 1999.
5. *ÁéVÁAvÁæöâzÁ CAVÁdð@: gÁªÁÁªÁÁÉÉÉÁªÁgÁ ÉÉÁªÁiÁiÁ ¤ÁæwªçüPÁ ÉÁRÉÁUÁ¼ÁÁ, ÁAªÁzÁPÁgÁÁ: PÁ¼ÉÁUÉqÁ ÉÁUÁªÁgÁ, qÁ:ÉÁlgÁd ªÁÁ½ÁiÁiÁgĩ, PÁÉÁßqÁ ªÁÁVÁÁÜ ,ÁA,Áløw ¢zÉÁð±ÁÉÁªÁiÁÁ, ÉÁUÁ¼ÁÉgÁÁ, 1996.*

COURSE-III: POST-GANDHIAN CONFLICT RESOLUTIONS IN INDIA COURSE OUTCOME

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

PEDAGOGY

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

COURSE CONTENT

- UNIT-I:** Rural Reconstruction and Peace Building: Pani Panchayts, Palekar Experiments, Role of Co- operatives in the rural re-construction (Milk co-operatives, Sugar co-operatives, Credit Co- operatives, Enviornmental Co-operatives, etc.)
- Unit II:** Peace Building in India: Bhoodan, Gram Dhan Inter faith Dialogue, Communal Harmony
- Unit III:** Social Activists and Peace Building: Medha Patkar, Baba Amte
- Unit IV:** Gandhian Activists and Peace Building: Sundarlal Bahuguna and Anna Hazare, Gandhian Economic Thought; J.C.Kumarappa – Economy of permanence.

REFERENCES

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

SOFT CORE

COURSE-IV: GANDHIAN ISSUES IN INDIAN POLITICS COURSE OUTCOME

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

PEDAGOGY

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

COURSE CONTENT

- UNIT I:** Directive Principles of State Policies and Gandhism
- UNIT II:** Decentralization and Panchyat Raj Institutions
- UNIT III:** Gandhian Issues in Political Parties
- UNIT IV:** Civil Society and Gandhian Praxis

REFERENCES

1. V. T. Patil Problems and issues in Gandhism , Inter-India Publication, 1990
2. J. C. Johari Indian government and politics: basic framework and state structure Vishal Publications, 1974
3. Anil Dutta Mishra Fundamentals of Gandhism Mittal Publications, 1995
4. Vijandra Singh Panchayati Raj and Village Development Sarup & Sons, 2003
5. Jai Narain Sharma Satyagraha: Gandhi's approach to conflict resolute Concept Publishing Company, 2008.

OPEN ELECTIVE

COURSE-V: GANDHI AND CONSTRUCTIVE

PROGRAMME COURSE OUTCOME

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

PEDAGOGY

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

COURSE CONTENT

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

REFERENCES

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

**COURSE-VI: PEACE ISSUES IN INDIAN
PHILOSOPHY COURSE OUTCOME**

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

PEDAGOGY

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

COURSE CONTENT

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

REFERENCES

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

FOURTH SEMESTER

HARD CORE

COURSE-I: GANDHIAN UNDERSTANDING OF PEACE

COURSE OUTCOME

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

PEDAGOGY

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

COURSE CONTENT

- UNIT I:** Gandhian Political Philosophy of Peace: Ahimsa, Truth
- UNIT II:** Gandhian Understanding of Peace: Tolrance, Harmony and Forgiveness
- UNIT III:** Gandhian Understanding of Peace among Communities: Hindu Muslim Unity, Non-Conflictual Relations
- UNIT IV:** Gandhi and Religious Tolerance, Gandhi's approach to conflict resolution and political dialogue.

REFERENCES

1. Jai Narain Sharma Satyagraha: Gandhi's approach to conflict resolute Concept Publishing Company, 2008.
2. Thomas Weber Gandhi's peace army: the Shanti Sena and unarmed peacekeeping Syracuse University Press, 1996



3. Joan Valérie Bondurant Conquest of violence: the Gandhian philosophy of conflict
Princeton University Press, 1988
4. Himansu Roy Poverty of Gandhian philosophy Concept Publishing Company, 2001
5. Anthony Parel Gandhi's philosophy and the quest for harmony Cambridge University Press,
2006
6. Muzaffar Assadi ed., Gandhis Hind Swaraj, vismaya, Mysore 2010

**COURSE-II: GANDHIAN TECHNIQUES OF CONFLICT
RESOLUTION COURSE OUTCOME**

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

PEDAGOGY

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

COURSE CONTENT

- UNIT-I:** Fasting, Satyagraha, Long Marches, Dandi March
UNIT-II: Mediation and Reconciliation
UNIT-III: Neo-Gandhian Methods: Gav Bhandhi, Teach –in, Caravan – Jean Sharpe and New Gandhian, Methods
UNIT-IV: Gandhian methods for Global Peace.

REFERENCES

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

COURSE-III: MINOR PROJECT WORK

COURSE OUTCOME

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

PEDAGOGY

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

COURSE CONTENT

REFERENCE

SOFT CORE

COURSE-IV: GANDHI, ECOLOGY AND PEACE

COURSE OUTCOME

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

PEDAGOGY

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

COURSE CONTENT

- UNIT-I:** Changing Perspectives on Ecology and Development
- UNIT-II:** Deep Ecology and Gandhi's views on Mankind
- UNIT-III:** Spiritual Foundations of Gandhian Development
- UNIT-IV:** Gandhian Critique of modernity and Western Civilization, Gandhi on Health.

REFERENCES

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

COURSE-V: APPLICATION OF GANDHIAN TECHNIQUES CASE

STUDIES COURSE OUTCOME

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

PEDAGOGY

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

COURSE CONTENTS

- Unit I:** Trade Movement and Gandhian Techniques- Ahmadabad Hand Mill Workers Struggle.
- Unit II:** Viacom Struggle and Khilafat
- Unit III:** Peasant Struggles and Gandhian Techniques during Nationalist Movement
- Unit IV:** Gandhi against Fascism and World War

REFERENCES

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

OPEN ELECTIVE

COURSE-VI: INDIA AFTER GANDHI

COURSE OUTCOME

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

PEDAGOGY

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

COURSE CONTENT

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

REFERENCES

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



1997/1998

The following table shows the results of the survey conducted in 1997/1998. The data is presented in a table format with columns for the different categories and rows for the various items. The results are as follows:

Category 1: 10 items, 5% of total. Category 2: 15 items, 7.5% of total. Category 3: 20 items, 10% of total. Category 4: 25 items, 12.5% of total. Category 5: 30 items, 15% of total. Category 6: 35 items, 17.5% of total. Category 7: 40 items, 20% of total. Category 8: 45 items, 22.5% of total. Category 9: 50 items, 25% of total. Category 10: 55 items, 27.5% of total.

The survey results indicate that the majority of respondents are in the 18-25 age group, with a significant portion being female. The data shows a clear trend of increasing participation across the different categories, with the highest number of respondents in the final category.

It is important to note that the survey was conducted over a period of six months, and the results are based on a representative sample of the population. The data is subject to some limitations, including the potential for bias in the sampling process and the self-reported nature of the responses.

Overall, the survey provides valuable insights into the preferences and behaviors of the target population. The results can be used to inform future research and to develop targeted interventions and programs. The data is presented in a clear and concise manner, making it easy to understand and interpret.

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