

**KHUNTA DEGREE MAHA VIDYALAYA
KHUNTA, MAYURBHANJ**



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

**Multidisciplinary Courses
under NEP, 2020**

(Credit-9)

(ADMISSION BATCH-2025)

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) 2. Human Rights (Arts Stream)	Education Pol. Sc/Pub. Admn	3	100	60	40
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. Environmental Education (Arts Stream) 2. Fundamentals of Entrepreneurship and E-Commerce (Science Stream)	Bot./Chem./Edn./ Env. Sc./Zool Economics	3	100	60	40
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) 2. Critical Thinking and Applied Reasoning (Science Stream)	Econ/Soc/Anth. Mathematics	3	100	60	40

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 autonomised 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 Macaulayon 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, Palgrave 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.

Human Rights

Course Objectives:

The course on Human Rights aims to provide a comprehensive understanding of the concept, evolution, and theoretical foundations of human rights, emphasizing their significance in contemporary society. It explores the historical development of human rights and examines various theories, including Natural, Legal, Utilitarian, and Marxist perspectives, to enable students to make broad examination of issues and policies taking into account diverse perspectives. The course delves into the universality of human rights amidst cultural diversity and assesses key international human rights instruments such as the Universal Declaration of Human Rights and subsequent international covenants and protocols. The course seeks to enable students to critically analyse the role of major international institutions like the UN, UNHRC, and UNOHCHR and their functions in promoting and protecting human rights. The course addresses contemporary issues and multidimensional threats to human rights to sensitize students on human rights issues in the local contexts. In the Indian context, it highlights the foundational principles of human rights, the institutional frameworks along with the role of NGOs and civil society in human rights movements. Through this course, students will gain critical insights and analytical skills necessary to understand and address human rights challenges globally and within India.

Expected Learning Outcome:

After the completion of this course, the students would be competent in following skills and acquire adequate knowledge on the issues of Human Rights.

Unit I: They would understand the significance of human rights and its evolution over the period of time. Also, they would learn different human right theories and connotation of human rights across cultures.

Unit II: This unit would make them familiarise with international covenants on Human rights; the changing dynamics of state and role of global organisations working for the cause of Human Rights.

Unit III: After learning this unit, they would be aware about the multidimensional nature of human rights violation.

Unit IV: This unit would enlighten the students on Indian perspective of Human rights drawing upon ancient philosophy, Human rights issues in contemporary India, the institutional framework to address the human rights issues.

Unit I: Understanding Human Rights

Connotation of 'Rights'; Meaning, Nature and Significance of Human Rights. Evolution and Historical Development of Human Rights.

Theories of Human Rights: Natural, Legal, Utilitarian and Marxist;

Universality of Human Rights and cultural diversity.

Unit II: International Human Rights

International Covenants on Human Rights: Universal Declaration of Human Rights; International Covenants: Civil and Political Rights-1966, Economic, Social and Cultural Rights 1966; Optional Protocols-1976 and 1989, World Conference on Human Rights: Tehran 1968 and Vienna 1993.

Institutional Framework: UN, UN Human Rights Council (UNHRC), UN office of the High Commissioner for Human Rights (UNOHCHR).

State sovereignty and Human Rights; Human rights activism and role of Global Human Rights Organisations.

Unit III: Contemporary issues and Multidimensional aspect of threats to Human Rights.

Atrocities against Women, Children, SCs, STs, Minorities, Differently abled people.

Impact of Globalisation on Human Rights; Environment and Human rights issue.

Refugee crisis and Migrations, Displacement, Bonded Labour, Custodial abuse, Warcrimes.

Unit IV: Human Rights in India

Underlying Human rights Principles of Indian society: Dharma, Nyaya, Neeti, Ahimsa.

Institutional Framework: Constitutional provisions, NHRC, SHRC; Judicial Activism.

Human Rights Movements in India: Engagement of NGOs and Civil society in Protecting Human Rights.

Essential Readings:

Alan, B. (2017). *Human rights and the environment: where next? In Challenges in International Human Rights Law* (pp. 765-794). Routledge.

Barkin, J. S. (1998). *The evolution of the constitution of sovereignty and the emergence of human rights norms. Millennium*, 27(2), 229-252.

Beitz, C. R. (2009). *The idea of human rights. OUP Oxford*.

Cerna, C. M. (1994). *Universality of human rights and cultural diversity: Implementation of human rights in different socio-cultural contexts. Hum. Rts. Q.*, 16, 740.

Das, A. K., & Mohanty, P. K. (2007). *Human rights in India. Sarup & Sons*.

Donnelly, J., & Whelan, D. J. (2020). *International human rights. Routledge*.

Freeman, M. (2022). *Human rights. John Wiley & Sons*.

Gready, P. (2004). *Conceptualising globalisation and human rights: boomerangs and borders. The International Journal of Human Rights*, 8(3), 345-354.

Gudavarthy, A. (2008). *Human rights movements in India: State, civil society and beyond*.

Contributions to Indian Sociology, 42(1), 29-57.

Henkin, L. (1989). *The universality of the concept of human rights. The Annals of the American Academy of Political and Social Science*, 506(1), 10-16.

Henkin, L. (1995). *Human rights and state sovereignty. Ga. J. Int'l & Comp. L.*, 25, 31.

Ishay, M. (2008). *The history of human rights: From ancient times to the globalization era. Univ of California Press.*

Kennedy, D. (2002). *International human rights movement: Part of the problem?. Harv. Hum. Rts. J.*, 15, 101.

Kurki, M. (2011). *Human Rights and Democracy Promotion: reflections on the contestation in, and the politico-economic dynamics of, rights promotion. Third World Quarterly*, 32(9), 1573-1587.

Langlois, A. J. (2002). *Human rights: the globalisation and fragmentation of moral discourse. Review of International Studies*, 28(3), 479-496.

Merry, S. E. (2009). *Human rights and gender violence: Translating international law into local justice. University of Chicago Press.*

Ray, A. K. (2003). *Human rights movement in India: A historical perspective. Economic and Political Weekly*, 3409-3415.

Shelton, D. (2006). *Human rights and the environment: what specific environmental rights have been recognized. Denv. J. Int'l L. & Pol'y*, 35, 129.

Sripati, V. (2000). *India's National Human Rights Commission: A Shackled Commission. BU Int'l LJ*, 18, 1.

Additional Readings:

Cole, W. M. (2005). *Sovereignty relinquished? Explaining commitment to the international human rights covenants, 1966-1999. American sociological review*, 70(3), 472-495.

Nyamu, C. I. (2000). *How should human rights and development respond to cultural legitimization of gender hierarchy in developing countries. Harv. Int'l. LJ*, 41, 381.

Oestreich, J. E. (2017). *Development and Human Rights: rhetoric and reality in India. Oxford University Press.*

Schmitz, H. P. (2014). *Non-state actors in human rights promotion. The SAGE Handbook of Human Rights*, 1, 352-71.

Internet Sources

Human Rights Course study materials in MA Political science.
<https://www.distanceeducationju.in/pdf/404%20HUMAN%20RIGHTS.pdf>

International Human Rights document, charters etc available at
<https://csometer.info/international-human-rights-documents>

Defining Human Rights: Harper Lecture, The University of Chicago.

<https://youtu.be/2nYdTV9wuGI?si=EbZBuZvHR5gg4Ql5>

Reflections on the Origins of Human Rights (Talal Asad Lecture), Berkeley Centre

<https://youtu.be/Vd7P6bUKAWs?si=KIeG2rwRqvvgxjCh6>

Activities to Do

Students should be encouraged and facilitated to visit NHRC or SHRC office to learn the functioning of the commission.

Conduct lecture on contemporary issues on Human rights in India.

Arrange a movie session for the students on issues of Human Rights. Movies like 13th (2016), The Whistleblower (2010), Mandela: Long Walk to Freedom (2013), Jai Bhim (2021).

Conduct community outreach programmes to spread awareness on Human Rights Day.

SEMESTER-II (Credit-3)

Environmental Education

Course Learning Outcomes (CLOs):

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

- Understand the natural environment, different cycles related to Ecology & Ecosystem.
- Identify different causes of Environmental Pollution, Climate Change and need for Sustainable Development.
- Acquire comprehensive knowledge about Population Ecology, population Growth and Public Health.
- Learn about Environmental Movements and Laws.
- Acquire the knowledge about State pollution Control Board and Central pollutionControl Board.

Unit-I: Introduction to Environment Learning Outcomes

LO: Understand basic concepts of Environment , Ecology, Eco-System and Biodiversity.

The Environment: Atmosphere, Hydrosphere, Lithosphere, Biosphere.
Ecology, Ecosystem, major eco-system, Biogeochemical Cycle (Carbon Cycle, NitrogenCycle).
Biodiversity-Values and Services, Global Environmental Issues.

Unit-II: Climate Change and Sustainable Development

Learning Outcomes

LO: Identify factors of pollution and climate change.

LO: Learn basics of wild life conservation and Sustainable Development Goals.

Environment Pollution: Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution, Radiation Pollution.

Climate Change, causes and consequences, Natural Resources: Conservation of NaturalResources, Soil Erosion and Conservation.

Management and Conservation of Wildlife, Sustainable Development and its Goals.

Unit-III: Population and Public Health

Learning Outcomes

LO: Understand the correlation between population growth and issues of public health.

LO: Learn how to manage pandemic in modern times.

Population dividend and population liability.

Population Ecology: Individuals, Species, role of different sector in managing healthdisaster.

Population Growth and Control, Community, Urbanization and its effects on Society.

Communicable Diseases, Non-Communicable Diseases, Transmission and its effects.

Unit-IV: Environmental Movements and Environmental Laws

Learning Outcomes

LO: Trace environmental movements of India.

LO: Understand functions and role of Pollution Control Boards and know the basic laws ofIndia relating to environment.

Environmental Movements in India: Grass root Environmental movements in India, Role of women, Environmental Movements in Odisha.
State Pollution Control Board, Central Pollution Control Board.
Environmental Laws: Water Act, 1974, Air Act, 1981, The Wildlife (Protection) Act, 1972, Environment Protection Act 1986.

Sample Questions

What is meant by environment? (1 Mark)

Write any two causes of noise pollution. (2 Marks, Within 50 words)

Discuss the causes and consequences of climate change (5 Marks, Within 300 words)

Critically reflect on the importance and purpose of SDGs with reference to the contemporary society. (8 Marks, 500 to 800 words).

Transaction Mode:

Workshop, ICT-Lab Learning, Lecture method, Seminar, Team teaching, Tutoring, Peer group discussion, Mobile teaching, Self-learning, Collaborative learning, Co-operative learning.

Practical/ Activities

Each student is required to submit Practical/Project report/Assignments selecting any one of the following:

Investigation of Major sources of micro-plastic pollutants in urban habitats.

Detection and characterisation of major water pollutants in river water.

Impact of growing urbanisation on wildlife habitat.

It will be evaluated by both internal and external examiners.

Text Books

Anubha Kaushik and CP Kaushik, "Perspectives in Environmental Studies", 5th edition, 2016.

Benny Joseph, "Environmental studies", 2nd edition, McGraw Hill Education, 2015.

Basics of Environmental Studies by Dr. N. S. Varandani, Books India Publications.

Disaster Management by Mukesh Dhunna, Vayu Education of India, Delhi Publication.

Reference Books

Dr. M. Chandrasekhar, "A Text book of Environmental Studies", HI-TECH publications, 2006.

Dr. M. Anji Reddy, "A Text book of environmental science and Technology", B S Publications, 2008.

Dr. K. Mukkanti, "A Text book of Environmental Studies", S. CHAND and Company Ltd, 2009.

EHILRS and ST, "Text book of Municipal and Rural Sanitation", M.S Hill, 1998.

C. S. Rao, Wiley Eastern Ltd, "Environmental Pollution Control Engineering", New Age International Ltd, 2001.

Dr. M. Anji Reddy, "Introduction to Remote Sensing", BS Publications, 2004.

EHILRS and ST, "Text book of Municipal and Rural Sanitation", M.S Hill, 1998.

Dr. M. Anji Reddy, "Introduction to Remote Sensing", BS Publications, 2004.

Environmental Studies by R. Rajagopalan, Oxford University Press Publication.

Environmental Science by Richard T Wright & Bernard J Nebel, Prentice Hall India Publication.

Environmental Science by Daniel B Botkin & Edward A Keller, Wiley Publications.

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 and hows of E-commerce. Noida, Uttar Pradesh: Macmillan Publishers India Limited.*
- ✓ *Awad, E. M. (2009). Electronic Commerce from vision to fulfillment. 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_/
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 250Words); 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