

Case studies where ever applicable

Power Point presentations

Questionnaires

Assessment Methods

Internal assessment

Presentation

Central examination.

Keywords

Human Rights, Punishment, Artificial Intelligence, Medical Ethics, Euthanasia, Living Will, Media Ethics, Environmental Ethics

**Critical Thinking and Decision Making
(SEC (1))
Skill-Enhancement Elective Course - (SEC) Credit:4**

Course Objective(2-3)

This course is primarily focused to develop thinking skills. It aims at enabling a person to take decision in difficult situations. It is the ability to analyze the way one thinks and presents the evidence for ones own ideas rather than simply accepting it. It is creative, clear and to some extent reflective thinking. This paper helps in developing ideas and ability to create a vision, plan for the future and anticipate and solve problems.

Course Learning Outcomes

This course

1. Helps in generating productive/creative ideas for further use in difficult situation.
2. Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out for solution

3. Provides valuable intellectual traits like how to critically read, listen and write and develop faith in reason and encourage a flair for fairness and justice. As a result a learner learns step by step how to arrive at an ideal solution keeping in mind all situational factors.
 4. Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.
 5. Helps to use the skills of observation, analysis and evaluation and also provides sound reason for doubting and questioning.
 6. Finally the learner becomes self-directed, self-monitored and self-corrective through this process of reflective thinking, and can proceed for right choice.
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Unit 1

Unit I: CRITICAL THINKING: BASIC COMPONENTS

1. Critical Thinking: An Introduction
2. Cognitive Biases
3. Beliefs, Claims, issues and arguments.
4. Persuasion through Logic: Logos, Ethos and Pathos

Recommended Reading:

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 1-2.
 2. Dewey, John, *How we think*. Mineola, N.Y. Dover Publications, 1997, Ch 6
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Unit 2

Unit II: CRITICAL THINKING: A SECOND ORDER ACTIVITY

1. Clear thinking.
2. Vagueness, Ambiguity, Generality and Definition of terms
3. Argumentative essays
4. Credibility of claims and their sources

Recommended Reading:

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 3-4.
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Unit 3

Unit III: RHETORIC AND ITS FALLACIES

1. Persuasion through rhetoric
2. Fallacies involved in rhetoric

Recommended Reading:

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 5.

Unit 4

Unit IV: CLEAR THINKING: KEYS FOR SOLUTION

1. Identification and analysis of the problem through case studies
2. Evaluating the Argument: Validity, Soundness and Strength; Reflecting upon the issue with Sensitivity and Fairness.
3. Evaluating Decision Options from Multiple Perspective.
4. Identifying Inconsistencies, Understanding Dilemma and Looking for Appropriate Solution within Limitations.

Recommended Reading:

1. Case Studies from both the recommended books
2. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch.2-5.
3. Dewey, John. *How we think*. Mineola, N.Y: Dover Publications, 1997, Ch.7, Ch 8.

References

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch1-4.
2. Dewey, John. *How we think*. Mineola, N.Y: Dover Publications, 1997, 68-14.

Additional Resources:

1. Watson, Jamie C. *Critical thinking : an introduction to reasoning well*. London/New York: Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc, 2015.
2. Kallet, Mike. *Think smarter : critical thinking to improve problem-solving and decision-making skills*. Hoboken, New Jersey: Wiley, 2014.
3. Bloom, Benjamin S., David R. Krathwohl, and Bertram B. Masia. *Taxonomy of educational objectives : the classification of educational goals*. New York: David McKay Company, 1956.

Teaching Learning Process

With the class room teaching for basic conceptual clarity the whole syllabus should be based on **case studies** from all walk of life, like social, economical, political, religious, gender,

environment, global perspective as well as the surrounding local issues. **Project works** need to be encouraged Audio visuals should also encouraged with projector for direct interactive sessions and peer understanding. **Logic games, e-learning methods, theme based movies and mock tests** may be conducted for better understanding and better application of the skill.

Lecture & Tutorials are essential

Assessment Methods

Same as university rule of 75% exam and 25% of internal assessment. Presentations based on case history and creative modules should be the evaluative procedure. Peer evaluation should be encouraged. Objective questions to test reasoning skill should be encouraged.

Keywords

Beliefs, Claims, Arguments, Analysis and evaluation, Cognitive bias, Fallacy.

Feminism
(GE (3))
Generic Elective - (GE) Credit:6

Course Objectives:

A course in Feminism is needed to sensitise students to a perspective of thought that acts as a filter—a lens through which all subjects must be studied. It seeks to create gender sensitization and develops a wholistic approach towards education. This course addresses the concerns of women in terms of debates on consciousness and soul, analyses their connect with nature and culture; and explains the development of feminist ideologies.

Course Learning Outcomes:

Study of Feminism arms the student with analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance. Feminist theory has a social agenda i.e. to initiate transformation in social structures, customs and practices. Thus the study of Feminism is not only an empowering tool against gender oppression but also against other systems of oppression such as race, class and colour.