

**KHUNTA DEGREE MAHA VIDYALAYA
KHUNTA, MAYURBHANJ**



**MAHARAJA SRIRAM CHANDRA BHANJA DEO
UNIVERSITY, BARIPADA**

**Multidisciplinary Courses
under NEP, 2020**

(Credit-9)

(ADMISSION BATCH-2024)

LIST OF SUBJECTS BASED MULTIDISCIPLINARY COURSES

A student can choose one paper from the basket of seven for each semester given in the table. However, students are to be encouraged to opt for courses outside their discipline/faculty/subject

SEMESTER-I (Credit-3)					
Paper-I (Any one Subject from the list)	Subject teachers to teach (preferably) or any other teacher competent to teach	Credit	Full Mark	End Sem	Mid Sem
1. History of Education in Modern India (Science Stream)	Education	3	100	60	40
2. Tissue Culture and Plants (Arts Stream)	Botany				
SEMESTER-II (Credit-3)					
Paper-II (Any one from the list)	Subject teachers to teach (preferably) or any other teacher competent to teach	Credit	Full Mark	End Sem	Mid Sem
1. Vector Borne Diseases and Epidemiology (Arts Stream)	Zoology	3	100	60	40
2. Fundamentals of Entrepreneurship and E-Commerce (Science Stream)	Economics				
SEMESTER-III (Credit-3)					
Paper-III (Any one from the list)	Subject teachers to teach (preferably) or any other teacher competent to teach	Credit	Full Mark	End Sem	Mid Sem
1. Population and Society (Arts Stream)	Econ/Soc/Anth.	3	100	60	40
2. Critical Thinking and Applied Reasoning (Science Stream)	Mathematics				

SEMESTER-I (Credit-3)

History of Education in Modern India

Course Objectives

- To get general awareness on education in India over centuries and to understand its evolution.
- To understand what it meant 'to be educated' in the pre-modern India, and how the terms
- To understand and get a general awareness about the establishment of modern schools and universities, and how shaping of these institutions, ideas, and practices made India "modern."

Course Outcome:

- Students will learn about the different policies and practices that reshaped the conception of modern education.
- Students will get to appreciate the evolution of educational practices from Early India to Modern India.
- Students will learn and grasp the diversities of educational practices and how they were made uniform with the advent of colonialism and its reshaping forces.

Unit I: Pre Colonial Education, Western Challenge Western Encounter and Educational Challenges

Educational activities of East India company (1600-1765), Educational Policy of the East India Company (1765-1813), Danish Mission (1706-92), Work of Serampore Trio and others in Bengal (1758-1813), Indigenous education in early 19th century: Reports of Madras, Bombay and Bengal presidencies.

Unit II: Before and After Macaulay:

- Private educational enterprise by British Officials and non-officials (1813 – 53), Private Indian enterprise in education (1813-53), Macaulay's Minutes on Education (1835) & its main recommendations,
- Wood's Despatch (1854) and its significance,
- Understanding ideological and administrative influences on Education

Unit III: Education between Command, Commissions and National Alternatives

- Indian Education Commission (1882-83) & its main recommendations; Indian Universities Commission(1902), Calcutta University Commission (1917-19) & its critical appraisal
- Zakir Husain Committee Report (1938) & Nai Talim,
- Post-war educational developments (Sergeant Plan, 1944).

Unit IV: Education in Contemporary India: Issues in the foundation of Aided and autonomous educational institutions and Politics

- Establishment of IITs and IIMs, Growth of Indian Universities,
- Kothari Commission Report and NEP of 1986
- NEP 2020

Unit I: Students will learn about the pre-colonial education models, and how the Western encounter changed the face of education. Basically, they will be equipped to think and know what is “modern” about the “Modern Education”.

Unit II: Students will learn about the impact of TB Macaulay and his legacy for education in India. By closely reading different Minutes on Education, students will be able to adjudge the impact and influence of Macaulay on education.

Unit III: Students will learn how different commissions and committees shape educational policies and curriculum design. They will grasp the political and historical context under which educational policies are made and changed, and what rationale justify such moves.

Unit IV: Students will learn about education in contemporary India, and how different institutions of national importance came into being. What is the role of education in making India developed, and how are we dealing with the issues of equity and fairness in education historically.

Select Readings:

- ✓ *Dharampal (ed.), The Beautiful Tree: Indigenous Education in the Eighteenth Century, Biblia Impex, New Delhi, 1983.*
- ✓ *J.P. Naik and Syed Nurullah, A Students' History of Education in India, (1800-*

- 1973), *Macmillan India Ltd, Delhi, First Published 1945, Sixth Revised Edition 1974, Reprinted 2004.*
- ✓ *Joseph Dibona, (ed.), One Teacher One School, Biblia Impex, New Delhi, 1983.*
 - ✓ *Mahatma Gandhi, Educational Reconstruction, Wardha, Hindustani Talimi Sangh, 1938.*
 - ✓ *Mushirul Hasan (ed.), Knowledge, Power and Politics: Educational Institutions in India, Roli Books, 1998.*
 - ✓ *Sabyasachi Bhattacharya, Joseph Bara and Chinna Rao Yagati (ed.), Educating the Nation: Documents on the Discourse of National Education in India (1880-1920), Kanishka, 2003.*
 - ✓ *Sabyasachi Bhattacharya, Joseph Bara and Chinna Rao Yagati (eds.), Development of Women's Education in India: A Collection of Documents (From 1850 to 1920), Kanishka, New Delhi, 2001.*
 - ✓ *William Hunter, Report of the Indian Education Commission, Superintendent of Government Printing, Calcutta, 1884. 9. Michael Dodson, Orientalism, Empire, and National Culture: India, 1770-1880. (Basingstoke & New York: Palgrave Macmillan, 2007) (New Delhi: Foundation Books, 2009)*
 - ✓ *Agrawal, J.C. (1984). Landmarks in the History of Modern Indian Education: New Delhi: Vikas Publishing House, Pvt. Ltd*
 - ✓ *Rao, Parimala V, Beyond Macaulay, 1780-1860, Routledge, 2020*
 - ✓ *Ghosh, Suresh Chandra, The History of Education in Modern India, 1757-2012, Orient Blackswan, 2000.*
 - ✓ *Singh, Sahana, The Educational Heritage of Ancient India, 2017.*
 - ✓ *Aldrich, Richard, An Introduction to the History of Education, London, Hodder and Stoughton, 1982*
 - ✓ *Bell, Andrew, An Analysis of the Experiment in Education, Made at Egmore, Near Madras, London, T. Bensley, 1807*
 - ✓ *Carnoy, Martin, Education as Cultural Imperialism, New York, Longman, 1974*
 - ✓ *Kopf, David, British Orientalism and Bengal Renaissance: The Dynamics of Indian Modernisation 1773–1835, Berkley, University of California Press, 1960.*
 - ✓ *Kumar, Krishna, Political Agenda of Education: A Study of Colonialist and Nationalist Ideas, New Delhi, Sage Publication, 1991*
 - ✓ *Kumar, Nita, Lessons from Schools, History of Education in Banaras, New Delhi, Sage Publication, 2000.*

- ✓ *Majumdar, Bhagaban Prasad, First Fruits of English Education: 1817–1857, Calcutta, Bookland, 1972*
- ✓ *Metcalf, Thomas R., Ideologies of the Raj, Cambridge, Cambridge University Press, 1995*
- ✓ *Paranjape, M.R. (ed.), A Source Book of Modern Indian Education, Bombay, Pal-grave Macmillan, 1938.*
- ✓ *Trevelyan, Charles E., On the Education of the People of India, London, Longman, Orme, Brown, Greenand Longmans, 1838.*

Internet Resources

1. Parimala V Rao, Colonial State and Indigenous Vernacular Schools.
<https://www.youtube.com/watch?v=k7f4Xzc-Oe4>

Activities to Do

1. Students will collect and compile all the reports of various education commissions and committees since 1947.
2. Students will collect and compile the profiles of prominent educationists and policy makers in the field of education.

Tissue Culture of Plants

Course Objectives:

To know the about the plant tissue culture techniques and its practical applications.
 To understand the requirement for setting up a tissue culture laboratory.
 To know the commercial aspects of plant tissue culture.

Course Outcomes:

On completion of the course the students shall
 Have ability to understand the basic of plant tissue culture methods.
 Have knowledge to develop a startup facility using tissue culture techniques.
 Be able to understand the economics of the process and know its potential.

UNIT-I: LO: Knowledge on the basis of tissue culture, its laboratory and basic requirements.

Introduction to plant tissue culture: Laboratory organization and instruments requirement, aseptic techniques required for tissue culture, culture medium (MS) and its composition, plant growth regulators and their uses in plant tissue culture, preparation of culture media. Totipotency.

UNIT-II: LO: Understanding the different methods of plant regeneration through plant tissue

culture.

Micropropagation: Micropropagation by mature nodal explants, surface sterilization, stages of micropropagation, selection of plants and explants, proliferation of shoot, rooting of shoots, acclimatization; organogenesis, environment inside the culture room.

UNIT-III: LO: Ability to know the applications of plant tissue culture.

Tissue culture applications: Uses of micropropagation, another culture (haploid and doubled haploid production), shoot apex/ tip culture (virus elimination), secondary metabolite production, synthetic seed production (germplasm transfer); Cryopreservation and in vitro culture (germplasm conservation).

Practical:

Sterilization of plasticwares, glass wares and use of autoclaves or its alternatives.

Preparation of tissue culture medium (e.g., MS medium).

Readiness of Laminar air flow cabinet for aseptic culture work (Demonstration).

Demonstration of in vitro sterilization and inoculation methods using nodal explants of any plant species as per available.

Over all study of micro propagation by photographs.

Study of anther culture through photographs.

Preparation of synthetic seeds.

Text Books:

Chawla, H. S. (2010). Introduction to Plant Biotechnology. Oxford & IBH Publishing Co. Pvt. Ltd.,

New Delhi.

Purohit S.D. (2013) *Introduction to Plant Cell, Tissue and Organ Culture*. PHI Learning Private Ltd., Delhi

Reference Books:

Bhojwani, S.S. and Razdan, M.K., (1996). *Plant Tissue Culture: Theory and Practice*. Elsevier ScienceAmsterdam. The Netherlands.

✓ Singh, B. D. (2018). *Plant Biotechnology* Kalyani Publishers, New Delhi.

✓ Gupta, P. K. (2017). *Plant Biotechnology*, Rastogi Publication, Meerut.

SEMESTER-II (Credit-3)

Vector Borne Diseases and Epidemiology

Prorogram Outcomes

- The multidisciplinary programme is incorporated for the students to acquire the knowledge onvarious vector borne disease and their outbreak.
- The students will learn about role of various insects in causal behaviour towards diseasemanifestation.
- The target learners will be able to understand the concept of disease outbreak, spread andepidemiology.

Course Outcomes:

- Student will be able to understand the concepts of vector borne disease, vectors and host-vectorrelationship with specificity and their various modes of transmission.
- Target population will learn the types of insect vectors and disease caused by them.
- Students will be able to gain the knowledge on objectives and core functions of epidemiology. Students will gain the in-depth knowledge on epidemiological parameters like
- and non-communicable disease and about their control measures.

Learning Outcomes:

- Knowledge gain on principles and concepts of vector borne disease.
- Student will be well acquainted with the various types of vectors for causal and spreadof disease.
- Learners will be able to disseminate the gained knowledge on epidemiological functions andsignificant role in public health management system.
- Students will be able to distinguish and initiate control measures towards various types ofcommunicable and non-communicable diseases.

Unit 1: Insects, Concept of Vectors, Insects as Vectors

General Features of Insects, Morphological features, Head – Eyes, Types of antennae,

Mouth parts with reference to feeding habits, Brief introduction of Carrier and Vectors (mechanical and biological vector), Reservoirs, Host-vector relationship, Vectorial capacity, Adaptations as vectors, Host Specificity, Classification of insects up to orders, detailed features of orders with insects as vectors – Diptera, Siphonaptera, Siphunculata, Hemiptera.

Unit 2: Vectors and diseases

Important insect vectors – Mosquitoes, Sandfly, Houseflies; Study of mosquito-borne diseases – Malaria, Dengue, Chikungunya, Viral encephalitis, Filariasis; Control of mosquitoes, Study of sand fly-borne diseases – Visceral Leishmaniasis, Cutaneous Leishmaniasis, Phlebotomus fever; Control of Sandfly, Study of housefly as important mechanical vector, Myiasis, Control of house fly

Unit 3: Epidemiology-an introduction

Definition, Objective and uses and core functions of epidemiology, Epidemiologic approach, Historical evolution of epidemiology, Concept of health and disease, Determinants of health and diseases, Difference between epidemiology and clinical/preventive medicine, Epidemiology as the cornerstone of public health/health - for example: contribution of Nurses' Health study, British Doctors' study and Framingham

Heart Study to public health etc.

Unit 4: Disease types, mode of transmission and management

Difference between infectious and communicable diseases vs. non communicable diseases, Natural history of disease, Chain of infection, Mode and route of transmission of diseases, Meaning of outbreak or epidemic, endemic and pandemic, incubation period, latency period, clinical case, subclinical case, carrier, infectivity, pathogenicity and virulence, theories and principles of causation- epidemiological triad, web of causation, Bradford Hill criteria and Rothman's Causal pies, levels of prevention and modes of intervention.

Text Books

- ✓ *Mathews, G. (2011). Integrated Vector Management: Controlling Vectors of Malaria and Other Insect Vector Borne Diseases. Wiley-Blackwell*
- ✓ *Chapman, R.F. (1998). The Insects: Structure and Function. IV Edition, Cambridge University Press, UK.*

Suggested Readings

- ✓ *Mike Service (2012) Medical Entomology for Students Cambridge University Press; 5th edition.*
- ✓ *Pedigo L.P. (2002). Entomology and Pest Management. Prentice Hall Publication*
- ✓ *Understanding the fundamentals of Epidemiology- An evolving text. Victor*

Schoenback and Wayne B. Rosamond (2000).

- ✓ *Modern Epidemiology- Kenneth Rothman, Sebastien Haneuse, Timothy L. Lash, Tyler J. VanderWeele (2021).*

Fundamentals of Entrepreneurship and E-Commerce

Course Objectives:

The course aims to

- Understand the basic concepts and theories of entrepreneurship.
- Identify and evaluate business opportunities in the digital economy.
- Develop skills in creating effective business plans and strategies.
- Gain knowledge of e-commerce platforms and technologies.
- Learn digital marketing techniques for online businesses.
- Understand the legal and ethical considerations in e-commerce.
- Develop critical thinking and problem-solving skills relevant to entrepreneurship and e-commerce.

Course Outcomes

After completion of the course, learners will be able to:

- Understand Entrepreneurship Concepts and Identify Business Opportunities.
- Navigate Legal and Ethical Considerations for E-Commerce Platforms.
- Implement Digital Marketing Strategies.
- Manage and Analyze E-Commerce Performance.
- Develop Growth Strategies.

Unit-1: Introduction to Entrepreneurship

Definition of entrepreneurship, Characteristics of successful entrepreneurs, Importance of entrepreneurship in the economy, Types of entrepreneurship. Opportunity Recognition and Idea Generation; Identifying business opportunities, Idea generation techniques, Market research and analysis, Identifying target markets and customer segments.

Unit-2: Business Planning

Components of a business plan, Writing an executive summary, Marketing plan development, Financial projections and budgeting. Legal and Ethical Considerations; Legal structures for businesses, Intellectual property rights, Ethical considerations in entrepreneurship, Corporate social responsibility.

Unit-3: Introduction to E-Commerce

Definition and scope of e-commerce, Evolution of e-commerce, Types of e-commerce models (B2B, B2C, C2C), E-commerce platforms and technologies. Building an E-

Commerce Website; Website design principles, Choosing a domain name and hosting provider, Payment gateways and security, User experience optimization. Digital Marketing for E-Commerce; Search engine optimization (SEO), Pay-per-click (PPC) advertising, Social media marketing, E-mail marketing.

Unit-4: E-Commerce Logistics and Fulfilment

Order processing and fulfilment, Inventory management, Shipping and delivery options, Returns and customer

service. E-Commerce Analytics and Performance Measurement; Key performance indicators (KPIs) for e-commerce, Web analytics tools, Customer feedback and reviews. Scaling and Growth Strategies; Scaling an e-commerce business, International expansion, Strategic partnerships and collaborations, Exit strategies: mergers, acquisitions, IPOs

Case Studies: Analysis of successful e-commerce ventures

Suggested Readings

- ✓ *Singh, K. (2008). Rural Development - Principles, Policies, and Management. New Delhi: Sage Texts.*
- ✓ *Samanta, R. K. (2000). New Vista in Rural Development Strategies & Approaches. Delhi: B.R. Publishing Corporation.*
- ✓ *Hussain, T., Tahir, M., & Tahir, R. (2017). Fundamentals of Rural Development. New Delhi: I.K. International Publishing House Pvt. Ltd.*
- ✓ *Sahu, B. K. (2003). Rural Development in India. New Delhi: Anmol Publications Pvt. Ltd.*
- ✓ *Dutta, S. K., & Ghosh, D. K. (2002). Empowering Rural Women. New Delhi: Akansha Publishing House.*
- ✓ *Dutta, S. K., & Ghosh, D. K. (2006). Institutions for Development: The case of Panchayats. New Delhi: Mittal Publications.*
- ✓ *Agarwala, K. N., Lal, A., & Agarwala, D. (2000). Business on the Net: An Introduction to the what's and hows of E-commerce. Noida, Uttar Pradesh: Macmillan Publishers India Limited.*
- ✓ *Awad, E. M. (2009). Electronic Commerce from vision to fulfilment. Delhi: PHI Learning.*
- ✓ *Bajaj, K. K., & Debjani, N. (2005). E-Commerce. New Delhi: Tata McGraw Hill Education.*
- ✓ *Chhabra, T.N., Jain, H. C., & Jain, A. An Introduction to HTML. Delhi: Dhanpat Rai & Co.*
- ✓ *Dietel, H. M., Dietel, P. J., & Steinbuhler, K. (2001). E-Business and E-commerce for Managers. New Jersey: Prentice Hall.*
- ✓ *Diwan, P., & Sharma, S. (2002). Electronic commerce- A Manager's Guide to E-Business. Delhi: Vanity Books International.*
- ✓ *Kosiur, D. (1997). Understanding Electronic Commerce. New Delhi: Prentice Hall of India Pvt. Ltd.*
- ✓ *Turban, E., King, D., Lee, J., Warkentin, M., Chung, H. M., & Chung, M. (2002).*

Electronic Commerce: A Managerial Perspective. New Jersey: Prentice Hall Publishing.

- ✓ *Whiteley, D. (2000). E-Commerce: Strategy, Technologies and Applications. New York: McGraw Hill.*

SEMESTER-III (Credit-3) **Population and Society**

Demography shows the dynamics of advancement or backwardness of any nation-state worldwide. The demographic composition and trends of any nation-state reflects upon as well as affect its own society. In this context, India is going to be the most populous country of the world surpassing China's population. Hence, it is highly necessary to engage the students to learn population dynamics and its impact on society.

Course Outcome:

By the time the students have completed this course, they will be able to understand the significance of sociology in studying population and society relationship and will have an idea on Indian population structure, population policies and population programmes. And the role of various agencies in population control.

Unit: I: Population Studies

- 1.1 Meaning of population, Genesis and Growth of Population Studies
- 1.2 Scope and Importance of Population Studies
- 1.3 Population & Society relationship
- 1.4. Population trends-World and India

Learning outcome: Students will be able to explain the significance of population studies and the sociological significance of population and society relationship.

Unit: II: Population Theories

- 2.1 Malthusian Theory
- 2.2 Optimum Theory of Population
- 2.3 Theory of Demographic Transition
- 2.4 Applicability of Population Theories in Contemporary Scenario

Learning outcome: Students will be able to analyse the contributions of different school of thoughts for the growth of population studies and the application of these theories in contemporary demographic changes.

Unit: III: Determinants of Population Growth

- 3.1 Fertility
- 3.2 Migration
- 3.3 Mortality
- 3.4 Measures to control population growth

Learning outcome: Students will be able to demonstrate an understanding of the major

determinants of population growth.

Unit: IV: Population Policies and Programmes

- 4.1 National Family Planning Programme 1952
- 4.2 National Population Policy 1976
- 4.3 National Population Policy 2000
- 4.4 National Population Policy 2011

Learning outcome: *Students will be able to explain the impact of various policies in controlling population boom, balancing sex ratio, reducing mortality etc.*

Lesson Plan:

Unit	Thrust Areas	Method	Total No. of Classes	References
I	Population Studies Meaning of population, Genesis and Growth of Population Studies Scope and Importance of Population Studies Population & Society relationship Population trends- World and India	Theory class and Tutorial class	15	Bhende, A. A., & Kanitkar, T. (2011). <i>Principles of population studies</i> . New Delhi: Himalaya Publishing House. Weeks, J. R. (2015). <i>Population: An introduction to concepts and issues</i> . Belmont, California: Wadsworth Publishing Company.
II.	Population Theories Malthusian Theory Optimum Theory of Population Theory of Demographic Transition Applicability of Population Theories in Contemporary Scenario	Theory class and Tutorial class	15	Bhende, A. A., & Kanitkar, T. (2011). <i>Principles of population studies</i> . New Delhi: Himalaya Publishing House. Weeks, J. R. (2015). <i>Population: An introduction to concepts and issues</i> . Belmont, California: Wadsworth Publishing Company.

III	Determinants of Population Growth Fertility Migration Mortality Measures to control population growth	Theory class and Tutorial class	15	Bhende, A. A., & Kanitkar, T. (2011). <i>Principles of population studies</i> . New Delhi: Himalaya Publishing House. Weeks, J. R. (2015). <i>Population: An introduction to concepts and issues</i> . Belmont, California: Wadsworth Publishing Company.
IV	Population Policies and Programmes National Family Planning Programme-1952 National Population Policy- 1976 National Population Policy-2000	Theory class and Tutorial class	15	Bhende, A. A., & Kanitkar, T. (2011). <i>Principles of population studies</i> . New Delhi: Himalaya Publishing House.
	National Population Policy- 2011			

Text Books:

- ✓ *Bhende, A. A., & Kanitkar, T. (2011). Principles of population studies. New Delhi: Himalaya Publishing House.*
- ✓ *Weeks, J. R. (2015). Population: An introduction to concepts and issues. Belmont, California: Wadsworth Publishing Company.*

Reference Books:

- ✓ *Agarwal, S.N. (1989). Population studies with Special Reference to India. New Delhi: Lok*
- ✓ *Bose, A. (1991). Demographic Diversity in India. Delhi: B. R. Publishing Corporation.*
- ✓ *Cassen, R. (2016). India: population, economy, society. Springer.*
- ✓ *Dubey, S.N. (2001). Population of India. Delhi: Authors Press.*
- ✓ *Jain, R.K. (2013). A Textbook of Population Studies. Neha Publishers & Distributors.*

Sample Questions

Part-I

Fill in the Blanks (1x12)

- (a) _____ is the main proponent of demographic transition theory.

Part-II

Answer any 8 questions within two or three sentences. (2x8)

(a) Define fertility.

Part -III

Answer any 8 questions within 75 words each. (3x8)

(a) Briefly discuss the causes of declining fertility rate of India.

Part-IV

Answer all the within 500 words each. (7x4)

(a) Critically analyze the population control measures taken by government of India.

Critical Thinking and Applied Reasoning

Introduction:

This course on critical thinking and applied reasoning would equip students with essential skills for analyzing, evaluating, and constructing arguments in various contexts. Students will engage in exercises, case studies, and discussions to develop their critical thinking skills and apply them to a wide range of practical and intellectual challenges. By the end of the course, students would be equipped with the tools and mindset necessary to think critically, reason effectively, and make well-informed decisions in their personal and professional lives.

Course Outcomes:

Attaining a proper understanding of the method of analysis, evaluation, and interpretation in critical thinking and the primacy of critical thinking in philosophical pursuit.

Attaining an ability to understand different arguments and identify the logical /semi-logical fallacies in the arguments.

Attaining the knowledge of analogical reasoning and its applicability in the legal and moral domains.

Learning Outcome

Unit I When One is acquainted with critical thinking, he/she must explore new ideas and try to distinguish between non- relevant data from the relevant ones...

Unit II In our everyday life, It is necessary to form a valid argument, which justifies our opinion about something. & this unit teaches how to form an argument, for which Our mental activities & thinking capacity have been developed. and to make clear the structure of logical arguments, We identify the Premises & Conclusion.

Unit III the study of fallacies provides a base or foundation to evaluate & analyze the error or defect in the argument.

Unit IV Reasoning plays a very important role in making a good & strong decision, which builds our life with peace & positivity. & some types of reasoning like analogical reasoning (It helps us gain new knowledge by comparing one entity with another), Moral reasoning (It justifies a person's intentions behind his actions), Legal reasoning (It gives us a major outlook or models by which We can righteously do our duty).

Unit I:

Introduction to Critical Thinking: Standards of Critical Thinking: Benefits and Limitations.

Unit II:

Arguments and Recognizing arguments: Definition and Contents of Argument, Premises hidden Premises, Conclusions intermediate Conclusions

Unit III :

Fallacies: Introduction, Fallacies of Relevance, Fallacies of Presumption, Fallacies of Ambiguity, Illicit Transference, Fallacies in Ordinary Language

Unit IV:

Types of Reasoning: Analogical, Legal, and Moral; Science & Superstition: Distinction, Evidentiary Support, Objectivity, and Integrity.

Prescribed Books: -

Hurley, Patrick. J.- A Concise Introduction to Logic, 12th Ed.

Sen, Madhuchhanda- An Introduction to Critical Thinking, Pearson India Ltd.

Reference Books:

[David Kelley, Art of Reasoning: An Introduction to Logic and Critical Thinking, W. W. Norton, Incorporated.](#)

[Alec Fisher, Critical Thinking; An Introduction, Cambridge University Press.](#)

E- Recourses

https://youtube.com/playlist?list=PLtKNX4SfKpzX_bhh4LOEWEGy3pkLmFDmk&si=_pchcRWwvgMp4hzO

<https://open.library.okstate.edu/criticalthinking/chapter/unknown-2/#:~:text=Thinking%20clearly%20and%20systematically%20can,not%20just%20having%20new%20ideas.>

<https://youtu.be/zFfSf2nska8?si=Ez6hB0LhIDyfYQgr>

<https://open.library.okstate.edu/criticalthinking/chapter/unknown-1/>

https://youtu.be/vEkxq636_gc?si=UjJsr6yekOj0ltcY

<https://iep.utm.edu/fallacy/>

<https://youtu.be/yAjkQ1YqLEE?si=RZDdRejIjarLJre6>

<https://www.indeed.com/career-advice/career-development/types-of-reasoning>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit I

What is Critical Thinking?

How critical thinking is related to applied reasoning?

Explain the Standards of Critical Thinking.

Elaborate the Benefits and Limitations of critical thinking.

Unit II

What is an argument?

What do you mean by the construction of an argument?

Differentiate between Premises and Hidden Premises

How argument plays a significant role in critical thinking.

Unit III

Violation of any rules is known as ____.

What are Fallacies of Relevance, give an example.

What are Fallacies in Ordinary Language?

Explain Fallacies of Presumption with examples

Unit IV

What is Reasoning?

What are the Types of Reasoning?

Difference between Science & Superstition.

Define Analogical, Legal, and Moral reasoning