

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

Programme Project Report (PPR)

on

MASTERS OF ARTS (PHILOSOPHY)

*(Two Year Postgraduate Programme to be offered from
2024-25 academic sessions onwards in CBCS mode)*



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KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT

MASTER OF ARTS (PHILOSOPHY)

1. PROGRAMME OVERVIEW

Master of Arts (Philosophy) is a two year postgraduate programme proposed to be offered from May2024 academic session onwards. The programme is offered in Choice Based Credit System (CBCS) mode in pursuance of the notifications, guidelines and regulations of the UGC released from time to time. Further, the programme also incorporates the broad and overarching ideals and principles of National Education Policy (NEP) 2020 while preparing the structure of the proposed programme. Besides, the framework proposed by the Draft National Credit Framework released in September 2022 has also been kept in view in designing the programme. In addition, the notification and the Model Framework of the Department of Higher Education, Government of Assam, dated January 25, 2023 regarding the implementation of the NEP 2023 in the State of Assam has also been considered in preparing the proposed programme.

The 35th Meeting of the Academic Council of the University has, accordingly, adopted various provisions of the Curriculum and Credit Framework of the UGC in terms of credit requirement, provision of lateral entry and exit, and adoption of multidisciplinary/interdisciplinary focus in designing and delivering different. Also, the assessment and evaluation method has also been revised to letter grades with Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).

The Programmes on offer, thus, incorporate discipline specific core (DSC) courses along with a set of elective courses (DSE) both from disciplines as well as allied disciplines, which are expected to offer the learners wider exposure and opportunities. Besides, bundles of courses are also being provided as ability enhancement courses (AEC) and value added courses (VAC) to fulfil requirements of the NEP 2020.

Notably, the academic disciplines of the University are organised as School System; hence, it is expected that implementation of multidisciplinary/interdisciplinary programmes and courses would be relatively smooth and undemanding. To this effect, learners are allowed to take

courses from allied and/or related disciplines and necessary processes for attaching relevant faculty from related disciplines have been arranged. Further, Ability Enhancement Courses (AEC) has been included in first and third semesters, while Value Added Courses (VAC) has been incorporated in the first two semesters. In addition to these, Seminar and Project/Dissertation works have been incorporated in the second and fourth semesters of the programme. It has been expected that inclusion of seminar/project/dissertation will help offer you an activity-based rich learning experience. The University has also registered in the Academic Bank of Credit (ABC) for seamless transfer of credit allowing flexibility to the learners as mandated by the NEP 2020.

The Centre for Internal Quality Assurance (CIQA) of the University has organised a number of meetings and workshops regarding the implementation of NEP 2020 in the context of ODL. With all the inputs, the faculty of the discipline with the help of Committee on Courses (CCS) and the Schools of Studies, involving outside subject experts drawn from Gauhati University, Cotton University as well as Nowgong College (Autonomous) has designed the proposed Programme and the detail syllabi. This Programme Project Report (PPR) on Two-Year (semester-based, CBCS) PG Programme in Philosophy is an outcome of this process.

2. PROGRAMME'S MISSION AND OBJECTIVES

The MA in Philosophy programme has been offered by the Discipline of Philosophy, under the Surya Kumar Bhuyan School of Social Sciences, KKHSOU. This Master's programme in Philosophy has been designed in accordance with the UGC Regulations on Open and Distance Learning, 2020. As already mentioned, syllabi of this Programme have been finalised after a series of deliberations and discussions with academic experts in the respective field from Universities of repute, viz., Gauhati University, IIT Guwahati, Cotton University, Guwahati etc. The quality of Curriculum and Syllabus of this programme has been so designed to accommodate the recent developments in the field of Higher Education in general and the subject in particular.

The overall mission of this programme is to create a pool of human resources that would have the capability of critically analyzing the socio-economic issues in the society and by applying their acquired skills can positively contribute towards betterment of the society. More specifically, the MA in Philosophy programme aims at creating an academically sound pool of human resources who can undertake either serious academic or research activities in the field of Philosophy and other related disciplines.

To achieve this overall mission statement, the following specific objectives have been framed:

- (a) Educate and train individuals from different walks of life, who are desirous to study Philosophy.
- (b) Provide both the theoretical and applied knowledge in the field of Philosophy to the learners, so that their skill level and employability are developed.
- (c) To help the learners to develop a more logical and analytical mind and empower them with critical thinking ability in a rational and logical manner.
- (d) To help the learners to know the original Indian philosophy, the details of its systems, religious and moral sense, and to explore the basic education of human life through the charm and spirituality of Indian philosophy.
- (e) To help the learners to know the contributions of Indian as well as Western Philosophers in search of the knowledge and reality.
- (f) To help the learners to know the contemporary issues of philosophy in a comprehensive manner.
- (g) To help the learners to think and solve the issues like abortion, euthanasia, environmental issues, issues related to the right to animals etc.
- (h) To help the learners to see the socio-political issues and to know the thinking of contemporary Indian thinkers like Gandhi, Tagore, Vivekananda in a more philosophical manner.

3. RELEVANCE OF THE PROGRAMME WITH THE UNIVERSITY'S MISSION AND GOAL

The MA in Philosophy programme offered by KKHSOU has been prepared conforming to the mission and goals of KKHSOU. This programme follows the following mission and goals of HEIs:

- (a) To expand higher education to cover maximum population.
- (b) To maintain equity and justice in the field of higher education.
- (c) To ensure quality and excellence in higher education.
- (d) To create a pool of human resources that can undertake research on important social issues.
- (e) To contribute towards growth and development of the country.

4. NATURE OF THE PROSPECTIVE TARGET GROUP OF LEARNERS

The nature of the prospective target groups of learners of this programme are as follows:

- (a) The students who are desirous to obtain a Master's Degree in Philosophy.

- (b) All the stakeholders of the society like-development agents, government officials, policy makers, industrialists, farmers, grassroots workers, who are interested in ensuring a better standard of living for the people of the society.
- (c) Persons unable to complete higher education in the normal course of time and who are interested in Philosophy.
- (d) People engaged in different avenues who wish to develop their professional skill.
- (e) People living in rural and remote area and other disadvantageous conditions but desirous of higher education in Philosophy.
- (f) People willing to continue learning with earning.
- (g) Persons deprived of higher education in conventional system for variety of reasons.
- (h) Denied and deprived sections of people who need education of Philosophy to uplift their economic conditions.

5. APPROPRIATENESS OF THE PROGRAMME TO BE CONDUCTED IN ODL MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE

The MA programme in Philosophy is basically theoretical and therefore, is, in general, suitable for the ODL mode. The entire programme has been so designed that the learners can learn the different courses through undergoing the Self Learning Materials (SLMs) designed for the specific programme. Certain add-on resources, like CDs, Community radio programme and counselling sessions conducted in the study centres, are expected to help the learners clarify their doubts, if any. Moreover, the video lectures made by the concerned faculty in a readily accessible way also facilitate delivery of the proposed programme in ODL mode.

6. INSTRUCTIONAL DESIGN

6.1 Curriculum Design

The MA in Philosophy program has been so designed that it meets the standards of CBCS framework within the provision of the UGC ODL Regulations 2020. Further, the programme attempts at mainstreaming the fundamental principles underlying the NEP 2020 viz. academic flexibility, awareness about Indian as well as Assamese tradition and culture, ability and skill enhancement and imbibing values and cultures. Designed with the help of experts in the subject from other reputed universities in the region, the contents of the syllabi of the various courses offered under the programme are updated. It may be underlined that while preparing the syllabi, NEP-2020 Documents, UGC Distance and Online Education Regulations 2020, UGC LOCF Curricular Framework, Academic Integrity Regulation 2018, UGC-definitions-of-Degrees-July-2014, syllabi of other Universities and recommendations of Madhava Menon Committee have been consulted.

6.2 Programme Structure and Duration

The Two-year (semester-based) MA in Philosophy programme has been designed according to the UGC CBCS Curriculum Framework, National Credit Framework 2022 (Draft) and the broad guidelines of NEP 2020. The courses have been incorporated such that as the learners move in the programme, they obtain theoretical concepts starting from the foundational to the intermediate and then to the advance level. Certain skills like presentation of a research paper in seminar have also been incorporated in the intermediate semesters. And as the learners move towards higher semesters, they can attain certain computing and research skills, which will help them to undertake a socially relevant project activity in the final semester. The overall programme-structure of the MA in Philosophy has been shown in Table 1.

Table 1: Programme Structure of MA in Philosophy

Sem	DSC Core	(DSE) (Elective/GE)	AEC	VAC	Dissertation/ Seminar	Total Credits
I	1) Metaphysics: western 2) Epistemology: western 3) Moral Philosophy	Logic - I/ Sociology of Health and Illness* (Any one: 4 Credit)	Any Course from the bundle of AEC 1 (4 credits)	VAC I (2 credits)		22
II	4) History of Western Philosophy 5) Indian Philosophy - I 6) Indian Philosophy - II	Contemporary Indian Philosophy/ Indian Administration* (Any one: 4 Credit)		VAC II (2 credits)	1 seminar (4*1=4 Credits)	22
III	7) Indian Moral Philosophy 8) Contemporary Western Philosophy - I 9) Contemporar Western Philosophy - II	Gandhian Thought/ Political Sciology* (Any one: 4 Credit)	Any Course from the bundle of AEC 2 (4 credits)			20
IV	10) Applied Ethics 11) Social and Political Philosophy 12) Philosophy of Religion	Logic - II/ Women and Politics* (Any one: 4 Credit)			1 Dissertat ion (8*1=8 Credits)	24
Total	48 credits (12x4 credits)	16 credits (4x4 credits)	8 credits (2x4 credits)	4 credits	12 credits	88

Note:

DSC: Discipline Specific Core; DSE/GE: Discipline Specific Elective/Generic Elective. AEC: Ability Enhancement Course; VAC: Value Added Course (AECs and VACs may be selected from available basket, as may be offered from time to time).

*Adopted from the set of Generic Elective offered by the related/allied discipline.

The structure of the MA in Philosophy Programme and detailed course wise syllabus are presented in Annexure I and Annexure II respectively. Relevant seminar and Project/Dissertation Guidelines have been attached in Annexure III and IV respectively.

6.3 Duration of the Programme

The duration of the MA programme in Philosophy offered by the University is as follows:

- Minimum Duration : 4 semesters (2 years).
- Maximum Duration : 4 years.

In case, a learner is not able to qualify a course in its first attempt, he/she has to qualify in the particular course within the next four attempts, subject to maximum duration of the study.

6.4 Definition of Credit Hours

As per UGC ODL Regulations 2020, the University follows the system of assigning 30 hours of study per credit of a course. Thus, following this norm, a 4 credit course constitutes a total of 120 hours of study. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counselling per course are offered to learners at their respective study centres or through centralized online counselling. The semester-wise credit distribution of the programme has been shown in Table 2.

Table 2: Semester-wise Credit Distribution in MA in Philosophy

Semester	DSC courses	DSE courses	AEC courses	VAC courses	Dissertation/ Seminary/ Project	Total credit in the semester
I	12	4	4	2		22
II	12	4		2	4	22
III	12	4	4 (3+1)			20
IV	12	4			8	24
Total Credits	48	16	8	4	12	88

DSC: Discipline Specific Core; DSE: Discipline Specific Elective. AEC: Ability Enhancement Course; VAC: Value Added Course

6.5 Faculty and Support Staff Requirement

The Discipline of Philosophy under the Surya Kumar Bhuyan School of Social Sciences of KKHSOU currently has five full time faculty members (Assistant Professors). However, as the MA in Philosophy programme includes courses from other disciplines (in the form of Generic Electives, AECs and VACs), hence it requires an interdisciplinary and multidisciplinary effort. Therefore, support of faculties from different schools of the University has been mobilized for

its design and delivery. A list of assigned faculty (discipline-wise) against each course of the MA in Philosophy programme has been shown in Annexure V.

Moreover, supports for required counselling to the learners will be provided through a network of well-qualified and experienced counsellors at their respective study centres.

Besides the faculty, the University also has adequate numbers of other supporting staff to look after the learners' requirements of SLM preparation, delivery and distribution; timely conduct of examinations; providing IT enabled services; preparing digital and multimedia contents; addressing grievances and queries of the learners. The Regional Centre and the LSCs are also well-equipped with required support staff starting from the Assistant Regional Director to the Centre Coordinators and counsellors to the secretarial staff.

6.6 Instructional Delivery Mechanisms

The primary instructional delivery mechanism of the proposed Programme involves Self Study Materials (SLM) prepared for each course. The SLMs have been prepared keeping in mind the requirements of instructional design, especially in three domains viz. the behavioural domain, cognitive domain, and constructive domain. Accordingly, emphasis has been placed, while preparing the SLMs, on aspects of memorising, concept learning, reasoning, understanding, problem setting as well as problem solving.

In planning, designing and preparing the SLMs and other instructional delivery mechanisms the faculty of the discipline has taken the lead and also played the major role. The faculty members of the discipline have been engaged as the content writers as well as content editors. In addition, help from outside resource persons across the state and country has also been sought in preparing the SLMs. Senior/retired Professors, Associate Professors and Assistant Professors from different Universities and Colleges have been engaged as SLM writers, content editors, translators and language editors.

The Self Learning Materials have been prepared keeping in mind the requirements of instructional design. Particular attention has been given so that the basic three domains of knowledge, viz., the behavioural domain, cognitive domain, and constructive domain can be addressed. In general, the university offers printed SLMs and the same in audio-visual formats. Apart from that, plans are being made to deliver the MA in Philosophy Programme through LMS. The LMS consists of four quadrants: video lectures, downloadable/printable reading material, self-assessment tests through tests and quizzes, and an online discussion forum for clarifying

questions. As majority of the learners are from rural areas and disadvantage groups, attempts are made to make the SLMs easy to read and easy to understand with the following major components:

- (a) **Course Objectives** (major objectives of the Unit are stated)
- (b) **Introduction** (linkage with previous Unit as may be applicable and general introduction of the content is provided)
- (c) **Check Your Progress** (generally after every section CYP is provided to learners to gauge their understanding)
- (d) **Answers to Check Your Progress** (CYP answers are provided at the end of the Unit)
- (e) **Activity** (activities for enhancing learners' critical outlook is included in SLM)
- (f) **Let us Know** (Depending on the necessity some important information related to the content is provided in a box)
- (g) **Let us Sum up** (pin pointed summary of the Unit is given)
- (h) **Further Reading** (this section has been incorporated for those learners who are interested in advance knowledge of the content)
- (i) **Model Questions** (Different types of questions have been provided in the Unit).

All the learners are proposed to be provided with print SLMs for all the semesters. The learners will also be given access to the e-SLMs simultaneously. The University also has its own LMS – e-bidya with the four quadrants i.e. video lectures, downloadable/printable reading materials, self-assessment tests and quizzes, and an online discussion forum for clarifying doubts and queries. For efficient and enhanced instructional delivery of the proposed Programme, the LMS of the University will be utilised to the optimum level.

6.7 Identification of Media–print, Audio or Video, Online, Computer Aided

All learners are provided with Self Learning Materials, which are comprehensive in terms of the contents of the syllabus. These learning resources are prepared with the help of resource persons across the state/country. Senior/Retired Professors/Associate Professors/Assistant Professors from different Universities/Colleges are engaged as SLM writers and Content Editors. In addition, certain topics are also covered through Community radio programmes broadcast through the 90.4 FM *Jnan Taranga* Community Service Station of the University. Most of the audio-video programmes are accessible online through YouTube videos.

6.8Learner Support Services

The learners of the proposed postgraduate programme in Philosophy would be provided with a wide range of support services helping them to imbibe the required knowledge and skills; to

seek avenues in gainful employment; to go for higher studies; and to provide in-depth disciplinary as well as multi/interdisciplinary knowledge. Learner support services of the proposed Programme include, inter alia, the followings:

(a) KKHSOU City Campus:

The KKHSOU City Campus at the heart of Guwahati city organises training for coordinators, counsellors, and other functionaries. The City centre provides a venue for learners and academic counsellors to interact on a particular subject matter. Responsibility for admission, distribution of SLMs and Examination also lies with the City Campus. Besides, faculty of the University conducts online counselling regularly which is open to learners from all study centres. The City Campus has the provision of walk-in-counselling for the learners in all working days. In addition, the City Campus hosts a model study centre fully managed and maintained by the University with all infrastructural facilities including regular face to face counselling by the University faculty and outside subject experts.

(b) Regional Centres:

The Regional centre of KKHSOU located at Jorhat in upper Assam provides training for coordinators, counsellors, and other key functionaries. The centre provides a venue for learners and academic counsellors to interact on various matters, responding to their queries and clearing their doubts. Responsibility for Admission, distribution of SLMs and Examination in select districts of upper Assam also lies with Regional Centres. Establishment of some other regional centres is in the pipeline.

(c) Study Centres/Learners' Support Centres:

Study centres are the backbone of an open and distance learning institution. On behalf of the University, the study centres cater to the various requirements of learners, such as, admissions related information, delivery of SLMs, conduction of counselling sessions, distribution, collection and evaluation of assignments, completion of various requirements of formative and summative assessments etc. The study centres, throughout the state, handle these affairs on behalf of the University. There are at present 263 study centres providing these support services to the learners.

(d) Pre-admission Counselling:

In cooperation with the study centres, the University provides pre-admission counselling for all the programs through online and offline modes. It provides basic information about the various aspects of the Programme viz. salient features of the

Programme, eligibility and cost of the Programme, modes of delivery of the Programme, details of counselling sessions, assessment processes and opportunities and options available after completion of the Programme to the learners. Also, Programme specific pre-admission counselling is also provided to the aspiring learners.

(e) Sikshartha Mitra:

A few employees of the University have been engaged as Sikshartha Mitra in order to provide necessary information and assistance to the learners including the technical support during the online admission process. This facility is available in the City Campus of the University.

(f) Learners' Charter:

The University has brought out a Learners' Charter, which can be accessed at https://kkhsou.ac.in/web/index_page_details.php?page=TWxXNXpxdHZ5eVIYYmFxNkl2SHI5Zz09&title=learners-charter, pronouncing the basic rights and responsibilities of its learners and those of the University to the learners. In the Induction Programmes at the Study Centres, the learners are sensitized about this Charter.

(g) Handbook/SOP:

The University has brought out a Learners' Handbook with all necessary information and guidelines and Handbook for the Study Centres <https://kkhsou.ac.in/web/storage/uploads/pdf/Handbook-for-the-Study-Centres-PDF--20231228023634.pdf> in addition to a Standard Operating Procedures(SOP) of Examination https://kkhsou.ac.in/web/index_page_details.php?page=Nkp6OVk0NVdXT1BjVDJWZUVtN2ZDQT09&title=rules-and-regulation-and-sop which can be used by the learners for deriving required information and also for assistance in myriad situations.

(h) Audio CDs for Visually Impaired Learners:

The visually impaired learners are provided with free audio SLMs in CDs to overcome their difficulties of learning. The University has installed Braille printers for this category of special learners in the University SLM branch.

(i) Face-to-face/Online Ticketing/Complaint System:

Learners' queries are attended to in the face-to face mode and digital mode as well in a continuous way, through telephone, SMS and emails. There is a dedicated online portal https://kkhsou.ac.in/web/index_page_details.php?page=cy9oSHdRK1ZaMFC0V3BIQUhWS1hjdZ09&title=grievance-redressal through which the queries received are automatically moved to concerned department for solving the same. Once the problem is solved, the learner is informed by SMS and email. The University also has a single window grievance redress cell for handling the grievances of the learners.

(j) Face to face, online and walk-in Counselling:

The learners of all programmes are provided with face-to-face counselling at the study centres. The University also provides face-to-face counselling to learners at the University's Model Study Centre located at the City Campus Sundays by its faculty and other qualified and experience counsellors. Besides, the University faculty offers online counselling to all learners on a regular basis for various programmes. The routine is made available through the University's website and the links are shared through the mentoring groups. Further, the University's City Campus also provides walk-in-counselling to the learners on all working days wherein they get an opportunity to come to the City Campus of the University and meet the concerned faculty for clarification of their doubts and queries.

(k) ICT Support:

ICT support is a major component of any ODL system of education. Some of the important ICT-based support services provided by the University for the learners are briefly described below:

- **Website:** The University has a full-fledged official website www.kkhsou.ac.in which contains all relevant information and resources for learners and the general public. It has a Learners' Corner https://kkhsou.ac.in/web/index_learners_zone.php that contains exhaustive information and links to useful resources. It also provides links for downloading e-SLMs, assignments, e-admits, e-mark-sheets etc. besides important notices and latest news. Furthermore, the Website provides links to social-networking sites like Facebook where learners, faculty members, and stakeholders can interact. Additionally, the site offers a tailored search by Programmes and Study Centres. Also, most of the audio-visual learning resources are accessible online through YouTube videos (accessible at <https://www.youtube.com/user/kkhsou>)
- **University's Own LMS e-Bidya:** As part of its ongoing attempts to enhance student learning, the University has developed a Learning Management System (LMS) portal called e-Bidya using open source MOODLE which can be accessed via <https://lmskkhsou.in/web/>. The site allows learners to access e-resources 24 X 7, regardless of where they are in relation to the particular programme they are enrolled in. It contains all four quadrants including video lectures and tutorials and the reading materials. Learners can also interact with experts through the discussion forum. Learners can experience the benefits of online learning through their mobile devices as well. The proposed Programme will

also be made available in e-Bidya with all resources for all learners enrolling in the Programme.

- **E-Mentoring:** The University introduces an innovative e-mentoring system where a group of learners enrolled in a Programme is placed under the mentorship of a faculty of the University from the concerned discipline. This facilitates a bonding between the mentor and the mentees helping the learners to continue their studies with self-confidence, self-esteem, morale, and a feeling of identity. The main objective of this initiative is to help learners minimise personal difficulties and identify the obstacles they face in matters related to academic as well as non-academic. During this process, they are also guided to develop appropriate learning strategies for overcoming these difficulties and problems. The e-mentoring system, utilises the Telegram App and/or WhatsApp, and helps learners derive all the benefits of open and distance learning at their finger tips instantly.
- **Community Radio Service:**
The University introduced the first Community Radio station in the North Eastern part of the country Jnan Taranga (90.0 MHz). The Community Radio, being a platform for the Community for taking up Community issues, is also a platform for broadcasting educational programmes. This includes debates, discussions, talk shows and phone in Q & A sessions with the learners. Recently, the programmes of Jnan Taranga are made available over internet radio, which can now be heard by all learners though <https://kkhsou.ac.in/web/jnan-taranga/index.html>
- **Digital Library:**
The digital library https://kkhsou.ac.in/web/index_sections.php?aca=am4vMUpQUmNIS08wSW9IL0ZRbW0rZz09&title=krishna-kanta-handiqui-library-system of the University hosts a large number of resources which include documents, SLMs, e-books, conference/seminar proceedings, faculty publications, theses and dissertations etc. Links are also provided to other open access resources which can be easily accessed by the learners.
- **Online Counselling:**
The University's faculty conducts online counselling sessions through different online platforms like Zoom, Google Meet, and Cisco WebEx etc. Sessions are also conducted through Facebook Live on examination related issues especially during the time of pandemic. Most of the online counselling sessions are

recorded and archived as additional digital learning resources for the use of the learners.

- ***KKHSOU Mobile App:***

The University has developed a mobile application KKHSOU that allows students to access the university website 24x7. The main purpose of this application is to provide the relevant information to all learners in an easily accessible manner. Using this application, learners can view the course information, fees structures based on their requirements. At the same time they can directly call any study centre of KKHSOU. Learner can download assignments, old question papers and other important forms.

- ***SMS Alert Facility:***

The University has implemented an SMS alert system for learners for sending notification of university news, events, and similar other learner-related information.

- ***E-mail Support:***

Learners can also write emails to any officials/faculty members of the University at info@kkhsou.in and grc@kkhsou.in. Concerns raised through email are addressed by the concerned officials or faculty members. Apart from that, the email and phone numbers of all faculty members are available on the website and Information Brochure. Any learners can write directly to them as well for any kind of support and assistance.

- ***KKHSOU in Social Media:***

KKHSOU has incorporated social media like Facebook pages (<https://www.facebook.com/groups/272636986264210>) WhatsApp group, Twitter Account (<https://twitter.com/KKHSOU1?s=09>) to its official website that enables interaction with the learners on a real time basis. The Facebook page also allows moderated discussions within as well as among the learners' Community.

7. PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATIONS

7.1 Procedure for Admission

- (a) **Minimum Qualification:** For the MA in Philosophy programme, learners need to have a UG Degree pass or equivalent qualification (in any stream/subject) from a University recognized by UGC.

- (b) **Online Admission:** Admission to the proposed Programme will be conducted entirely in online mode through the University's Online Admission Portal https://kkhsou.ac.in/web/index_page_details.php?page=L2xkNFZUU0tBUVFDazJRUVD4aWlYUT09&title=online-admission. The learners have to register first in the portal providing their email and mobile number. After successful registration, the login credentials are provided to their registered email and mobile numbers. Learners can login to the admission portal using the credentials provided to them and then fill up the online application form and upload all required supporting documents and photograph. They can choose their subjects and preferred study centres. Upon completing all the requirements of application process they can make online payments of the requisite fee via net banking, credit/debit card, UPI or by using the QR code. Once the fee is paid, they can get their enrolment receipt with their enrolment number and get a print out of the application form for future reference. On completion of the admission process the learners receive a welcome email with all relevant information and links to various digital resources for instant access.
- (c) **Refusal/Cancellation of Admission:** At the time of admission the learners have to submit a declaration that all information and document provided by her/him at the time admission are, correct, true and valid. If, however, any false declaration is detected at any stage, the University has the authority to refuse, reject and/or cancel his/her admission, mark sheets, certificates etc. as the case may be.
- (d) **Continuous Admission:** The University practices the system of continuous admission. By paying the necessary fees, a learner has the provision of obtaining admission to the next semester after the completion of any semester. Admission to the subsequent semester is not determined by the results of the previous semester. One may take admission in the next semester even without appearing in the previous semester examination. The learners are given 60 days of time for admission in the intermediate semesters. Incomplete exams, including back papers, will be allowed to be taken up when announcements of examination results are made. Learners are advised to regularly visit the University's website and maintain regular contact with their allotted study centres.
- (e) **Lateral Entry:** The University, following the NEP 2020's mandate and the UGC's guidelines, adopts the policy of later admission to all its UG and PG programmes. Accordingly, for the proposed PG programmes, provision for lateral entry into the 3rd semester is made for those learners who had chosen to exit in the 2nd semester earlier due to various reasons. For this the University adopts a credit transfer policy to facilitate the process of lateral admission to all academic programmes.

- (f) **Pursuing Two Academic Programmes Simultaneously:** The University has implemented and also promotes the system of dual degree as per the UGC's notification and guidelines dated April 2022. Learners are encouraged and allowed to register in two academic programmes simultaneously including UG and PG programme in order to enhance their choices and opportunities. The aspiring learners of the proposed Programme will also be encouraged to take the advantage of this provision at the time of their admission.
- (g) **Fee Waiver for Differently Able Persons (DIVYANGJAN):** The fee waiver will be applicable for differently able learners in all semesters of the programme where he/she has enrolled. Such learners must submit 'Form no. IV' issued by the Social Welfare Department or Disability Certificate issued by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India. The forms/certificates of differently able learners which are verified by the Social Welfare Department, Govt. of Assam will be allowed the fee waiver for the eligible learners of this MA in Philosophy programme also.
- (h) **Fee Waiver for Jail Inmates:** The University also offers free education to jail inmates in all the programmes. At present, the University offers free of cost education to jail inmates in 30 district jails of the state. The University is in the process of including more numbers of Central/District Jails in the coming Academic Session.
- (i) **Economically Weaker Section (EWS):** The learners applying for admissions in EWS category shall submit EWS documents as per the latest Govt. of Assam guidelines.
- (j) **Fee Structure:** The fee structure of the MA in Philosophy programme would have a break-up across semesters of the programmes. The fee is inclusive of Enrolment fees, Course fee, Examination fee, Exam centre fee and Mark-sheet fee. At present, all-inclusive fees for the MA in Philosophy programme is charged as Rs 5500 per semester.

7.2 Curriculum Transaction

(a) Activity Planner:

The University prepares an activity planner, which guides the overall academic activities in all academic programmes. This is released before the beginning of the academic session and prior to the University's admission. The Academic Calendar and the Examination Calendars are uploaded in the University website for the benefit of the learners. This enables learners to plan their studies and activities accordingly. The same practice shall be followed in case of the proposed Programme also.

(b) Self-learning Materials (SLMs):

The transaction of the curriculum is primarily carried out through the Self Learning Materials (SLM). The SLMs are conceived, designed and prepared in such a way that the learners can easily follow them. The SLMs are prepared with the help of well-known subject experts and they provide all relevant and up-to-date information in the subject in a clear, concise and coherent manner, which are sufficient for self-learning. Both print and e-SLMs are made available to all the learners. In the proposed Programme too, SLMs – both print and digital – will form the primary mode of curriculum transaction.

(c) Multimedia Materials:

Apart from the printed and digital copies of the SLMs, the university provides multimedia learning materials in the form of audio-video presentations, tutorial videos, and recorded version of the online counselling sessions etc. related to the course content of various academic programmes. Such materials will also be prepared and provided to learners of the proposed Programme.

(d) Induction and Counselling Sessions:

Induction sessions are conducted by university officials and faculty together at the beginning of each academic session both centrally as well as at the study centres. Counselling sessions are conducted by the Study Centres with qualified and experienced academic counsellors. Normally, all counselling sessions are scheduled on Sundays. A face-to-face interaction between the learners and the counsellor takes place during the counselling session. This enables learners to clear their doubts with regard to the various courses provided to them. Apart from that, from time to time, online counselling sessions are provided by the faculties of the University for different Programmes. For the proposed Programme also both online and offline counselling will be continued at the University and the study centres.

7.3 Assessment and Evaluation

The assessment and evaluation of the learners' performance in all academic programmes of the University are carried out with the objectives of maintaining sanctity, quality and transparency. The assessment and evaluation of the learners' performance and achievement are conducted with reference to the defined learning outcomes of the programmes as a whole, and also those of the courses under a specific programme. While setting the question papers, assignments and evaluation of answer scripts this aspect is always considered thoughtfully.

The assessment and evaluation system of the University consists of two components i.e. Formative and Summative Assessments as per the UGC regulation of 2020. The 33rd Academic Council of the University decided that Formative Assessment is to be given a weight of 30 percent. The questions of internal assignments will be according to the format given by

Controller of examination. On the otherhand, the Summative Assessment is to be assigned the remaining 70 percent of the weight. Further, 35th Academic Council has adopted the SGPA and CGPA system of evaluation as per the UGC's Curriculum and Credit Framework for UG Programme, 2022. As per the UGC's Curriculum and Credit Framework for UG Programme, 2022, the "Letter Grades" will be provided to the learner after due assessment and evaluation as given in Table 3.

Table 3: Letter Grades System of KKHSOU

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

The Semester Grade Point Average (SGPA) will be computed from the grades as a measure of the learner's performance in a given semester. The SGPA will be based on the grades of the current term, while the Cumulative GPA (CGPA) will be based on the grades in all courses taken after joining the programme of study. Here SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a learner in all the courses taken by a learner and the sum of the number of credits of all the courses undergone by a learner, while the Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a learner over all the semesters of a programme. As recommended by the UGC, the SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts. Based on the above mentioned Letter grades, grade points and SGPA and CCPA, the transcript for each semester and a consolidated transcript indicating the performance in all semesters will be provided to the learners.

Notwithstanding, the details of the Formative and Summative assessment followed by the University, which will also be followed in case of the proposed Programme, are described in sections 7.3.1 to 7.3.3.

7.3.1 Formative Assessment

Formative assessment of the learners is conducted in a continuous and comprehensive manner. There are provisions for self-evaluation based on the Self Learning Materials. The University has

decided to adopt a mechanism for continuous evaluation of the Learners through a judicious mix of various flexible methods.

Considering the practical limitations of the learners and the other operational difficulties, the University has adopted the formative assessment consisting of the followings:

- MCQ/Written test/Quiz/Viva etc. = 10 marks
- Home Assignment for total marks (10+10+10+10+10=50).
- Timely submission of assignment etc. as mentioned above = 2 marks (e.g. submission on time = 2 marks; submission after due time = 1 mark; Non-submission =0 mark)
- Attendance/Participation in the various Personal Contact Programmes like induction, orientation or other such programmes = 5 marks

The learners are communicated about the details through the University website, official notifications, study centres, mentoring groups and social media. The concerned study centres conducts MCQ based test (online/offline) for the learners. However, if required, they may alternatively arrange for written test/ Viva/Quiz etc. and assess the learners for maximum 10 marks. Depending on situations, additional assignments of 10 marks are also given in lieu of the MCQs.

Assignments for total 13 marks are administered course-wise comprising three assignments viz. 2 for 5 marks and 1 for 3 marks by the concerned discipline. Out of the three assignments, one is closed-ended assignment directly from the course or SLM (5marks), one is open-ended assignment i.e. analytical/opinion/view etc. to be answered by the learner based on the course (5 marks), the third one relates to environmental or Community works and/or activities (3 marks) concerning the issues/topics covered.

Learners are required to submit the hand written hard copies of these assignments to their respective study centres. The study centres will get them evaluated by academic counsellors and offer comments and suggestions for further improvements.

The study centres also arranges Personal Contact Programmes (Online or Offline) and the learners are expected to attend the same, as per UGC Guidelines. Based on their level of participation and engagement they are given marks. Marks obtained by the learners after the wholesome Formative Assessment as described above are uploaded by the coordinators of the study centres in the Home Assignment portal specifically created by the examination branch.

7.3.2 Summative Assessment

The Summative Assessment is conducted in pen and paper mode in designated study centres. The University follows a SOP in conducting these examinations. Besides, examination monitoring is an essential feature in conducting the examinations of the University. The University appoints Supervisory Officers (SO), Examination Monitoring Officers (EMO) and Examination Squads on a regular basis for smooth conduct and maintaining the standards of the examinations. Question papers are set and moderated, and answer scripts are evaluated by both internal and external faculty members. Results are declared after a process of due scrutiny and thorough diligence check. The learners have the options of re-scrutiny and re-evaluation of their answer scripts (within a stipulated time) in case they are not satisfied with the result.

7.3.3 Assessment of seminar/presentation/project and dissertation

A learner has to make seminar/presentation and prepare a project/dissertation on a particular topic under the guidance of a professionally qualified supervisor/guide in Semester VII and VIII of proposed Programme. They should devise instruments for the collection and interpretation of data and the preparation of research report. The length of the report may be between 60-70 pages. A detailed guideline is available on the website. The link is http://kkhsou.in/web_new/guidelines-download.php.

8. REQUIREMENT OF LABORATORY SUPPORT AND LIBRARY RESOURCES

Library services are offered to the learners of the University by providing access to the library facilities in its recognized study centres and also through the central library of the University's City Campus. The reference books are suggested by the faculty of the respective disciplines and schools and also by the SLM writers. The Central Library of the University has quite a good stock of relevant reference books and textbooks relating to the various Programmes including the proposed one. It has about 20000 print books, 36 print journals on various disciplines and 8 Newspapers. The books available at the Central Library are quite helpful not only for the learners, but also for the faculty members, SLM contributors and the content editors as well. Apart from the print resources, a good number of electronic resources comprising e-journals, online databases, gateway portal to e-journals are made accessible to the learners. The learners are given the access to all these library resources after their successful enrolment into a programme. The library web page is integrated to the University's main website.

The library is fully computerised with an ILS (Integrated Library System) and also equipped with RFID (Radio-Frequency Identification Technology). All the learners of the University including the learners of the proposed Programme can access the webpage of the University

library at their own time and convenience. Moreover, the learners can take advantage of the facilities of the Digital Library (<https://dlkhsou.inflibnet.ac.in/>). The digital library provides an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global Community including its learners. Further, the Library of the university maintains a web catalogue to facilitate the learners to browse library collection online.

The University also has an OER Policy The University has signed Content Partner Agreement with National Digital Library of India to share its digital resources. The main objective of NDLI is to integrate several national and international digital libraries in one single web-portal. The learners' Community of University can avail the services through a single-window (<https://ndl.iitkgp.ac.in/>).

In addition, the learners can also use, the OAJSE – i.e. Open Access Journal Search Engine (www.oajse.com) to browse and search 4,775 Open Access Journals from the rest of the World excluding India, 532 journals from India, and 32 Indian Open Access Indian Repositories.

Even though courses of the proposed PG Programme in Philosophy do not require much of the laboratory services as such, support in terms of computer laboratory is provided to the learners by way of giving access to the existing facilities at their respective study centres and the University's city campus.

9. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS

The office of the Finance Officer of the University keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Committee on Courses, honorarium paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related to organising counsellors' workshops, meetings of the co-ordinators of the study centres etc. Moreover, office of the Finance Officer also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down government procedures. Regarding the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on the past data on costs to arrive at the following indicative figures for the PG Programmes including the one proposed here.

9.1 Programme Development Cost

The office of the Finance Officer of KKHSOU has worked out the following:

(a) **SLM Development Cost for Post Graduate programme:** Rs. 7600/- per Unit. A course normally has 14/15 Units. The PG Philosophy programme will consist of 3 DSC courses , 1 DSE course along with AEC, VAC, seminar and dissertation. The discipline specific courses will be explicitly attributed to this programme. The rest can be apportioned depending on the learners' enrolment and number of Units to be printed.

(b) **Printing Cost per Unit of SLM:** The printing cost per Unit is Rs. 69. However, this also depends on the print number as scale related advantage of cost is normally availed.

9.2 Programme Delivery Cost

The SLMs prepared have to be delivered to various study centres located at the far flung remote areas. On an average, the University delivers about 2.2 KGs of study materials per student. The cost of delivery of 1 KG of such material is Rs. 60. Accordingly, depending upon the number of candidates; the cost for the MA in PHILOSOPHY programme will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM per course at Rs. 132.00. Moreover, there will be apportionable expenditures on providing LMS based services for which a detailed exercise will be required.

9.3 Programme Maintenance Cost

The University will keep financial provision for organizing stakeholders' meetings, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meetings of Committee on Courses, School of Studies, Academic Council etc. and also for supply of additional study materials if required for improving the quality of the programme. Moreover, the University will keep on investing in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme. The cost calculated by the office of Finance Officer as regards maintenance of Arts programmes- is Rs. 1750/-.

The figures as indicated above will be applicable for the MA in Philosophy programme of the University. The University will keep adequate financial provision for development, delivery, and maintenance of the programme presented as per the Programme Project Report.

10. QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME AND COURSE LEARNING OUTCOMES

10.1 Quality Assurance Mechanism

As required by the NEP 2020, the University adopts a Learning Outcome Based Curriculum Framework for all academic programmes including the 2 year PG programmes. Accordingly, all academic programmes have been redesigned with clearly stated programme and course specific objectives and learning outcomes. Besides, the academic outcomes, certain non-academic outcomes such as team work, effective communications, ethical conduct etc. are also identified at all academic levels. Further, attempts are also made to map the programme and course specific learning outcomes with the expected outcomes of the NHEQF and NSQF for each academic level so that the programmes and courses offered by the University while being consistent with the overall perspective and framework of the NEP 2020 enable the learners to enter the job market with requisite qualifications. The formative as well as summative assessment and evaluation of various programmes and courses too are accordingly redesigned linking with the programme and course specific learning outcomes as identified. Moreover, the intended learning outcomes are also embedded in the assessments and evaluations of the activities and projects as parts of the curriculum.

10.2 Expected Programme Outcomes

The outcomes of the programme are manifold, as noted below:

- (a) It will enable the learners to acquire knowledge enabling them to articulate well the condition around them.
- (b) The programme will also help the learners to seek employment avenues in the development sector and/or other upcoming sectors like banking, insurance and other service sectors.
- (c) The programme will also encourage the learners to go for research in the field of PHILOSOPHY and Developmental Studies.
- (d) The programme will enable the learners to undertake a teaching job up to the Post Graduation level subject to fulfilment of other eligibility criteria.
- (e) The programme will enable the learners to engage with the society in a fruitful manner leading to the welfare of all and thus contribute to the betterment of the society.

10.3 Learning Outcome based Curriculum Framework (LOCF) of the MA in PHILOSOPHY Programme

The learning outcome based LOCF of the MA in PHILOSOPHY programmes has been presented in Table 4. The objectives and outcomes are provided for all the core (DSC) and electives (DSE/GE) courses. Similarly, objectives and outcomes are also provided for Ability Enhancement Course (AEC) and Value Added Courses (VACs).

Table 4: Course Objectives and LOCF of the MA in Philosophy

Sem	Name of Course	Type of course	Course Objectives	Course Learning Objectives
I	Metaphysics: Western	AEC	This course will give a detail explanation of what reality and ultimate reality will also provide an explanation of the different kinds of realities like realism and idealism. This course will some concepts like God, World, Illusion etc	<ul style="list-style-type: none"> ● Will know how to explained what reality is ultimate. ● Will know how to explained the different kinds of realities like realism and idealism ● Will be able to explain some concepts like God, World, Illusion etc.
	Epistemology: Western	AEC	This course will make you know the original sources knowledge. This course will also explain the nature and kinds of knowledge. This course will discuss the views of different philosophers regarding knowledge.	<ul style="list-style-type: none"> ● Will know the original sources knowledge. ● Will know the nature and kinds of knowledge ● Will know the views of different philosophers regarding knowledge
	Moral Philosophy: Western	AEC	This course will discuss the meaning of ethics and moral philosophy. This unit will again discuss the different theories of ethics and will know the difference between normative ethics, meta-ethics and applied ethics This course will help people to lead a better and ethical life, which will finally create some ethical human resource for the society.	<ul style="list-style-type: none"> ● Will know the meaning of ethics and moral philosophy ● Will know the different theories of ethics and will know the difference between normative ethics, meta-ethics and applied ethics ● Will help people to lead a better and ethical life, which will finally create some ethical human resource for the society.
	Logic I	DSE	To know how to make a distinction between correct and incorrect argument. To learn how to enhance our reasoning power to testify the arguments, whether they are valid	<ul style="list-style-type: none"> ● This helps us to make a distinction between correct and incorrect argument. ● The study of logic enhances our reasoning power to testify the arguments,

			or invalid. To know how it helps us in our domestic discourse to argue systematically with others.	whether they are valid or invalid. ● It helps us in our domestic discourse to argue systematically with others.
	Sociology of Health and Illness	DSE	To know about theoretical perspectives to understand health. To know about disease, poverty and colonialism in India. To know about cultural disease, medical pluralism, gender and health etc.	● One will be able to know about theoretical perspectives to understand health ● One will be able to know about disease, poverty and colonialism in India ● One will be able to know about cultural disease, medical pluralism, gender and health etc.
	AEC	AEC (<i>Anyone from Bundle 2</i>)	Enable the learner to understand the meaning and significance of research. Enable the learner to know about the steps to be followed.	● Enable the learner to understand the meaning and significance of research. Enable the learner to know about the steps to be followed.
	Value Added Course	VAC 1	VAC to be selected from available basket, as may be offered from time to time	● Basically will seek to add value added component to the academic curriculum.
II	History of Western Philosophy	DSC	To know the post Socratic philosophy. To know the knowledge of the modern philosophy. To know the thoughts of Greek as well as modern thinkers	● It helps us to understand the post Socratic philosophy ● It has enhanced the knowledge of the modern philosophy ● It has enlightened the thoughts of Greek as well as modern thinkers
	Indian Philosophy I	DSC	To learn how Indian philosophy shows us different paths to realize the highest truth in life under different schools. To know that the Indian philosophy is essentially spiritual in nature. To explain different astika and nastika schools of	● One will be able to explain that Indian philosophy shows us different paths to realize the highest truth in life under different schools ● One will be able to realise that Indian philosophy is essentially spiritual in

			Indian Philosophy.	<p>nature.</p> <ul style="list-style-type: none"> ● One will be able to discuss the different astika and nastika schools of Indian Philosophy.
	Indian Philosophy II	DSC	To learn how Indian philosophy shows us different paths to realize the highest truth in life under different schools. To know that the Indian philosophy is essentially spiritual in nature. To explain different astika and nastika schools of Indian Philosophy.	<ul style="list-style-type: none"> ● One will be able to explain that Indian philosophy shows us different paths to realize the highest truth in life under different schools ● One will be able to realise that Indian philosophy is essentially spiritual in nature. ● One will be able to discuss the different astika and nastika schools of Indian Philosophy.
	Contemporary Indian Philosophy	DSE	To know the philosophies of Radhakrishnan, Tagore, Vivekananda, Aurobindo etc. To know some of the important concepts of Gandhi like Truth and Non-violence, religion, Trusteeship etc. To know the basic philosophies of some of the most contemporary Indian Philosophers like J. Krishnamurthy and J.N. Mohanty and Dayakrishna.	<ul style="list-style-type: none"> ● Will be able to explain the meaning and scope of analytic philosophy. ● Will be able to discuss the views of some contemporary western philosophers like Moore, Russell and Wittgenstein ● Will be able to illustrate some theories of thinkers like Dewey, Austin, William James and Strawson.
	Indian Administration	DSE	The course "Indian Administration" is designed to help the learners to have a deep understanding of the various dimensions of the Indian Administration. The course begins with the evolution of the Indian administrative system from the pre-colonial period to the post-	<ul style="list-style-type: none"> ● The learners will be able to explain the evolution of the administrative system in India while being able to explain the salient features of the administrative system in India. ● The learners will be able to discuss the structural framework of civil services in

			colonial period and explains the features of the Indian administrative system. The course discusses the structural framework of the civil service in India. Various dimensions of the All India Services, Central Services and State Services are discussed including their role in running the administration of India. Through this course, the learners will be made familiar with the structure and functions of the Union and State Public Service Commissions, about which the course makes a detailed discussion	<p>India covering the All India Services, the Central Services and the State Services.</p> <ul style="list-style-type: none"> ● The learners will be able to discuss the composition, functions and other related aspects of the constitutional bodies of Union Public Service Commission and State Public Service Commissions. ● The learners will be able to explain the powers and functions of the Comptroller and Auditor General of India.
	Cyber Security	VAC	This course shall provide the basic theoretical knowledge about cyber security.	<ul style="list-style-type: none"> ● After going through this course, one will have knowledge about cyber security
	Seminar	Seminar		<ul style="list-style-type: none"> ● Detail Guidelines in Annexure III
III	Indian Moral Philosophy	DSC	To know the meaning of purusartha and the four purusarthas. To know the concept of karma and bondage in Indian Philosophy. To know the concept of karma and bondage of different schools of Indian Philosophy.	<ul style="list-style-type: none"> ● Will be able to illustrate and explained the meaning of purusartha and the four purusarthas. ● Will be able to explain about the concept of karma and bondage in Indian Philosophy ● Will be able to explain about the concept of karma and bondage of different schools of Indian Philosophy
	Contemporary Western Philosophy I	DSC	To know the meaning and scope of analytic philosophy. To know the views of some contemporary western philosophers like Moore, Russell and	<ul style="list-style-type: none"> ● Will be able to explain the meaning and scope of analytic philosophy. ● Will be able to discuss the views of some contemporary

			Wittgenstein. To know some theories of thinkers like Dewey, Austin, William James and Strawson.	western philosophers like Moore, Russell and Wittgenstein ● Will be able to illustrate some theories of thinkers like Dewey, Austin, William James and Strawson.
	Contemporary Western Philosophy II	DSC	To know some important contemporary trend in ethics like existentialism. To know Phenomenology of Husserl. To know the characteristics and views of thinkers of existentialism.	● Will be able to explain some important contemporary trend in ethics like existentialism. ● Will be able to discuss Phenomenology of Husserl ● Will be able to explain characteristics and views of thinkers of existentialism.
	Gandhian Thought	DSE	To know about Gandhi's concept of religion. To know about Gandhi's concept of truth and non-violence. To know some of the basic concepts of Gandhi like trusteeship, Swaraj, Sarvodaya, Swadeshi etc.	● Gandhi's concept of religion will be known ● One will be able to discuss Gandhi's concept of truth and non-violence ● The basic concepts of Gandhi like trusteeship, Swaraj, Sarvodaya, Swadeshi etc. will become clear.
	Political Sociology	DSE	The course "Political Sociology" is designed to help the learners to have a deep understanding of the various aspects of Political Sociology. It is supposed that the learners of the Master Degree Programme in Political Science should have thorough knowledge about different aspects of political sociology. Keeping in view of the above, the course will provide conceptual	● The learners will be able to gain knowledge about the concept of political sociology-its meaning, nature, evolution, approaches to analyse various topics of Political Sociology and its relationship with Political Science. ● The learners will be able to understand and critically examine various concept associated with our socio political life,

			understanding of political sociology, political socialization, civil society, social change etc. This course will provide knowledge about the meaning, nature and scope of political sociology as well as relationship between political sociology and political science and approaches to the study of political sociology will also be dealt with	such as political socialization, political culture, political participation. ● The learners will be able to critically examine various aspects of civil society in the contemporary time as well as the relationship between the state and civil society.
	Life Skills	AEC (<i>Anyone from Bundle 2</i>)	Enhance the ability of developing self-knowledge and self-awareness by overcoming all fears and insecurities. Increase emotional competency and emotional intelligence at the place of study/work. Provide the opportunity for realizing self-potential through practical examples. Develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others	<ul style="list-style-type: none"> ● Will gain Self-competency and Confidence ● Will gain Emotional Competency ● Will gain Intellectual Competency ● Will gain an Edge through Professional Competency ● Aim for a High Sense of Social Competency ● Imbibe the attributes of an Integral Human Being
IV	Applied Ethics	DSC	To know the concepts and meaning of applied ethics. To know the different issues like environmental ethics, human rights, capital punishment, bioethics, feminist ethics etc. To will also deal with some other topics like abortion, euthanasia etc.	<ul style="list-style-type: none"> ● The concepts and meaning of applied ethics will become clear ● One will be able to illustrate the different issues like environmental ethics, human rights, capital punishment, bioethics, feminist ethics etc. ● Some other topics like abortion, euthanasia etc. will become clear.
	Social and Political	DSC	It helps to know that Social and political	● Will know that Social and political

	Philosophy		philosophy deals with various socio-political issues like origin and development of society, social contract theory, different issues of society, human rights. It helps to know some issues like terrorism, globalization, secularism etc. It helps to know some theories like Justice, feminism and Marxism etc.	philosophy deals with various socio-political issues like origin and development of society, social contract theory, different issues of society, human rights. <ul style="list-style-type: none"> ● Will know some issues like terrorism, globalization, secularism etc. ● Will know some theories like Justice, feminism and Marxism etc
	Philosophy of Religion	DSE	To know that religion is nothing but the relationship that binds the worshipper and worshiped together. To know that religion creates a relationship among men who share the same view or similar religious attitudes. To know that the term 'religion' is by nature involves concepts like brotherhood, sisterhood, love, peace, kindness, compassion, generosity, honesty, selfless services etc.	<ul style="list-style-type: none"> ● One will be able to know that religion is nothing but the relationship that binds the worshipper and worshiped together. ● One will be able to know that religion creates a relationship among men who share the same view or similar religious attitudes. ● One will be able to know that the term 'religion' is by nature involves concepts like brotherhood, sisterhood, love, peace, kindness, compassion, generosity, honesty, selfless services etc.
	Logic II		To know the theories of probability. To know the theories of induction. To know the theories of hypothesis.	<ul style="list-style-type: none"> ● Will be able to explain the theories of probability. ● Will be able to explain the theories of induction. ● Will be able to explain the theories of hypothesis.
	Women and Politics	DSE	The course "Women and Politics" is designed to help the learners to have an understanding	<ul style="list-style-type: none"> ● The learners will be able to understand the concepts of gender, patriarchy,

			<p>of various important issues associated with the role of women in society and politics. This course will make the learners familiar with the basic concepts of gender and patriarchy. This course will also discuss Feminism and its development. A number of theories have been formulated whereby the concept of feminism is sought to be explained through particular standpoints. Accordingly, various theories of feminism, such as theory of Liberal Feminism, theory of Marxist Feminism, theory of Socialist Feminism, theory of Radical Feminism, theory of Cultural Feminism, theory of Eco Feminism, theory of Postmodern Feminism, theory of Multicultural Feminism, theory of Global Feminism will be discussed in this course.</p>	<p>feminism, gender mainstreaming and gender budgeting.</p> <ul style="list-style-type: none"> ● The learners will be able to critically examine various theories and perspectives to look into the topic of feminism, such as- Socialist Feminism, Liberal Feminism, Radical Feminism, Marxist Feminism, Cultural Feminism, Eco Feminism, Postmodern Feminism, Multicultural Feminism and Global Feminism. ● The learners will be able to discuss movements for women's rights in India during colonial and post-colonial period.
	Project/ Dissertation	Dissertation	Learner has to undertake a Project/Dissertation on a relevant issue.	<ul style="list-style-type: none"> ● Project Guidelines attached in Annexure IV.

*DSC: Discipline Specific Core. DSE: Discipline Specific Elective. AEC: Ability Enhancement Course
To be adopted from related and/or allied disciplines

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PROGRAMME STRUCTURE**MA IN PHILOSOPHY PROGRAMME**

Sem	DSC Core	(DSE) (Elective/GE)	AEC	VAC	Dissertation / Seminar	Total Credits
I	1) Metaphysics: western 2) Epistemology: western 3) Moral Philosophy	Logic - I/ Sociology of Health and Illness* (Any one: 4 Credit)	Any Course from the bundle of AEC 1 (4 credits)	VAC I (2 credits)		22
II	4) History of Western Philosophy 5) Indian Philosophy - I 6) Indian Philosophy - II	Contemporary Indian Philosophy/ Indian Administration* (Any one: 4 Credit)		VAC II (2 credits)	1 seminar (4*1=4 Credits)	22
III	7) Contemporary Indian Philosophy 8) Contemporary Western Philosophy - I 9) Contemporary Western Philosophy - II	Gandhian Thought/ Political Sociology* (Any one: 4 Credit)	Any Course from the bundle of AEC 2 (4 credits)			20
IV	10) Applied Ethics 11) Social and Political Philosophy 12) Philosophy of Religion	Logic - II/ Women and Politics* (Any one: 4 Credit)			1 Dissertation (8*1=8 Credits)	24
Total	48 credits (12x4 credits)	16 credits (4x4 credits)	8 credits (2x4 credits)	4 credits	12 credits	88

Note:

DSC: Discipline Specific Core; DSE/GE: Discipline Specific Elective/Generic Elective. AEC: Ability Enhancement Course; VAC: Value Added Course (AECs and VACs may be selected from available basket, as may be offered from time to time).

*To be adopted from related and/or allied disciplines

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

**DETAILED COURSE WISE SYLLABUS OF
MASTER OF ARTS (PHILOSOPHY)**

SEMESTER – I

DSC 1: METAPHYSICS: WESTERN

UNIT 1: The Nature of metaphysical enquiry: Metaphysical Arguments

The Subdivisions of Metaphysics, Nature of Metaphysics, Is Metaphysics Possible?

UNIT 2: Universals: Conceptualism

Universals, The nature of universal and its relation to particulars, Conceptualism:

UNIT 3: Universals: Realism (Plato and Aristotle)

Universal: Its nature and theories, Realism, Plato's realism, Aristotle's realism

UNIT 4: Nominalism

Problem of Universals, Abstract Objects and Universals: Arguments Against them, Different forms of Nominalism

UNIT 5: Personal Identity

Bodily criterion, Memory criterion, Jean Paul Sartre's Viewpoint on Self-Identity, Critical Appreciation

UNIT 6: Cause: Necessary Connection and Constant Conjunction

Definition and meaning of cause, Aristotle view about cause, David Hume's view about cause John Stuart's Mill's analysis of cause, Francis Bacon's views on causal relation, Cause and necessary connection, Constant conjunction

UNIT 7: Contemporary Analysis of Causal Language

Concept of causality, Analysis of causal language, Causality in Indian philosophy,

UNIT 8: Space and Time

Concept of Space, Perceptual and Conceptual Space, Origin of idea of Space, Concept of Time, Perceptual and Conceptual Time, Origin of idea of Time, Subjectivity and Objectivity of Space and Time

UNIT 9: Mind- Body Relation

Descartes view on Mind- Body relation, Spinoza's View on Mind-Body relation, Leibnitz's view on Mind-Body relation, Strawson's view on Mind and Body Relation

UNIT 10: Substance

What is Substance? Aristotle's view, Rationalists' View, Empiricists' View, Contemporary View

UNIT 11: Appearance and Reality

Bradley on the Distinction between Appearance and Reality, Russell on the Distinction between Appearance and Reality, Plato on the Distinction between Appearance and Reality, Bradley on the Distinction between Appearance and Reality, Berkeley's Response on the Distinction between Appearance and Reality, Thomas Reid's Response on the Distinction between Appearance and Reality

UNIT 12: The Problem of Categories of Kant and Ryle

Problem of category in Kant's Philosophy, Synthetic Unity of Apperception and the categories, Schematism, Problem of category in Ryle's Philosophy, Concept of category mistake, Ryle's approach to Category

UNIT 13: Aristotle's Concept of Causation

The four Types of Causes, Form and Matter, Potentiality and Actuality, Comparison between Aristotle's conception of causation and modern analysis of causation

UNIT 14: Concept of Person

The Concept of Person (Locke), Hume's View, Persons and their experiences, Rene Descartes and the "no ownership doctrine", The Concept of person as primitive Appreciation and criticism of Strawson's theory

UNIT 15: Language and Reality

Language and the Nature of Language, Reality and the nature of reality, The Relationship between Language and Reality

Basic Reading List:

- J. Hospers: Introduction to Philosophical Analysis
- A.C. Ewing: The Fundamental Questions of Philosophy Rorty (ed.) The Linguistic Turn
- Taylor: Metaphysics
- A.G.N. Flew (ed) Essays in Conceptual Analysis (Art, 'Language and Metaphysics')

DSC 2: EPISTEMOLOGY: WESTERN

UNIT 1: Skepticism and Knowledge and Its Varieties

Knowledge and its varieties, what is skepticism, The history of skepticism and its varieties

UNIT 2: Arguments for Scepticism

Scepticism is a philosophical method, Development of skepticism, Different sense and applications of skepticism, Academic skepticism and Pyrrhonism in ancient period, Skepticism after Rene Descartes, Hume's skepticism, Irrational skepticism, Naturalistic skepticism, Philosophical skepticism and logical positivism, Philosophical and Scientific Skepticism: A. J. Ayer's view

UNIT 3: Ways of Knowing

Knowledge, JTB definition of knowledge, The theories of epistemic justification Sources of knowledge, The theories of origin of knowledge: rationalism, empiricism, skepticism

UNIT 4: Perceptions

Nature of perception, Different theories of perception, Direct realism, indirect realism Idealism, Phenomenalism, Perception in Indian philosophy

UNIT 5: Memory

Definitions of memory, Characteristics of good memory, Stages of memory, Theories of memory the representative theory, the realist theory, Forms of memory, Factual memory, Practical memory, Personal memory, Is memory reliable? The indispensability of memory-knowledge

UNIT 6: Knowledge and Belief

Nature of Knowledge, Nature of Belief, Relation between knowledge and belief: traditional view, Knowledge and Belief-Modern view, Difference between knowledge and Belief

UNIT 7: Knowledge as Justified True Belief

The tripartite theory, Knowledge as justified true belief, The Truth Condition, The Belief Condition, The Justification Condition, Approaches to justification, Kinds of justification Lightweight knowledge, The Gettier Problem, The No-False-Belief condition, The No-Defeaters condition, Doing without Justification? Reliability Theories of Knowledge, Causal Theories of Knowledge

UNIT 8: Belief Condition

Knowing, knowing in everyday life, knowing that and knowing how, Believing, some aspects of belief, Believing that, Traditional development of knowledge and belief, Differences between knowledge and belief, Relation between knowledge and belief

UNIT 9: Theories of Truth

Truth in Philosophy, Correspondence theory of truth, Coherence theory of truth, Pragmatic theory of truth, Some other important theories of truth

UNIT 10: Gettier's Problem

The standard analysis of Knowledge (JTB), The "Knowing That" and "Knowing How", Distinction, Belief, Belief as a necessary condition for knowledge, the analysis of Beliefs, Truth Necessary condition for knowledge, No Magical Connection between knowledge and truth, Alleged Counterexamples to the Necessary of Condition(ii) i.e. truth, Justification: justification as a Necessary Condition for Knowledge, Why Justification Is Necessary for Knowledge, The Nature of Justification, Knowledge and Its Conditions, Gettier Counter Examples

UNIT 11: Self-Knowledge and Personal Identity

Introduction: Self- knowledge meaning, The criterion of personal identity with special reference to Locke and Bernard Williams, The Criteria of Personal Identity, The physical criterion of personal identity, Hume's concept of self-knowledge and personal identity

UNIT 12: Problem of the Knowledge of Other Minds

Argument from Analogy, Philosophical Behaviourism, Wittgenstein's Linguistic Argument Criteriological Argument, A Few More Comments

UNIT 13: Knowledge and Certainty of Cogito

Knowledge and quest for certainty, the role of reason: Rationalism Descartes method, the method of Mathematics, Intuition and Deduction, Descartes' Methodical doubt, Cogito Ergo sum, Criticisms

UNIT 14: Certainty of A Priori Knowledge of Kant

The problem of synthetic judgement a priori, Synthetic judgement a priori mathematics, Synthetic judgement a priori in physics, Synthetic judgement a priori in metaphysics, Main division of Kant's system, Space and time are a priori precepts, Criticism

UNIT 15: Wittgenstein on Certainty

General discussion on Certainty, certainties of a world-picture: The Epistemological Investigation of on Certainty, Knowledge and Certainty

Basic Reading List:

- A.J. Ayer : Problem of Knowledge
- A.P. Griffiths (ed.): Knowledge and Belief

- S. Shoemaker: Self Knowledge and Self-Identity
- Ammerman: Classics of Analytic Philosophy
- B.R. Gross: Analytic Philosophy

DSC 3: MORAL WESTERN PHILOSOPHY

UNIT 1: Introduction to Ethics

Ethical thinking, Different ethical philosophies, Absolutist Ethics, Moral Absolutism, Ethical relativism, Existential Ethics, Situational Ethics, Evolutionary Ethics, Descriptive Ethics, Applied Ethics, Bio-ethics, Environmental Ethics, Business Ethics

UNIT 2: The Nature of Moral Judgement

The Concept and Nature of Moral Judgement, The Subject of Moral Judgement, The Object of Moral Judgment, difference between Moral Judgement and Other

UNIT 3: Aristotle's Ethic of Eudaimonia

Meaning of Eudaimonia, The Human Good, Eudaimonia and Function, Function Argument, Eudaimonia and Philosophy

UNIT 4: Aristotle's Concept of Happiness

Aristotle's Concept of Happiness, Happiness is the Highest End of Life, Happiness and Freedom of Will, Aristotle's Concept of Eudaimonia

UNIT 5: Virtues of Aristotelian Ethics

Nature of Virtue, Virtue: Aristotle, Socrates and Plato, Cardinal Virtues of Plato, Indian Virtues

UNIT 6: Phronesis of Aristotle

Meaning of Phronesis in Aristotle's Ethics, Practical Wisdom involves four chief factors, Practical Wisdom is a virtue, not art, Practical Wisdom is not scientific knowledge, Relation between Practical Wisdom and Political Wisdom, Relation of Practical Wisdom to Other Virtues

UNIT 7: Theories of Moral Standard: Hedonism

Hedonism in Moral Philosophy, Classification of Hedonistic Theories, Psychological Hedonism, Ethical Hedonism, Egoistic Ethical Hedonism, Altruistic or Universalistic Hedonism: Bentham, Altruistic or Universalistic Refined Hedonism: J. S. Mill

UNIT 8: Utilitarianism and its Kinds

Gross or Quantitative Utilitarianism, Refined or Qualitative Utilitarianism, Rational utilitarianism of Sidgwick, Ideal Utilitarianism of Rashdall and Moore, Act, General and Rule Utilitarianism

UNIT 9: Utilitarianism: Bentham and Mill

Utilitarianism, Historical Background of Utilitarianism, Bentham and his Philosophy, Universalistic Hedonism, Bentham's View of Utilitarianism, Principle of Utility is the Basis of Legal and Social reforms

UNIT 10: The Ethical Theory of Kant

Rationalism in Kant's Ethical Theory, Categorical Imperative, Maxims of Morality

UNIT 11: Kant and the Autonomy of the Will

Categorical and hypothetical imperative, Maxims of Categorical Imperative, Good Will and Autonomy of the will

UNIT 12: Liberalism and its Principle

Origin of liberalism, Elements of liberalism, Characteristics of liberalism, Principles of liberalism, Classification of liberalism, Implication of liberalism

UNIT 13: Individualism

Philosophical views on the individual, History of Western Individualism, Philosophical Individualism, Moral Individualism

UNIT 14: Liberalism vs CommUnitarianism

Liberalism, Types of Liberalism, CommUnitarianism, Types of CommUnitarianism

UNIT 15: Liberal Justice and Justice as Desert

The Libertarian Concept of Justice, The Liberal Conception of Justice, Justice within a Liberal Society (Rawls's theory), The Conception of Citizens, The Conception of Society, Institutions: The Four-Stage Sequence, The Original Position and Political Constructivism, The Law of Peoples: Liberal Foreign Policy, The International Basic Structure and the Principles of the Law of Peoples, Peoples: International Toleration and Human Rights,

Basic Reading List:

- Aristotle, Nicomachean Ethics, Trans. T.H. Irwin, Hackwett, Indianapolis, 1985
- Robert Heinaman (ed.), Aristotle and Moral Realism, UCL Ltd., London, 1995
- Kant I, Groundwork of the Metaphysics of Morals, Hutchinson, University Library, 1950
- John Rawls, A Theory of Justice, London: Oxford University Press, 1972.
- Matti Hayry, Liberal Utilitarianism and Applied Ethics, Routledge, London and New York, 1994

DSE 1: LOGIC - I

UNIT 1: Fundamental Ideas of Logic

Logic: what it is, Nature of argument, Kinds of argument: Inductive and Deductive, Logic and Deductive argument, Argument and argument form Truth and Validity

UNIT 2: Symbolic Logic and Traditional Logic

Nature of Symbolic Logic, Classical Logic and Symbolic Logic, Development of Symbolic Logic Characteristics of Symbolic Logic, functions and the Importance of the Use of Symbols in Symbolic Logic

UNIT 3: Truth Functions, Inter-Definitions of Logical Constants

Definition of Truth Function, Basic Truth Functions, Negative or Contradictory function, Conjunctive function, Disjunctive function, Implicative or Conditional function, Equivalence or Biconditional function, Alternative function, Stroke Function, Inter-definitions of logical constants

UNIT 4: Definitions of Connectives and Symbolization of Everyday Language

Meaning of connective, Definition of connectives, Not/ It is not the case that (Negation), And (Conjunction), Either-or (Disjunction), If-then (Material Implication), If and only if (Equivalence of Biconditional), Symbolization of everyday language, Two kinds of statements, Symbolization of Simple statements, Symbolization of Simple statements, Complex Symbolizations

UNIT 5: Construction of Truth Table

Construction of Truth Tables, Truth Table for Statement, Characterization of Statement forms as Tautologies, Contradictory and Contingent, Truth Table for Arguments, To Decide Logical Equivalences

UNIT 6: Determination of Validity and Invalidity of Arguments

Validity of arguments, Invalidity of arguments, Determination of validity and invalidity of arguments-direct truth table method, Indirect truth table method, Formal proof of validity, Conditional proof, Indirect proof

UNIT 7: Formal Proof of Validity and Conditional Proof

The Method of Formal Proof of Validity, The Rules of Inference, The Rules of Replacement, The Rule of Conditional Proof

UNIT 8: Indirect Proof and Strengthened Rule of Conditional Proof

Indirect Proof, What is a logical method? The use of Indirect Proof in proposition, The use of indirect proof in validity of argument, The Strengthened Rule of Conditional Proof, Types of Conditional Proof, Ordinary Conditional Proof (OCP), Strengthened

Conditional Proof (SCP), The concept of the scope of the assumption

UNIT 9: Singular Proposition and General Proposition

Singular proposition, General proposition, Traditional subject-predicate propositions

UNIT 10: Quantification and Rules of Quantification

Universal and existential quantifiers, Modern square of opposition, Symbolization of four categorical statements with quantifiers, Symbolization of universal and existential propositions, Symbolization of propositions by the process of instantiation, Rules of quantification Proving validity

UNIT 11: Set Theory

Definition of set, set membership, set inclusion, Empty set, Operations on sets Union of sets, Intersection of sets, Difference of sets, complement of set, Laws of operations on set, Domain of individuals, Using set notation for logical propositions (categorical propositions)

UNIT 12: Membership, Inclusion, the Empty Set

The concept of membership, the concept of inclusion, the concept of empty set

UNIT 13: Operation on Sets, Domains of Individuals

Operation on sets, Union of sets, Intersection of sets, Difference of sets, Domain of individuals

UNIT 14: Translating Everyday Language

Symbolization of ordinary language, Symbolizing Propositions of Predicate Logic, Symbolization of Categorical Propositions by Using Set Notation

UNIT: 15 Venn Diagram

Categorical proposition and standard form categorical proposition, Classes and relation. The four standard form categorical propositions and their class relations, Distribution of terms, Venn diagram, Use of Venn diagram, History, Aristotelian and Boolean standpoint Symbolism and diagrams for standard form categorical propositions

Basic Reading List:

- Ambrose and Lazerowitz- Fundamental of Symbolic Logic
- P. Supers- Introduction to Logic (Part II on "Set Theory")
- Copy: Symbolic Logic
- Jeffry: Formal Logic: Its Scope and Limits

DSE 1: SOCIOLOGY OF HEALTH AND ILLNESS

Unit 1: Introduction

Meaning of health, meaning of sociology of medicine, origin and development of sociology of medicine, difference between sociology of medicine and medicine sociology.

Unit 2 : Basic concepts:

Medicalisation, Demedicalisation, Illness narrative, medical tourism

Unit 3: Theoretical Perspectives to understand health

Functionalist theory: Marxist, Post-modern theory

Unit 4: Disease, poverty and Colonialism in India

Meaning of disease, colonialism, impact of colonialism in understanding the concept of disease, the prescribed medical measure, popular resentments.

Unit 5: Culture and disease

Meaning of Culture, disease, Impact of culture in conceptualizing disease.

Unit 6: Medical Pluralism

Issues, Trends and Practices

Unit 7: Gender and Health

Meaning of gender, nutrition, different health practices in society with regards to male and female

Unit 8: Health care institutions:

Medicine as a profession, hospital as a social organization

Unit 9: Public health

Emergence of the notion of Public health, community health, meaning of social epidemiology

Unit 10: Social inequality and health

Globalization, Medical tourism and social stratification

Unit 11: Social control of body:

Understanding the causes and consequences of anorexia and bulimia

Unit 12: State and health

Concept of Biopolitics, Health Practices in Indian state to practice control over citizens.

Unit 13: Health policies of government of India:

Trends and debates over health policies across the years

Unit 14: Global survey of Health:

Health in low-income countries and Health in high-income countries

Basic Reading List:

- 1) Arnold, David. 1993. *Colonizing the Body: State, Medicine and Epidemic in 19th century India*. Berkley: University of California Press.
- 2) Bode, Maarten. 2008. *Taking Traditional Knowledge to the Market: The Modern Image of the Ayurvedic and Unani Industry*. Delhi: Orient Blackswan.
- 3) Foucault, M.1975. *The Birth of the Clinic: Archaeology of Medical Perception*. New York: Vintage Books
- 4) Shiva, Vandana. 1988. *Staying Alive: Women, Ecology and Survival in India*. New Delhi: Zed Press.

SEMESTER – II

DSC 4 :HISTORY OF WESTERN PHILOSOPY

Unit 1:Plato: Concept of knowledge

Plato's Concept of Knowledge, Knowledge is not perception, Criticism, Conclusion

Unit 2: Plato's theory of form or ideas

What is Idea, The Myth Concerning Ideas, The characteristics of Ideas, the system of Ideas, Criticism, and Conclusion

Unit 3: Aristotle: Critique of Plato's theory of ideas, causation

Brief introduction of Aristotle's concept of ideas and causation, Aristotle's Criticism of Plato's theory of ideas, causation.

Unit 4: Descartes' Method

The Method of Descartes, characteristics of Descartes' method, Descartes' Doubt, Psychological Doubt

Unit 5: Descartes' Concept of Cogito Ergo Sum

Meaning of Cogito ergo sum, Importance of Cogito ergo sum, Critical Analysis, Conclusion

Unit 6: Descartes' theory of Truth and God

Criterion of truth, the existence of God, God and the Criterion of Clearness and Distinctness

Unit 7: Descartes' theory of Mind-body relation

What is dualism, Descartes' Mind-body Dualism, Criticism

Unit 8: Hume: Impressions and ideas

Introduction, Impression or Ideas, Hume: Simple Ideas vs. Complex Ideas

Unit 9: Hume's Concept of Induction & Causality

Hume on Causality, Denying Necessary connection, The impossibility of validating causality, Objections to Hume's View of Causality, The Problem of Induction, The necessary-contingent dichotomy

Unit 10: Hume's view on self

Introduction, Hume's view on self, Conclusion

Unit 11: Skepticism of David Hume

What is Skepticism; Hume's Concept of Skepticism; Criticism

Unit 12: Kant: Space and Time

Concept of space and time; Kant's Concept of Space and Time; Critical Comment.

Unit 13: Kant on Copernican revolution

Meaning of Copernican Revolution, Kant on Copernican Revolution, Critical Comments

Unit 14: Kantian Categories

Kant and his Categories: Meaning and explanation, Critical Comments.

Unit 15: Kant theory of Phenomena and Noumena

Noumena and Phenomena, Kant on Noumena and Phenomena, Criticism

Basic Reading List:

- Plato: Theatetus
- Aristotle: Metaphysics
- Descartes: Discourse on Method
- Hume: Enquiry Concerning Human Understanding
- Anders Wedberg: A History of Philosophy (3vol)
- Copleston: History of Philosophy
- O' Connor: A Critical History of Western Philosophy
- N.K. Smith: The Philosophy of David Hume
- A Flew: Hume's Philosophy of Belief

DSC 5: INDIAN PHILOSOPHY - I

Unit: 1 The Nature and Scope of Indian Philosophy

Nature of Indian Philosophy, Scope of Indian Philosophy

Unit: 2 The basic philosophical ideas in the Vedas: Ritam, stages Of development of theism

Ṛta, Theism and its various types, Polytheism, Henotheism, Monotheism, Deism, Monism Pantheism, Panentheism. Autotheism

Unit: 3 The Gita's Idea of Karmayoga

Aparavidya The concept of Gita, Gita's view on Karmayoga, Interpretation of the concept of Niskāma Karma, Niskāma karma: Metaphysical and Epistemological concept, Pravṛtti and Nivṛtti, Svadharma, Mokṣa: The Supreme Goal of Human Life, Gīta'skarmayoga and Kant's Deontological Ethics

Unit: 4 The astika-nastika division of schools of Indian Philosophy

The Āstika Schools, The Nāstika Schools

Unit: 5 Carvaka: Epistemology

Accidentalism and naturalism, The denial of inference, The denial of the validity of the Vedas

Unit: 6 Carvaka: Metaphysics

Ca-rva-ka: Metaphysics, Ca-rva-ka: Concept of Soul and Consciousness, Ca-rva-ka: Arguments in Favour of Deha-tma-va-da, Criticism against Ca-rva-ka Deha-tma-va-da, Ca-rva-ka: Denial of God's existence, Ca-rva-ka: Svabha-bava-da, Ca-rva-ka: Denial of Law of Karma and Theory of Rebirth, Ca-rva-ka: Reaction against Liberation

Unit: 7 Buddhism: Four Noble Truths

A Brief Sketch of Buddhism, Concept of Four Noble Truths, There is Suffering, There is a Cause of Suffering, Dependent Origination, The Cessation of Suffering, Concept of Nirvāna, The Path of Cessation of Suffering

Unit 8: Buddhism: Theory of Momentariness

General idea about Buddhism, Concept of Dependent Origination or Pratityasamutpāda, Concept of Momentariness or Kṣāṇikavāda, Criticism of Momentariness, Brief account of No-soul theory

Unit: 9 Buddhism: The concept of Nirvana

Brief Outlook on Buddhism, Concept of Four Noble Truths, First Noble Truth, Second Noble Truth, Third Noble Truth, Fourth Noble Truth, Concept of Nirvāṇa

Unit: 10 Realistic Schools of Buddhism: Vaibhasika and Sautrantika

Sarvastivada or Vaibhasika, The Dharma Theory, The Doctrine that 'All Exist', No-soul Theory

Sautrantika, Theory of Momentariness, Skandhamatratas, Nirvana

Unit: 11 Idealistic Schools of Buddhism: Madyamika or Madhyamaka and Yogacara

Madhyamaka: Nagarjuna, Unreality of the External World, The Highest Reality, Yogacara Existence of Mere Ideas (vijñaptimatratas), The Store Consciousness (alayavijnana), The Three Kinds of 'Own Being' (svabhava)

Unit: 12 Jainism: Syadvada

A brief account of Jainism: Jaina Epistemology, Jaina Metaphysics, Syadvada or The Sapta-bhangi-naya, Criticism of Syadvada, Let us sum up

Unit: 13 Jainism: Anekantavada

Literal Meaning of Anekantavada, Explanation of change in the context of Anekantavada Analysing positive and negative characters of an object, Understanding Anekantavada with a concrete example, Ekantavada

Unit 14: Jainism: Metaphysics

What is Jaina Metaphysics? Two Important Concepts In Jainism, Dravya: Elaborated, Soul or Jiva,, Ajivas – The Inanimate Substance

Unit: 15 Nyaya: Concept of Prama

Definition of prama, Nyaya: Sources of knowledge, Anuman, Inference, Upamana, Testimony

Basic Reading List:

- M. Philips, Teachings of the Vedas, ch.3, Seema Publishers, Delhi,1976.
- F. Max Muller, The Vedas, The Indological Book House,Varanasi,1969
- S.N. Dasgupta, History of Indian Philosophy, Motilal Banarasidass, Delhi, Part-V, Sections 26 & 27, Motilal Banarasidass,Delhi,1973
- M.C. Bharatiya, Causality in Indian Philosophy, Vimal Prakashan,Ghaziabad,1973
- M. Hiriyanna, Outlines in Philosophy, George Allen &Unwin,London,1973.
- R.C. Zaehner, Hinduism, Chapters 1& 2, Oxford University Press,London,1966
- K.K. Mittal, Materialism in Indian Thought, MunshiramManoharlal, NewDelhi,1974
- K. Bhattacharyya, 'Carvaka Darsana', Journal of Indian Council of Philosophical research, vol.12,No.3,1995
- R.C. Zaehner, Hinduism, Chapters 1&2, Oxford University Press,London,1966.

- S.Radhakrishnan, History of Indian Philosophy, Vols. 1&2, George Allen &Unwin, London, 1

DSC 6: INDIAN PHILOSOPHY - II

Unit 1: Vaisesika: Dravya, Guna, Samanya

VaiDes.ika Epistemology, Valid Knowledge, Invalid Knowledge, Kinds of Categories: What they are? Substance, Quality, Generality, Non-existence

Unit 2: Vaisesika: Atomism

Meaning of the term 'Atom', The four elements/atoms: Earth, Water, Air and fire, Earth, Water, Air, Fire, Ether is not atomic, Vaisesika arguments for the existence of atoms, Creation and Destruction of the world, Vaisesika atomism is not materialistic, Vaisesika Atomism and Greek atomism: A comparative study, Critical appreciation of Vaisesika atomism

Unit 3: Samkhya: Theory of Causation

Definition of Causation, Theories of Causation in Indian philosophy, Satkaryavada in Samkhya philosophy, Identical nature of Cause and Effect, Criticism of Satkaryavada, Prakrti parinamavada in Samkhya philosophy,

Unit 4: Samkhya: Purusa&Prakrti

Nature and Characteristics of Prakrti, Proofs for the existence of Prakrti, Prakrti and the Gunas, Different products of Prakrti, Teleological Evolution, Criticism of the evolution theory, Nature and Characteristics of Purusa, Proofs for the existence of Purusa, Plurality of Purusa

Unit 5: Yoga: The concept of citta-vritti

Brief Description on Yoga philosophy, Concept of Citta-Vritti, Astāṅga Yoga

Unit 6: Yoga: Astanga yoga

Concept of Yoga, Citta and Citta Vr.ttis, The Five kinds of Klesas, Yoga Ethics, Citta bhumi Sama-dhi, Eight Limbs of Yoga (Yoga-n.gas) , Place of God in Yoga Philosophy, Liberation of the Self

Unit 7: Mimamsa: Intrinsic validity of knowledge

Nature of Valid knowledge, Mimamsaka theory of Svatahpramanyavada, Nyaya theory of Paratahpramanyavada, Paratahpramanyavada and Svatahpramanyavada: A Comparison

Unit 8: Mimamsa: Theory of error- akhyativada and Viparityakhyativada

Nature of Valid Knowledge, Sources of Knowledge, Theories of Error,

Unit 9: Samkara: Brahman and Maya

AvdaitaVedānta, The Concept of Brahman, Nature of Brahman, Svarupalaksana of Brahman. Tatastha Laksana of Brahman, Neti Neti Concept of Brahman, Meaning of Māyā, Māyā is a fact of experience, The two functions of Māyā, Nature of Māyā

Unit 10: Samkara's Grades of Truth and Reality

Reality: What it is, Truth, Reality and its forms, Grades of reality

Unit 11: Ramanuja: God

Ramanuja's Concept of God, Significance of God, God is qualified (visista), God is Trisatvatmaka, God has internal distinction (SvagataBheda), Aprthakasidhi, God is the cause of the world, Ramanuja's concept of God (Thesim), Forms of God, Archa, Vibhava, VyuhaSusksamaAntaryami

Unit 12: Ramanuja: Jiva and World

Three classes of Jiva, Significances of the Jiva, The Jivas are the parts of God, Jiva and God, Jiva and Avidya, The Jiva and Brahman are non-different, Ramanuja's view of the World, Ramanuja's concept of prakrti, Difference between the prakrti of Ramanuja and Samkhya, Brahman is the cause of the world, Ramanuja's view of satkarya vada, The world creation is real according to Ramanuja.

Unit 13: Ramanuja: Concept of liberation

The path of Liberation, The five types of Liberation, Ramanuja believe in Videhamukti, Significance of Prapatti,

Unit 14: Madhva: Concept of Brahman

Madhva's concept of Dualism (Dvaita), Concept of Brahman, Significance of Brahman or God God is qualified (Saguna), God is the cause of the world, God is the ultimate governor of the Jiva, God is said to be indescribable, Brahman is the supreme God, God has four manifestation Laksmi is the consort of God, God is full of grace,. The PancaBhedaSidhanta of Madhva, Pluralistic theism, Madhva's God is realistic

Unit 15: Sankardeva: Concept of Bhakti, relation between God and Man

Concept of Bhakti, Nine modes of bhakti, Essential nature of a devotee or 'bhakta', Three grades of bhakti, Concept of God, Relation between man and God, Grace of God and Man

Basic Reading List:

- M. Philips, Teachings of the Vedas, ch.3, Seema Publishers, Delhi,1976.
- F. Max Muller, The Vedas, The Indological Book House,Varanasi,1969
- S.N. Dasgupta, History of Indian Philosophy, Motilal Banarasidass, Delhi, Part-V, Sections 26 & 27, Motilal Banarasidass,Delhi,1973
- M. Hiriyanna, Outlines in Philosophy, George Allen &Unwin,London,1973.
- R.C. Zaehner, Hinduism, Chapters 1& 2, Oxford University Press,London,1966
- K. Bhattacharyya, 'Carvaka Darsana', Journal of Indian Council of Philosophical research, vol.12,No.3,1995

- R.C. Zaehner, Hinduism, Chapters 1&2, Oxford University Press, London, 1966.
- S. Radhakrishnan, History of Indian Philosophy, Vols. 1&2, George Allen & Unwin, London, 1973

DSE 2: CONTEMPORARY INDIAN PHILOSOPHY

Unit 1: K.C. Bhattacharyya: Concept of Philosophy.

Theoretic Consciousness, Its four Grades, Science, Philosophy of the object, Philosophy of Spirit, Philosophy of Truth, Negation as the basis of his philosophy

Unit 2: K.C. Bhattacharyya's Concept of the Absolute and its Alternative form

Meaning of Absolute, K.C. Bhattacharyya's Concept of Absolute, Alternative forms of Absolute, Conclusion

Unit 3: Reality of Sri Aurobindo

Sri Aurobindo's Concept of Reality, reality is omnipresent, Concluding remark,

Unit 4: Sri Aurobindo's Concept of Evolution

Aurobindo's account of Evolution, evolutionary Growth, Cosmic Evolution, Conclusion

Unit 5: The Concept of Human-being in the Philosophy of Sri Aurobindo

The Nature of Man, two aspects of central being of man, Conclusion

Unit 6: B. G. Tilak: Interpretation of Gita

Tilak's interpretation of Gita, Gita is the Philosophy of Commitment, Criticism

Unit 7: Swami Vivekananda: Practical Vedanta

Brief outline of Advaita Vedanta, Practical Vedanta, Concluding remark

Unit 8: Swami Vivekananda's Concept of Universal Religion

Meaning of Universal religion, Nature of Universal Religion, Ideal of Universal Religion, Concluding Remark

Unit 9: S. Radhakrishnan's view on Absolute

Concept of Absolute, The Concept of radhakrishnan's Absolute, Characteristics of absolute or Brahman, Conclusion

Unit 10: S. Radhakrishnan's Concept of Man

Introduction, Finite aspects of man, Infinite Aspects of man's nature, Conclusion

Unit 11: S. Radhakrishnan's Philosophy of Intellect and Intuition

Meaning of Intellect and Intuition, inadequacy of Intellectual Cognition, Intuitive Apprehension, Nature of Intuitive apprehension

Unit 12: Religious Experience of S.Radhakrishnan

Nature of Religious Experience, Faith and Religious Experience, Characteristics of Religious experience, Conclusion

Unit 13: J.N. Mohanty: On Husserl's Phenomenology

Brief outline on Husserl's Phenomenology, Mohanty's concept on Husserl's Phenomenology, Characteristics, Criticism

Unit 14: J.N. Mohanty: On Indian Epistemology

Theory of knowledge, True Cognition, Perception, Inference, Sabda or sound, Upamana or Comparison, Postulation, Theory of False Cognition

Unit 15: J. Krishnamurthy: Freedom from the Known

Meaning of Freedom, J.N. Krishnamurthy's Concept of Freedom, Freedom from the Known

Basic Reading List:

- K.C. Bhattacharyya: Studies inPhilosophy
- Sri Aurobindo: The lifeDivine
- Nilima Sharma: Twentieth Century Indian Philosophy
- J.N. Mohanty: Classical IndianPhilosophy
- J.N. Mohanty: Explorations inPhilosophy
- Freedom from the Known: J.Krishnamurti
- The First and last Freedom: J.Krishnamurti
- Education and the Significance of life: J.Krishnamurti

DSE - 2 : INDIAN ADMINISTRATION

Unit 1: The Indian Administrative System: Evolution and Features

Evolution of the Administrative system in India; Features of the Indian Administrative System

Unit 2: Civil Services in India: Structural Framework

All India Services, Central Services and State Services: Structure and Functions

Unit 3: Union Public Service Commission and State Public Service Commissions

Constitutional Provisions on Public Service Commissions in India; Union Public Service Commission and State Public Service Commissions

Unit 4: Comptroller and Auditor General of India

Powers and Functions of the Comptroller and Auditor General of India

Unit 5: Bureaucracy in India

Generalist vs. Specialist argument in India; Neutral and Committed bureaucracy

Unit 6: Development Administration in India

Meaning of Development Administration; Evolution of Development Administration in India and its functioning

Unit 7: Financial Administration

Budgetary Process in India: Preparation and Enactment of Budget; Performance Budgeting and Zero-Base Budgeting in India

Unit 8: Good Governance: Accountability and Commitment

Concept of Good Governance; Structural Reforms and Good Governance in India

Unit 9: e-Governance

Meaning and Nature; National e-Governance Plan (NeGP), 2005; National e-Governance Division (NeGD) of Government of India; Implications and Importance

Unit 10: Corruption: Issues and Challenges

Meaning of Corruption; Causes of Corruption; Anti-Corruption measures in India: Central Vigilance Commission (CVC) and Vigilance Machinery of the States, Central Bureau of Investigation (CBI)

Unit 11: Ombudsmanic Institutions

Lok Pal and Lok Ayuktas

Unit 12: Transparency in Administration

The RTI Act, 2005: Background; Features and Provisions

Unit 13: People's Participation in Administration

Citizen's Charter: Concept and Origin; Citizen's Charter at the Central and State levels

Unit 14: Administrative Reforms in India

Background: A. D. Gorwala Committee Report on Public Administration (1951), Paul Appleby Committee Report on Public Administration in India (1953), Santhanam Committee on Prevention of Corruption (1962); Administrative Reforms Commission: Recommendations of the First Administrative Reforms Commission (1966); Recommendations of the Second Administrative Reforms Commission (2005)

Basic Reading List:

- Lakshmi Kant. M. (2012) Public Administration. New Delhi: Tata McGraw Hills Education Pvt. Ltd.
- Bhattacharya, Mohit (2010) Public Administration. The World Press Private Ltd. Kolkata.
- Fadia and Fadia (2008) Public Administration- Administrative Theories and Concepts. Sahitya Bhawan publications, Agra.
- Taneja, V. (2011). E-Governance. New Delhi: Alfa Publications.
- Tripathi, V. (2007): E-Governance in India. New Delhi: Anmol Publications Pvt. Limited.
- Bose, J. (2006). E-Governance in India: Issues and Cases. Tripura: S. Icfai Books.
- Satyanarayana, J. (2006). E-Government: the science of the possible. New Delhi: Prentice Hall of India Private Limited.
- Avasthi, Amreswar, & Avasthi, Anand Prakash (1999). Indian Administration. Agra: Lakshmi Narain Agarwal.
- Bhagwan, Vishnoo, & Bhushan, Vidya. 2007). Public Administration. New Delhi: S. Chand & Company Ltd.
- Maheshwari, S.R. (2003). Indian Administration. New Delhi: Orient Longman.
- Sharma, Dr. M.P., & Sadana, Dr. B.L. (2000). Public Administration in Theory and Practice. Allahabad: Kitab Mahal.
- Ramesh K. Arora and Rajni Goyal (1995); Indian Public Administration: Institutions and Issues, WishwaPrakashan
- Sairam Bhat (2012); Right to Information, EBH Publishers (India), an imprint of Eastern Book House, Guwahati- 781001 (India)
- Dr. Vinay N. Paranjape (2013); Right to Information Law in India, Central Law Agency, Law Publisher, 30-D/1, Moti Lal Nehru Road, Allahabad
- Oakley, Piter, (1991) Projects and people: The Practice of Participation in Rural Development. Geneva: ILO.
- Chambers Robert, (1983). Rural Development: Putting the Last first. London: Longman.
- Mehta, Vinod. (2000). Reforming Administration in India. Har- Anand Publications.

SEMESTER - III

DSC 7: INDIAN MORAL PHILOSOPHY

Unit 1: Purusarthas: Meaning and Definitions

Introduction, Artha, Kama, Dharma, Moksa, Four Basic Sciences

Unit 2: The Role of Artha in Indian Ethics

Wealth or property, Land, Discussion Artha in details

Unit 3: Kama as one of the Purusarthas

What is Kama, Pursuit of Kama, explanation of the concept, conclusion

Unit 4 Dharma: An Ethical Idea of Indian Moral Philosophy

What is Dharma, Pursuit of Dharma, Conclusion

Unit 5: Moksa: The Ultimate end of Life

What is Moksa, why it is called the ultimate end of Life, Conclusion

Unit 6: The Concept of Karma and Bondage in Indian Moral Philosophy

Definition of Karma, Karma phal, Cause of Bondage, conclusion

Unit 7: Jaina Concept of Karma and Bondage

Jaina Concept of Karma, Five vows, Cause of Bondage, Conclusion

Unit 8: The Concept of Karma and Bondage in Buddhism

Buddhist Concept of Karma, Ignorance is the root Cause of Bondage, Conclusion

Unit 9: Advaita Vedantin analysis of Karma and Bondage

Principal of the action of Advaita Vedanta, Cause of Bondage, Conclusion

Unit 10: What is Sadhana

Meaning of Sadhana, Definitions of Sadhana, Conclusion

Unit 11; Karma Yoga of Indian Philosophy

What is Karma yoga, Indian Philosophy and Karmayoga, Gita's Karmayoga

Unit 12: Jnana Yoga: A medium of Sadhana

What is Jnana yoga, it is a medium of Sadhana, Conclusion

Unit 13: Bhakti Yoga: A marge of Sadhana

What is Bhakti yoga, sadhana and Bhakti yoga

Unit 14: Buddhist Paramitas

Dana Paramita, Sila Paramita, Kshanti Paramita, Virya Paramita, Dhyana Paramita, Prajna Paramita

Unit 15: Jaina Triratna

Definition of Triratnas, Right Perception, Right knowledge, Right conduct, Conclusion

Basic Reading List:

- Nagaraj Rao, Essays in Indian Philosophy and Religion, LavaniPublishingHouse,NewDelhi,1971
- S. Gopalan, Hindu Social Philosophy, Wiley Eastern Publisher, NewDelhi,1979
- Bal Gangadhar Tilak, Gita- Rahasya, Chapters 3 to 5; and 12, J.S. Tilak and S.S. Tilak, pune,1915
- S.N. Dasgupta, A History of Indian Philosophy, Vol.II, pp. 190-215; 439-536, Motilal Banarashidass, Delhi,1969
- Har Dayal, The Bodhisattva Doctrine in Buddhist Sanskrit Literature, Chapter5, Motilal Banarsidass,Delhi,1970
- Dayanand Bhargava, Jaina Ethics, Motilal Banarsidass,1968
- Rajendra Prasad, Varna-dharma, Niskama-Karma and Practical Morality : A Critical Essay on Applied Ethics, Part I, Chapters 1-2, D.K. Printworld, New Delhi,1999

DSC 8: CONTEMPORARY WESTERN PHILOSOPHY - I

Unit 1: Nature of Analytic Philosophy: General Introduction

Meaning of Analytic Philosophy, Nature of Analytic Philosophy, Scope of Analytic Philosophy

Unit 2: Russell: Logic & Philosophy

Russell's concept of Logic, Logic as the Essence of Philosophy, Criticism, Conclusion

Unit 3: Russell's Logical Atomism

Meaning of Logical atomism, Explanation of Logical atomism, Characteristics of Logical atomism, Criticism

Unit 4: Moore's Defence of Common Sense

Introduction, what is common sense, Moore's defence of common sense, conclusion

Unit 5: Moore's Refutation of Idealism

Meaning of Idealism, Moore's Refutation of Idealism, Criticism, Conclusion

Unit 6: Wittgenstein's Concept of Philosophy

Introduction, Fact, Proposition, Logical Atoms, Conclusion

Unit 7: Wittgenstein's Concept of Saying and Showing

What is saying of Wittgenstein, what is Showing of Wittgenstein, Criticism, Conclusion

Unit 8: Wittgenstein's Philosophy of Language Games

The Universal form of language, The Essence of language, Absolute simples, Language-Games, Family resemblance, Meaning as use, Private language

Unit 9: Family Resemblance of Wittgenstein

Introduction, what is family resemblance, Wittgenstein's concept of family resemblance, Criticisms

Unit 10: Picture Theory of Wittgenstein

Meaning of Picture Theory, Concept of Picture theory, Characteristics, Criticism

Unit 11: John Dewey: the Theory of Knowledge

Dewey's view of Traditional Epistemology, Dewey on Darwin's Theory, The error of modern epistemologists

Unit 12: John Dewey' theory of Metaphysics

Introduction to Dewey's naturalistic metaphysics, Analysis of the theory, Criticism, conclusion

Unit 13: J.L. Austin's Theory of Language

Analysis of Austin's Philosophy of Language, meaning and truth, Speech act

Unit 14: William James: Pragmatic Theory of Truth

'Pragmatism' and pragmatism, The pragmatist maxim, Pragmatist theories of truth, The pragmatist tradition, Skepticism and fallibilism, The pragmatist conception of experience Representations

Unit 15: Strawson's Concept of Person

Brief outlook of Strawson's Concept of Person, Cartesianism and the "no-ownership doctrine", The concept of person as primitive, Appreciation and criticism of Strawson's theory

Basic Reading List:

- Wittgenstein: Tractatus LogicoPhilosophicus (Fact and Proposition, Logical Atoms)
- Philosophical Investigations (Family Resemblance, Language games,)
- Our Knowledge of the ExternalWorld
- An Introduction to Wittgenstein'sTractatus
- P.A. Schilpp (ed.) The Philosophy of BertrandRussell
- The Philosophy of G.E.Moore

DSC 9: CONTEMPORARY WESTERN PHILOSOPHY - II

Unit 1: Trends in the Contemporary Western Philosophy

What is Contemporary Western Philosophy, Different Trends in Contemporary western Philosophy, Conclusion

Unit 2: Husserl's Philosophy of Presuppositionless Philosophy

Immanent Perception Formal Ontology, Transcendental Ontology, Idealism Positive Science, Phenomenological Reduction

Unit 3: Phenomenological Reduction of Husserl

Historical Background of the phenomenological reduction, The Epistemological Problem the Phenomenological Reduction Aims to Solve, The Analysis That Disclosed the Need for the Reduction, The Structure, Nature and Performance of the Phenomenological Reduction, How the Reduction Solves the Epistemological Problem

Unit 4: The Idea of Intentionality of Edmund Husserl

Intentionality: Background and General Considerations, Logical Investigations, Ideas Pertaining to a Pure Phenomenology and to a Phenomenological Philosophy: The Perceptual Noema,

Unit 5: Husserl's view of Life-world

Background of Husserl's view of Life-world, problem of Life-world, Developments after Husserl, Harbermas

Unit 6: General Characteristics of Existentialism

What is Existentialism, General Characteristics of Existentialism, Conclusion

Unit 7: Kierkegaard

Background of Kierkegaard existentialism, Three Stages of Existential Transformation, Subjectivity, Conclusion

Unit 8: Sartre's Concept of man

Existence, being-in-itself, being-for-itself, being-for others, subjectivity, consciousness, facticity, givenness, being, subjectivity or consciousness, trans phenomenality, nihilation of the in-itself, freedom, responsibility, anguish, authentic existence

Unit 9: The concept of Existence Precedes Essence

Meaning of Existence Preceded Essence, Sartre's View, Criticism

Unit 10: Freedom and Choice of J. P. Sartre,

Meaning of Freedom and Choice, J.P. Sartre's Concept of Freedom, J.P. Sartre's Concept of choice, relation between Freedom and Choice

Unit 11: Sartre's Concept of Being-in-itself

Meaning of Being in-itself, Sartre's Concept of Being-in-itself, Conclusion

Unit 12: Sartre's Concept of being-for itself

Meaning of Being for-itself, Sartre's Concept of Being-for-itself, Conclusion

Unit 13: Heidegger's Concept of Being

Meaning of Being, Heidegger's Concept of Being, Critical Analysis of Heidegger's Concept of Being

Unit 14: Heidegger's Concept of Dasein

The Concept of Dasein, Heidegger's re-interpretation, Origin and inspiration, Critical Comments

Unit 15: Time of Heidegger

Meaning of Time, Heidegger's Concept of Time, Time and Being, Concluding Remark

Basic Reading List:

- Herbert Spiegelberg: The Phenomenological Movement, New York, Vols. I&II, The Hague: Martinus Nijhoff,1971
- P. Edwards: Encyclopedia of Philosophy, RelevantArticles
- Bradely: Appearance andReality
- H.J. Blackham: Six Existentialist Thinkers, New York,1959

DSE 3: GANDHIAN THOUGHT

Unit 1: Gandhi's Concept of Religion

What is Religion, The Way of religion, Attitude towards Living Religions, Attitude Towards Hinduism

Unit 2: Relation between Religion and Morality

What is religion and Morality, relation between Religion and Morality, Conclusion

Unit 3: M.K. Gandhi's Attitude towards Living Religions, especially on Hinduism

Background of the study, Gandhi's Attitude Towards Religion, Gandhi's attitude towards Hinduism

Unit 4: Theism of Gandhi: God is Truth and Truth is God

Theism of Gandhi, God is truth, Truth is God, Proofs for the Existence of God, Some Character of God, Conclusion

Unit 5: Gandhi's Concept of Non-violence

Meaning of Gandhi's Concept of Non-violence, positive and Negative aspect of Non-violence, analysis of the issue of Non-violence

Unit 6: Satyagraha: The Technique of Ahimsa

The Concept of Satyagraha, difference with passive resistance, requirements of satyagrahi, kind of satyagraha,

Unit 7: Gandhi's Economic Ideas: Trusteeship

Introduction, Economic basis of society, Trusteeship: What it is, Definition of trustee, Origin of Trusteeship, Salient features of trusteeship, trusteeship and Modern world

Unit 8: Gandhi's Critique of industrialization

Definition of Industrialization, Gandhi's Critique of Industrialization, analysis of the Concept,
Conclusion

Unit 9: Gandhi's Concept of bread labour

The Concept of Bread labour, Gandhi's Concept of bread labour, Characteristics of bread labour, Conclusion

Unit 10: Gandhi's view on Swadeshi

Meaning of Swadeshi, Gandhi's Concept of Swadeshi, Political interpretation of Swadeshi,
Requirements of Swadeshi

Unit 11: Gandhi's Concept of Karma and Rebirth

Karma and Rebirth, Gandhi's Concept of karma and rebirth, relation between karma and rebirth

Unit 12: Gandhi on Cardinal Virtues

Meaning of Cardinal Virtue, ahimsa, Satya, asteya, Aparigraha, Brahmacharya, abhaya, faith in God

Unit 13: Gandhi's Political Ideas: The Idea of Swaraj

Meaning of the term Swaraj, The Concept of Swaraj, Gandhi's Concept of Swaraj, Conclusion

Unit 14: Gandhi's Philosophy of Sarvodaya

Meaning of Sarvodaya, The Concept of sarvodaya, Gandhi's Concept of sarvodaya, Conclusion

Unit 15: Critical estimate of Gandhian thoughts

Gandhi's Basic philosophical Thought, Critical analysis of Gandhian Thought, Conclusion

Basic Reading List:

- N.K. Bose: Studies in Gandhi
- N.K. Bose: Selections from Gandhi
- B.N. Ganguly: Gandhi's Social Philosophy
- M.K. Gandhi: Collected Works
- B.K. Lal: Contemporary Indian Philosophy

DSE 3: POLITICAL SOCIOLOGY

Part A

Unit 1: Political Sociology

Meaning, Nature and Scope of Political Sociology; Relationship between Political Sociology and Political Science, Approaches to the study of Political Sociology.

Unit 2: Evolution of Political Sociology as a Discipline

Origin and Development of Political Sociology as a Discipline, Contributions of Karl Marx and Max Weber.

Unit 3: Political Socialization

Meaning and Nature of Political Socialization; Agents of Political Socialization; Forms of Political Socialization; Importance of Political Socialization

Unit 4: Political Culture

Meaning and Nature; Theories of Political Culture; Types of Political Culture; Role and Utility of Political Culture

Unit 5: Civil Society

Meaning and Nature of Civil Society, State-Civil Society Dichotomy, Dynamics of Civil Society

Unit 6: Political Participation

Meaning and Nature of Political Participation; Stages, Forms and Determinants of Political Participation; Importance of Political Participation

Unit 7: Social Change

Meaning and Nature of Social Change; Theories of Social Change; Agents of Social Change; Resistance to Social Change

Unit 8: Violence

Meaning and Nature of Violence, Different Theories and Forms of Violence, Culture of Violence, Impact of Violence in the Society

Part B

Unit 9: Agrarian Class Structure and Rural Leadership in India

Nature of Agrarian Class Structure in India, State Intervention in Rural Transformation in Post- Independent India, Changing Dynamics and Emerging Pattern of Rural Leadership in India.

Unit 10: Urban-Industrial Class Structure: Rise of Middle Class

Emergence of the Urban Middle Class, Role of the Urban Middle Class and its Impact on the Indian Society; Future of Urban Middle Class in India.

Unit 11: Demographic Change in India

Meaning and Nature of Demographic Change in India, Factors responsible for Demographic Change in India; Impact of Demographic Change in Socio-Economic and Political spheres.

Unit 12: Migration

Meaning and Nature of Migration, Rural-Urban Migration, Inter-State Migration; Impact of Migration; Measures to check Migration in India.

Unit 13: Domestic Violence and Legal protection in India

Meaning and Nature of Domestic Violence, Factors Responsible for occurrence of Domestic Violence, Measures to check Domestic Violence in India: Legal Provisions

Unit 14: Issues of Child Labour in India

Nature and Forms of Child Labour in India; Factors responsible for the development of Child Labour in India; Constitutional Provisions to combat Child Labour in India.

Basic Reading List:

- 1) Abraham M. Francis (1974). Dynamics of Leadership in Village India. Allahabad: Indian International Publication
- 2) Ahuja, R. (2011). Social Problems in India. New Delhi: Rawat Publication.
- 3) Almond, G.A. and Verba, Sidney (1972). The Civic Culture: Political Attitudes and Democracy in Five Nations. Boston: Little Brown and Company.
- 4) Annamalai V. (1996). Formation and Transformation of Power in Rural India. New Delhi: Discovery Publishing House.
- 5) Ashraf, Ali and Sharma, L.N. (1995). Political Sociology: A New Grammar of Politics. New Delhi: University Press (India) Pvt Limited.
- 6) Banerjee, B. (1986). Rural to Urban Migration and the Urban Labour Market. Delhi: Himalaya Publishing House.
- 7) Janoski, Thomas. Alford, Robert R. Hicks, Alexander, M. & Schwartz, Mildred, A. (2005). Handbook of Political Sociology. UK: Cambridge University Press.
- 8) Misra, B. B. (1963). The Indian Middle Classes: Their Growth in Modern Times. London: Oxford University Press.
- 9) Rathod , P. B. (2005). Fundamentals of Political Sociology. Jaipur: ABD Publishers.
- 10) Rao, C.N. Shankar. (2004). Sociology primary principles. New Delhi: S. Chand & company Ltd.
- 11) Srivastava, Usha (2011). Political Sociology. New Delhi: Kunal Books.

12) Varma, Pavan. (1998). The Great Indian Middle Class. New Delhi: Viking Publisher.

SEMESTER - IV

DSC 10: APPLIED ETHICS

Unit 1: The Concept of Applied Ethics

Concept of Ethics, Areas of Ethics, Meta Ethics, Normative Ethics, Applied Ethics, Nature of Applied Ethics, Applied Ethics and Philosophy, Applied Ethics and Ethics, applied ethics and applied philosophy, Different fields of Applied Ethics, Three important theories associated with Applied Ethics, Some important principles on Applied Ethical discussion

Unit 2: Human rights, discrimination, reverse discrimination

Meaning and definition of Human rights, discrimination, reverse discrimination, relations among the three, Characteristics of Human rights, Discrimination and Reverse discrimination.

Unit 3: Bioethics

The Concept of Bioethics, History of Bioethics, Meaning and Definition of Bioethics, Different Area of Bioethics, Conclusion

Unit 4: Life and Death: Euthanasia

What is Euthanasia, Moral analysis of the problem, Peter Singer and Euthanasia, Criticism

Unit 5: Abortion

Meaning and definition of 'Abortion', Different Factors associated with the issue, Socio-religious aspects, Ethical analysis, Technology and ethics

Unit 6: Suicide

Characterizing Suicide, Highlights of Historical Western Thought , Ancient and Classical Views of Suicide, The Christian Prohibition, The Enlightenment and Modern Developments, The Morality and Rationality of Suicide , Moral Permissibility, Religious Arguments, Libertarian Views and the Right to Suicide, Social and Role-Based Arguments

Unit 7: Capital punishment

What is Capital Punishment? Philosophers View on the Issue, Debate on Capital Punishment: Is Capital Punishment justified? Reformist's view, Challenge to Reformists View, Relevance of the Debate, Capital Punishment in India, Right to Live Argument:

Unit 8:Media Ethics

Media and importance of ethics, Media Code of Ethics, Right of Reply

Unit 9: Environmental Ethics: Meaning and definitions

What is Environmental ethics, Definitions, Characteristics, Moral analysis

Unit 10: Moral Agency and nature

Meaning of Moral agency and nature, scope of moral agency and nature, characteristics of moral agency and nature

Unit 11: Nature as the expression of the sublimity

Ancient philosophy, Eighteenth century, Romantic period, Victor Hugo, post-Romantic and twentieth century

Unit 12: Nature as an artefact

Analysis of the concept of Artefact, Artefact, Work, and the Ontology of Artifacts, Making Objects: Productive Action, Productive Intention, On the Characterization and Evaluation of Artifacts, Artworks

Unit 13: Animal rights

Animal rights, The consequences of animal rights, The case for animal rights, The case against animal rights, Moral Community, Fundamental rights, The problem of 'marginal people'

Unit 14: War and Peace

Meaning of War and Peace, The Ethics of War & Peace, Characteristic of war and peace, Conclusion

Unit 15:Equality and Justice

Meaning of Justice and equality, Relation between Justice and equality, Different thinkers' views on justice and equality

Basic Reading List:

- S.B.P. Sinha: Perspectives of Philosophy,Authorspress, Delhi,2005
- John.H. Piet and Ayodhya Prasad: An Introduction to Applied Ethics, Cosmo Publication,2000
- Raghawandra Pratap Singh (ed): Applied Philosophy, Om Publications, New Delhi,2003

DSC 11: SOCIAL AND POLITICAL PHILOSOPHY

Unit 1: Social Philosophy: Nature and Scope

Definition of Social Philosophy, Nature of Social Philosophy, Scope of Social Philosophy

Unit 2: Power and Authority

Meaning of Power and Authority, Nature of Power and Authority, Characteristics of Power and Authority

Unit 3: State

Nature of state, Liberty, Equality, Justice

Unit 4: Democracy

Meaning of Democracy, Definition of Democracy, Characteristics of Democracy, Criticism of Democracy

Unit 5: Liberalism

Meaning of Liberalism, Definition of Liberalism, Characteristics of Liberalism, Criticism of Liberalism

Unit 6: Individualism

Meaning of Individualism, Definition of Individualism, Characteristics of Individualism, Criticism of Individualism

Unit 7: Social Contract Theory

Meaning of Social Contract Theory, Hobbes, Locke, Rousseau, Criticism

Unit 8: Socialism

Meaning of Socialism, Definition of Socialism, Characteristics of Socialism, Criticism of Socialism

Unit 9: Nationalism

Meaning of nationalism, Definition of nationalism, Characteristics of nationalism, Criticism of nationalism

Unit 10: Anarchism

Meaning of Anarchism, Definition of Anarchism, Characteristics of Anarchism, Criticism of Anarchism

Unit 11: Liberal Feminism

Meaning and Goal, Goals of Liberal Feminism, Means and Methods, Criticism

Unit 12: Radical Feminism

Meaning and Goal, Goals of Radical Feminism, Means and Methods, Criticism

Unit 13: Globalization

Definitions of globalization, Characteristics of globalization, Different views of globalization, Utility of globalization, Criticisms of globalization

Unit 14: Human rights

Meaning and Goal, Goals of Human rights, Kinds of human Rights, Criticism

Unit 15: Secularism

Meaning of Secularism, Definition of Secularism, Characteristics of Secularism, Criticism of Secularism

Basic Reading List:

- John Hoffman, Paul Graham: Introduction to Political theory, Pearson: Education, New Delhi:2007
- Jonathan Wolff: An Introduction to Political Philosophy, Oxford University Press,2006
- John Christman: Social and Political Philosophy,Routledge-2000

DSC 12: PHILOSOPHY OF RELIGION

Unit 1: Nature of Religion,

Meaning of Religion, Nature of Religion, Religion and Morality, Religion and Art, Religion and Science, Religion and Philosophy, Dimensions of Religion

Unit 2: Anthropological Theory as the Origin of Religion

Emergence of Anthropology of Religion, Definitions of Anthropology of Religion, Enduring

Themes in Anthropology of Religion, Newer Themes in Anthropology of Religion, Anthropologies of 'World' Religions

Unit 3: Social Theory as the Origin of Religion

Performing certain Religious Function for Society, role of religion in Capitalist and Pre-capitalist society by Marx, Freud's Psychological Origin of religious Beliefs, Durkheim's Social function of religion

Unit 4: Relation to Theology and Philosophy of religion

What is Theology, what is religion, what is Philosophy of Religion, relation between the two, Difference between the two

Unit 5: Mysticism

Introduction, Nature of Mysticism, Meaning of Mysticism, Aim of Mysticism, Characteristic of Mysticism

Unit 6: Religious Consciousness

General meaning of consciousness, Characteristics of consciousness, Religious consciousness, Rudolf Otto on religious consciousness, Difference between religion, consciousness and religious consciousness

Unit 7: Symbolic Nature of Religious Language

Introduction, The problem of religious language, Various approaches to the problem of religious language, Symbolic nature of religious language

Unit 8: Arguments for the existence of God

Does God Exist? Ontological Argument, Cosmological Argument, Teleological Argument, Moral Argument Categories of Responses to Diversity, Historical Influences, Analytic Approaches, Continental Approaches, Contributions from Feminism, Process Philosophy, Liberation Perspectives

Unit 9: Religious Tolerance

Rise and development of Religious Tolerance in the West, Tolerance in some of the main

religions of the world, Tolerance and Christianity, Tolerance and Islam

Unit 10: Otto's idea of holy

Introduction, Rudolf Otto: The Idea of the Holy, what is Numinous (Holy Experience), Characteristics of Numinous

Unit 11: Immortality of Soul: Plato's Argument

Introduction, Plato's concept of soul, Plato's arguments for the immortality of the soul, Plato's argument as discussed in Phaedo, Plato's argument as discussed in Republic, Plato's argument as discussed in Phaedrus

Unit 12: Problem of Evil

Introduction, what is evil? The Basic Problem, The Existence of Evil, "Evil": different views, The Irenaeus Theodicy, why do Evil and Suffering Exist?

Unit 13: Freedom of will, Karma and Rebirth

Concepts of Freedom of will, Karma, Rebirth, Relation of Freedom of will, karma and rebirth, Different of Different Religions

Unit 14: Theories of the nature of religious language

Meaning and the general Concept of religious Language, The nature of religious language, Theories of the nature of Religious Language

Unit 15: Essentials Unity of All Religions

Introduction, The importance of the Unity of all religion, Different meanings of the term "Unity of all religions", Hinduism and Unity of all religions, Gandhi on Unity of all religions, Radhakrishnan's concept of spiritual religion

Basic Reading List:

- John Hick: Classical and Contemporary Readings in Philosophy of Religion
- Charlesworth: Philosophy of Religion: Historical Approaches
- Hick: Evil and the God of Love
- John Hick: Philosophy of Religion

DSE 4: LOGIC – II

Unit 1: Probability and Induction- The Traditional Problem of Induction

Theories of Probability, The Probability Calculus, Induction, Inductive leap

Unit 2: The A Priori Theory of Probability

What is a priori probability, a priori probability in statistical mechanics, deductive reasoning

Unit 3: The Frequency Theory of Probability

The Frequency Sequence, The Theory of Bernoulli, the frequency dispersion

Unit 4: The Probability of Calculus, Joint Occurrence and Alternative Occurrences

Elementary calculus of probability, various occurrences

Unit 5: Primary Inductions

What is primary induction, its difference with other induction, inductive leap

Unit 6: Secondary Inductions

What is secondary Induction, Higher theory and secondary induction, non-instantial hypothesis

Unit 7: The Nature of Induction

Definition of Induction, nature of induction, characteristics of Induction, types of induction

Unit 8: Enumerative induction

Meaning of Enumerative induction, Antiquity, Bacon, Hume, Kant, Comte, Whewell, Peirce, Russell, Harman, Popper

Unit 9: Eliminative induction

Meaning of Eliminative induction, definitions of Enumerative induction, Different views of
Eliminative induction

Unit 10: The Method of Hypothesis

Meaning and definition of Hypothesis, Methods of hypothesis, Criticism

Unit 11: The Hypothetical Reasoning

What is Hypothetical Reasoning, Radium, Neptune, Atmospheric Pressure, Spontaneous Generation,

Unit 12: The Proof of Hypothesis

Empirical Hypothesis, Theoretical Hypothesis, Distinction between Empirical and Theoretical Hypothesis

Unit 13: The Tentative Acceptance of Hypothesis

Adequacy, Internal Coherence, Internal Coherence, External Consistency, Fruitfulness

Unit 14: When Hypothesis Compete

Analysis of Competing Hypotheses, Analysis of competing hypotheses, Different Steps of Analyzing of Competing hypothesis

Unit 15: Classification of Hypothesis

Simple Hypothesis, Complex Hypothesis, Empirical Hypothesis, Null Hypothesis, Alternative Hypothesis, Logical Hypothesis, Statistical Hypothesis

Basic Reading List:

- I.M. Copi: Symbolic Logic
- Introduction to Logical Theory Strawson
- Philosophy of Logic Quine

DSE 4: WOMEN AND POLITICS

Part A: Theoretical Perspective

Unit 1: Concepts of Gender and Patriarchy

Meaning and Nature of Gender; Meaning and Nature of Patriarchy, Forms of Patriarchy

Unit 2: History of Feminism

Waves of Feminism: First Wave of Feminism, Second Wave of Feminism, Third Wave of Feminism

Unit 3: Theories of Feminism

Socialist Feminism, Liberal Feminism, Radical Feminism, Marxist Feminism, Cultural Feminism, Eco Feminism, Postmodern Feminism, Multicultural Feminism, Global Feminism

Unit 4: Gender Mainstreaming and Gender Budgeting

Concept of Gender Mainstreaming, Importance of Gender Mainstreaming; Concept of Gender Budgeting, Importance of Gender Budgeting

Unit 5: Women's Movements

Historical Perspective, Women's Movement in India, Contemporary Movements, Women's Issues in South Asia, Women in Contemporary Southeast Asia

Unit 6: Women and Family

Structure of Family, Power Structure in family, Position of Women in Family

Unit 7: Violence against Women

Causes of Violence against Women, Forms of Violence, Sexual Harassment at Workplace, Female Trafficking

Unit 8: Political Empowerment of Women: Global Perspective

Concept of Empowerment, Concept of Gender Empowerment, Political Empowerment of Women: Initiative taken at the global level for Political Empowerment of Women, Role and Position of Women in Electoral Politics: Global Perspective

Part B: Indian Perspective

Unit 9: Political Empowerment of Women in India with Special Reference to Assam

Factors that affect Political Participation of Women, Measures adopted in India for Political Empowerment of Women, Role and Position of Women in the Parliament, Role and Position of Women in Assam Legislature

Unit 10: Economic Participation of Women in India: Issues and Challenges

Stridhan, Personal Law and Women, Initiative taken by SAFF for Women Empowerment

Unit 11: Economic Empowerment of Women and Skill Development

Importance of Economic Empowerment, Importance of Skill Development, Economic Issues and Challenges Confronting Women, National Policy for Empowerment, 2001

Unit 12: Women and Self-Help Groups with special reference to Assam

Development of Self Help Groups in India, Development of Self Help Groups in Assam, Role played by the Self Help Groups for Enhancing Capacity of Women

Unit 13: Environment and Women

Impact of Environmental Issues on Women

Unit 14: Participation of Women in various Socio-Political Movements in Assam

Participation of in the Assam Movement, Participation of in the Bodo Movement

Basic Reading List:

- 1) Agarwal, M.(Ed.) (2013). *Women Empowerment and Gender Equality*. New Delhi: Kanishka Publishers, Distributors.
- 2) Arora, N.D.& Awasthy, S.S. (2004). *Political Theory*. New Delhi: Har Anand Publications Pvt. Ltd.
- 3) Beauvoir, Simone de. (2015). *The Second Sex*. New Delhi: Vintage Classics, India.
- 4) Bhasin, Kamla. (2003). *Understanding Gender*. New Delhi: Kali for Women.
- 5) Bhasin, Kamla. (1993). *What is Patriarchy?* New Delhi: Kali for Women.
- 6) Biju, M. R. (2006). *Women's Empowerment: Politics and Policies*. New Delhi: Mittal Publication.
- 7) Brush, L.D. (2007). *Gender And Governance*. Jaipur: Rawat Publication.
- 8) Chatterji, S.A. (1997). *The Indian Women's Search for an Identity*. New Delhi: Vikas Publishing House.
- 9) Chaudhuri, Suchetra Sen. (2004). *The Bodo Movement Women's Participation*. New Delhi: Mittal Publication.
- 10) Derrienic, Jean-Pierre (1972). Theory and ideologies of violence, in *Journal of Peace Research*, Vol 9
- 11) Hust, E. (2004). *Women's Political Representation And Empowerment In India: A Millions Indiras Now?* New Delhi: Manohar Publication.
- 12) John, E. Mary. (2008). *Women's Studies in India, A Reader*. New Delhi: Penguin India.

- 13) Jhunjhunwala, B. & Jhunjhunwala, M. (2004). *Indian Approach To Women's Empowerment*. Jaipur: Rawat Publication.
- 14) Menon, Nivedita. (2012). *Seeing like a Feminist*. New Delhi: Penguin India.
- 15) Menon, Nivedita and Nigam, Aditya. (2007). *Power and Contestation*. New Delhi: Zed Books Ltd.
- 16) Mohanty, Bedabati. (2005). *Violence Against Women*. New Delhi: Kanishka Publishers.
- 17) Naidu, Y. Gurappa. (2011). *Violence Against Women in India*. New Delhi: Serials Publications.
- 18) Pandey, A.K. (2002). *Emerging Issues in Empowerment of Women*. New Delhi: Anmol Publication Pvt. Ltd.
- 19) Pani, S.P. and Pani, N. (ed) (2010). *Essays on Contemporary Gender Issues*. New Delhi: Hirmoli Press Publication.
- 20) Parida, Subhas C., and Nayak, Sasmita. (2009). *Empowerment of Women in India*. Delhi: Northern Book Centre.
- 21) Prata, Ndola. Fraser, Ashiley. and Upadhya, Ushma. (2017). *Women's Empowerment and Family Planning: A Review of Literature*. Cambridge: Cambridge University Press.
- 22) Roy, K.(1999). *Women in Indian Politics*. Delhi: Rawat Publication.
- 23) Sarkar, I. (2008). *Women in Changing Society*. New Delhi: Serials Publication.
- 24) Seymour. Susan, Mukhopadhyay, Chapnick Carol. (1994). *Women, Education and Family Structure in India*. Cambridge: US: Westview Press.
- 25) Sinha, Niroj. (2000). *Women Participation in National Freedom Struggle*, in Noroj Sinha (ed), *Women in Indian Politics*. New Delhi: Gyan Publishing House.
- 26) Srivastav, V.P. (2005). *Handbook on Crime against Women*. Indian Publication.
- 27) Sumanlata (2010). *Towards Empowering Women: Views And Reviews*. New Delhi: Akansha Publishing House.
- 28) Thakur, Anil Kumar and Rahman, R. (2009). *Women Entrepreneurship*. New Delhi: Deep & Deep Publication.
- 29) Tilly, Louise. Scott, W Joan. (1989). *Women, Work, and Family*. UK: Psychology Press.
- 30) Verma, R.B.S., Verma, H.S. and Hasnain, N. (ed) (2007). *Towards Empowering Indian Women: Mapping Specifics of Tasks in Crucial Sectors*. New Delhi: Serials Publications.
- 31) Yadav, Hridari R. (2015). *Women Empowerment: History, Policy and Legislation Volume I*, New Delhi: Concept Publication.

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

**MASTER OF ARTS (PHILOSOPHY)
GUIDELINES FOR SEMINAR PAPER**

Introduction

Under the MA in Philosophy programme of KKHSOU, you will need to present a Seminary paper at your second semester. You can choose any relevant topic for presentation related to the MASTER OF ARTS (PHILOSOPHY) Programme of KKHSOU.

Traditionally, a seminar paper will consist of four major sections: (1) Introduction; (2) Background; (3) Analysis; and (4) Conclusion. This section contains a brief outline to follow, but each subsection is examined in detail in the subsequent pages.

General Structure of a Seminar Paper

1. Introduction: Here, you need to set out the "Crux" of the Paper. Your major tasks include:

- Introduce and note why the topic is important.
- Briefly summarize necessary background information. State your thesis
- Tell the audience what your paper will show and in what order.
- If you can concisely summarize your research and outline the arguments of your paper, then odds your audience will be able to follow your analysis.

2. Background: Here, you need to orient your audience towards your research area. Major tasks are:

- Describe the genesis of the subject
- Describe the background of the study.
- Describe where things are now (You may also want to indicate the reasons for further change).

3. Analysis:

- (a) Explain the area in details
- (b) Analyse and discuss the main issue of the paper in details
- (c)

4. Conclusion:

- Restate the thesis of the paper
- Summarize major points
- Write the major findings of the paper

Certain Key Points:

- Always preserve a copy of your Seminar paper duly signed by your Centre Coordinator and a Certification of Presentation from him/her. The University may also ask a copy of that report as and when required.
- You may be asked to present your Seminar paper either at the University Headquarters/or at any assigned place face to face or through online mode.
- Seminar Report must be typed in Computer. Report May be printed on both sides in standard A4 size papers with 1.2-inch margins on both left and right sides and 1-inch margins on top and bottom. Page numbers must be maintained throughout.
- The Presentation Room must be well organised with a banner of the Seminar on the background.
- Insist your study centre to maintain video recording of the presentation session and obtain a copy of your particular session. Alternatively, you can record a video of the presentation yourself and keep a copy until declaration of your Final semester Results. The University may ask this Video at any point of time.

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

MASTER OF ARTS (PHILOSOPHY)

GUIDELINES FOR DISSERTATION

Section I: Introduction

Project/Dissertation Work is an application-oriented academic activity that seeks to hone your theoretical abilities through their application in light of the theoretical information obtained while taking different MA Philosophy courses, most notably courses like Metaphysics, Epistemology, Moral Philosophy, Contemporary Western Philosophy, Contemporary Indian Philosophy, Gandhian Thought, Social and Political Philosophy, Applied Ethics etc. This Dissertation work consist of 8 credits, requiring you 240 hours of study and work.

Dear learners, please note that you need to take this task seriously and with all sincerity because of three basic reasons. First, this course provides you ample scope to apply your theoretical understanding on philosophically and socially relevant issues. Second, this course carries the highest credits among all your courses in the programme. Thus, this course can help you achieve a better, higher grade in the programme. Finally, this dissertation activity provides you a scope to acquire research skills. This will ultimately help you undertake a career/study in research in near future.

In undergoing the Dissertation work, you can take up a theoretical issue, or any socially relevant issues that you may have come up during your study. It is expected that along with the theoretical understanding of the issue, you try to formulate a detail research proposal. Here you have to utilise the analytical skills you have so far acquired from the different courses of MA Philosophy. We have listed certain topics of Dissertation for your guidance only. You need not select these topics only. The list will help you to choose an appropriate topic. You need to write your Dissertation Report either in English.

Most importantly, you should note that the Dissertation Work undertaken should be authentic and should contribute towards the development and growth of the subject. It is mandatory that you submit the report in originality and you must not submit it earlier for any other purpose. The University will also check all the Dissertation Report with high-end Plagiarism-Check Software. Thus, you should also note that if it is found that the Dissertation

Work undertaken does not appear to be authentic or does not contribute towards the growth of the subject or it has been merely copied from some sources, the University has the right to outrightly reject the Dissertation Work without offering any explanation. In that case, you will be awarded zero. Group projects are not allowed. If it is found that the subjects/chapters/contents of the projects of two learners are matching, then both the project will be rejected and Zero mark will be awarded to both.

Presentation Style: You need to follow the Presentation Style in the layout of your Dissertation Report as mentioned in Section II of this Guidelines. Additionally, in Section III, we have provided certain Guidelines/Tips to help you do your Project/Dissertation more effectively.

Citation and Referencing Style in Project/Dissertation: Writing of Dissertation Report is one of the research work. So, you need to follow particular style of citation and referencing. The University follows that APA 7 Citation Style published by the APA (American Psychological Association). A link for downloading a brief APA Citation Guide has been attached below.

Dissertation Guide: Your dissertation guide should be well versed in the subject area. You must discuss your dissertation design with your guide before the start of your work and also again if necessary at the writing stage and finally at the stage of editing the dissertation. You should show your guide the draft of the dissertation before it is finalized for submission.

Eligibility of a Dissertation Guide

- Faculty (From the University/Degree College)/Course Coordinator/Academic Consultant/Counsellor having relevant teaching experience.
- Professionals holding Masters' degree in the respective field or allied disciplines having a minimum of 5 years of experience in the relevant area.
- If you are taking the help of a Teacher/Professional apart from the faculties engaged during the counselling sessions at your study centre, then the Teacher/Professional's bio-data is to be approved by the respective Course Coordinators. The bio-data should contain the teaching/work experience, area of specialization, Research publications and experience in guiding the project work.

Certain Key Points

- Always preserve a copy of the dissertation with you with all due signatures in originals. This may be required for your future academic/research/job purpose. Secondly, the University may also ask a copy of that report as and when required.

- You may be asked to present your dissertation either at the University /or at any assigned place face to face or through online mode.
- The Dissertation must be typed in Computer. It may be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout. The Title/Acknowledgement/ Content pages, should be numbered in Roman letters (i, ii, iii etc...) while the main body part must be numbered in standard (1,2,3,) format. Annexures should be included at the End and should also be numbered in Roman letters (i, ii, iii etc...)

Section II: Dissertation Performance

Cover Page: The cover page on the bound copy of the report should indicate. **Colour of the Hard Cover of the dissertation must be LIGHT BLUE.**

- The title of the dissertation. It would be short and written in capital letters. If necessary, it should be followed by an explanatory sub-title.
- Your name and enrolment number/ Exam roll no /year of examination.
- Name and designation of the faculty member/ Coordinator/ Academic Consultant who has guided you.
- Name and designation of the person of the organization who has guided you.

PROJECT DISSERTATION

On

“ *TopicName* ”

SUBMITTED TO

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

IN

PARTIAL FULFILLMENT OF THE

**MASTER OF
ARTS (PHILOSOPHY)**

(YEAR)

by

Name:.....

Enrollment No.....

Study Centre Code:

Under the Guidance of

Name of Internal Guide/External Guide

Designation

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY.

Guwahati, Assam

Certificate of the Guide/ Supervisor (Format)

<u>Certificate of the Guide/ Supervisor</u>	
Mentor/GuideName:	
Designation:	
This is to certify that the project report entitled “ _____ ” has been prepared by Ms./Mr. _____ bearing enrolmentnumber_____under my supervision and guidance, for the partial fulfilment of MASTER OF ARTS (PHILOSOPHY) of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.	
Date:	Signature of Guide

Certificate of the Study Centre Coordinator/ Academic consultant of Study Centre

<u>Certificate of Study Centre Coordinator/Academicconsultant</u>	
Coordinator/Academicconsultant Name:	
Designation:	
This is to certify that the project report entitled “ _____ ” has been prepared by Ms./Mr. _____ under the guidance of Dr./ Sri/Mr./Ms._____, for the partial fulfilment of MASTER OF ARTS (PHILOSOPHY)programme of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.	
Date:	Signature

Acknowledgement: The learner should to provide an acknowledgement of the help received from Supervisor, other teachers, Libraries and any other organizations/ source/ person. One may also acknowledge assistance from family members, friends and others. The learner has to put his / her signature and the Enrollment No. at the end of the acknowledgement.

Self-Declaration by the Learner: The learner has to make the following declaration:

<u>Self-Declaration By The Learner</u>	
<p>I do hereby declare that this project work entitled “ _____ ” submitted by me for the partial fulfilment of the requirement for the award of MASTER OF ARTS (PHILOSOPHY) programme of Krishna Kanta Handiqui State Open University is a product of my own research work. The report embodies the finding based on my study and observation and has not been submitted earlier for the award of any degree or diploma to any Institute or University.</p>	
Name:	Signature of the Learner
Enrolment Number:	Date:

Table of Contents:

Also called INDEX, the Table of Contents should provide the title of all chapters (with page numbers) major subdivisions and appendices. The table should also indicate the commencing page numbers of the preface, the bibliography appendices & annexure.

Main Dissertation:

Your main report should follow the chapter scheme you had indicated in your synopsis. Generally, the sequential presentation should be as follows:

- **Chapter-I: Introduction of the problem:** this chapter should provide a background of the problem and what is proposed to be investigated. The significance of the problem, the objective and the scope of the study and the contribution and impact your study will make should be elaborated. A brief description of the organization where you have conducted the project should be provided.
- **Chapter-II: Theoretical Perspective:** This chapter should give an overview of the theoretical concepts related to the problem under study. You should refer to the current status of research in the area and major finding thereof. These should bring out the necessity for a study of the kind you have undertaken and the approach you intend to follow.
- **Chapter-III, IV, V Discussion/Body of the Report:** Presentation of the relevant analysis and discussion thereon. After you define your research problem clearly and definitely, you have to explain the issue with different relevant philosophical theories.

- **Appendices and Annexure:** Appendices are listed alphabetically e.g Appendix A Appendix B etc. and contain the table(if there) for the study .They are not included in the main chapters but referred to in the discussion and interpretations. Appendices are placed after the last chapter on summary conclusions.
- Annexure are numbered numerical e.g., Annexure II etc. and contain such supporting information which through not collected as primary and secondary data, yet is relevant in discussion and for easy reference.
- **References:** references can be mentioned either at the bottom of the appropriate page where these are referred or at the end of each chapter. If this has not been done, a third alternative is to list them at the end of the report immediately after the appendices / Annexure.
- **Bibliography:** A bibliography is a list of published sources consulted during the course of project work and normally includes all work listed in the text and text notes. The bibliography can be listed in alphabetical order or split into two separate list each covering books and articles.

Section III: A Guide to Organising the Contents of Dissertation

1. The Title of the Study: A single sentence describing the inquiry should be in the title. The title is frequently used to refer to the independent and dependent variables. Bear in mind that your reader will first notice the title of the Dissertation and will want to know if the dissertation is relevant to his or her research interests. Your dissertation title should be a short yet accurate description of the report's content. Avoid using terms such as "a research into..." or "an experiment to discover..." in the opening of your title. Not only are such sentences redundant and contribute nothing to the text, they also reflect sloppy thinking. The phrase "title" is not acceptable as the initial word in a title. The reader will identify it as the title due to its placement.

2. The Abstract of the Study: The abstract describes your entire work in a single paragraph. A short overview of the goal and approach should be provided, as well as sections on the findings and discussion. Exclude detailed information such as statistics and statistical test names from this section. Aim for a length of maximum 150 words for your abstract. The abstract is the second thing a reader sees after the title, and it may be the only thing they see. As such, it should give a comprehensive yet brief overview of the whole report, allowing readers to decide whether to continue reading or not. As a general rule, write four short lines describing (1) why

you did it, (2) what you did, (3) what you discovered, and (4) what you concluded. Write the abstract once you have completed the body of the report. You may struggle to write a succinct abstract in a single session. Perhaps it is more convenient to start with a lengthier version and then shorten it.

3. Introduction to the Study: To begin, you should defend the study you're addressing. This implies that after reading the introduction, the reader should be able to deduce the subject of your Report. Simultaneously, your introduction should explain to someone who is not an expert why you did this study. As a consequence, the introduction will begin with a general framework and go to the study's specific reasoning and objectives. Typically, this section will include an overview of prior work in the subject, as well as an explanation of the theoretical or practical motives for doing the study. The following is an example of an effective content sequence for an introduction:

- Describe and identify the subject you wish to research, and, if necessary, justify its fascination and/or significance.
- Describe previous work (and maybe your own) that relates to the subject at hand.

Justify your previous work's inadequacy. It might have methodological problems, or there could be need for extension of previous work, or this could be the first time it has been reproduced, or you could be comparing the sufficiency of various theories. (If the previous work is complete, error-free, and has been repeated several times, or if the best hypothesis is known, further research is unnecessary.) Justifications for why previous work was inadequate should logically lead to the study you did. You are not need to go into detail here, but it should be obvious how the most recent work resolves open theoretical issues, corrects past research's mistakes, and/or enhances our present understanding.

What are your expectations for the result of your study, and why? Complete this section by describing your study research questions (what you expect will happen based on your theoretical framework and/or the constraints of previous studies). If you are performing more exploratory research and are unclear about the conclusion, briefly describe the study's aims and desired outcomes. This final paragraph of the introduction is critical to the study's and report's comprehension. If this part is well-defined, discussing and evaluating the outcomes will be lot easier. Ascertain the relevance of your theories to the essay's main body. Your theories do not have to be enumerated or bulleted.

4. Methodology of Research: The Methodology of the dissertation will be mainly descriptive and analytical.

5. Characterisation: Based on your chaptalisation plan, organise the main body of the Dissertation in a systematic way. Try to organise your body in a way like there is a continuity of flow throughout the discussion.

6. Findings and Discussions: From the philosophical and theoretical analysis of the main issue, finding will have to find out. A detail explanation, description and discussion must provide in support of that. Based on it, there must be a conclusion for each core chapter.

7. Conclusions: To end the discussion, it is desirable that you draw certain important conclusions of the study and based on those you can also offer certain suggestions of your findings. Here, you can also highlight certain limitations you faced during your study or point out certain future directions of research on the area.

Section IV: Certain Areas of Research for Your Dissertation

We are providing here certain areas of research for your Dissertation. Please note that you don't have to necessarily choose exactly any of these topics. These are meant to help you come out with an appropriate topic only.

- 1) A Critical Study on Scepticism: With Special reference Descartes.
- 2) A Critical Study on Scepticism: With Special reference David Hume.
- 3) A Philosophical Study on the Issue of Memory
- 4) Discussion on Correspondence Theory of Truth.
- 5) Discussion on Coherence Theory of Truth.
- 6) Discussion on Pragmatic Theory of Truth.
- 7) A Study on Cogito Ergo sum of Descartes.
- 8) A Philosophical Study on Aristotle's Concept of Happiness.
- 9) A Philosophical Study on Aristotle's Concept of Eudaemonia.
- 10) An Ethical Discussion on Hedonism
- 11) An Ethical Study on Rationalism: With Special Reference to Kant
- 12) A Philosophical Study on Liberalism
- 13) A Philosophical Study on Individualism
- 14) Plato's Concept of Knowledge: A Philosophical Discussion
- 15) Plato's Concept of Idea or Form: A Philosophical Discussion
- 16) A Study on Hume's Idea of Self
- 17) A Study on Kant's Concept of Space and Time
- 18) A Philosophical Study on Gita's Concept of Karma Yoga
- 19) A Philosophical Study on Jaina Concept of Syatvada
- 20) A Philosophical Study on Jaina Concept of Anekantavada
- 21) A philosophical Study on Four Nobel Truths of Buddhism
- 22) Philosophical Analysis of the Concept of Brahman: With Special Reference to Samkara

- 23) Philosophical Analysis of the Concept of Brahman: With Special Reference to Ramanuja
- 24) Philosophical Analysis of the Concept of Brahman: With Special Reference to Maddhva
- 25) An ethical Study on Purusartha
- 26) K.C. Bhattacharyya's Concept of the Absolute and its Alternative form
- 27) A Philosophical Reality of Sri Aurobindo
- 28) Interpretation of Gita: B. G. Tilak
- 29) Radhakrishnan's view on Absolute
- 30) Swami Vivekananda's Concept of Universal Religion
- 31) Moore's Defence of Common Sense: A Study
- 32) Phenomenological Reduction of Husserl: A Philosophical Study
- 33) A Study on Gandhi's Concept of Non-violence
- 34) Capital punishment: An Ethical Discussion

ANNEXURE V**List of Assigned Faculty (course-wise) in MASTER OF ARTS (PHILOSOPHY)**

Sem	Title of Courses	Faculty/Course Coordinator	Discipline	School
I	Metaphysics: Western	Dr.Bhaskar Bhattacharyya	Philosophy	Surya Kumar Bhuyan School of Social Sciences
	Epistemology: Western	Dr. Bhaskar Bhattacharyya	Philosophy	
	Moral Philosophy: Western	Dr.Tejasha Kalita	Philosophy	
	Logic - I	Dr.Tejasha Kalita	Philosophy	
	Sociology of Health and Illness	Dr. Gargi Gayan	Sociology	
II	History of Western Philosophy	Dr.Tejasha Kalita	Philosophy	Surya Kumar Bhuyan School of Social Sciences
	Indian Philosophy - I	Dr. Bhaskar Bhattacharyya	Philosophy	
	Indian Philosophy - II	Dr. Bhaskar Bhattacharyya	Philosophy	
	Contemporary Indian Philosophy	Dr. Bhaskar Bhattacharyya	Philosophy	
	Indian Administration	Dr. Abhijit Bhuyan	Political Science	
III	Indian Moral Philosophy	Dr.Tejasha Kalita	Philosophy	Surya Kumar Bhuyan School of Social Sciences
	Contemporary Western Philosophy - I	Dr. Bhaskar Bhattacharyya	Philosophy	
	Contemporary Western Philosophy - II	Dr. Bhaskar Bhattacharyya	Philosophy	
	Gandhian Thought	Dr.Tejasha Kalita	Philosophy	
	Political Sociology	Dr. Bipul Das	Political Science	
IV	Applied Ethics	Dr.Tejasha Kalita	Philosophy	Surya Kumar Bhuyan School of Social Sciences
	Philosophy of Religion	Dr.Tejasha Kalita	Philosophy	
	Social and Political Philosophy	Dr.Tejasha Kalita	Philosophy	
	Logic - II	Dr. Bhaskar Bhattacharyya	Philosophy	
	Women and Politics	Dr.Jahnabi Devi	Political Science	

ANNEXURE VI**Common Basket of Ability Enhancement Courses (AECs) and Value Added Courses (VACs) for PG Programmes**

Semester	Course Type	Name of the Course
I	AEC (any one course)	101 Essential Assamese <i>(Open to all except those from Assamese)</i>
		102 English for Media Studies
		103 Social Entrepreneurship and Project Management
	VAC (any one course)	101 Introduction to Ethics <i>(Open to all except those from Philosophy)</i>
		102 Essentials of Indian Constitution <i>(Open to all except those from Political Science)</i>
		103 Indian Traditional Knowledge System
		104 English Communication Skills
		105 Traditional Media
II	VAC (any one course)	201 Advertisement Strategy
		202 Cyber Security
III	AEC (any one course)	301 Life Skills
		302 Computer Applications in Quantitative Analysis
		303 Writing for Media

AEC 101 Essential Assamese

Course Objectives

- To introduce learners with the nuances of Assamese grammar
- Illustrate useful contents related to vocabulary, narrative writing and professional writings

Course Outcomes

- The learners will develop their art of speaking and writing
- The learners will be able to demonstrate their professional skill in media houses and other professional houses

Syllabus

অধ্যায় ১: বৰ্ণ আৰু আখৰ

বৰ্ণ বা আখৰ, ধ্বনি, বৰ্ণ বা আখৰ আৰু ধ্বনিৰ সম্পৰ্ক, অসমীয়া স্বৰ আৰু ব্যঞ্জন ধ্বনি, অসমীয়া ভাষাৰ আখৰ, চন্দ্রবিন্দুৰ ব্যৱহাৰ, গত্ৰবিধি আৰু ষত্ৰবিধি

অধ্যায় ২: বাক্যসজ্জা

অসমীয়া ভাষাৰ বাক্যৰীতি : উদ্দেশ্য আৰু বিধেয়, বাক্যৰ শ্ৰেণীবিভাজন, বাচ্য, উক্তি, বাক্যত পদৰ ক্ৰম

অধ্যায় ৩: প্ৰত্যয় আৰু বিভক্তি

প্ৰত্যয় : কৃৎ প্ৰত্যয়, তদ্ধিৎ প্ৰত্যয়, নিৰ্দিষ্টতাবাচক প্ৰত্যয়, বিভক্তি : নাম বিভক্তি বা কাৰক বিভক্তি, ক্ৰিয়া বিভক্তি, বিভক্তি আৰু প্ৰত্যয়ৰ পাৰ্থক্য, উপসৰ্গ,

অধ্যায় ৪: কাৰক, লিঙ্গ আৰু বচন

কাৰকৰ সংজ্ঞা, কাৰকৰ ভাগ, লিংগৰ সংজ্ঞা, লিংগৰ ভাগ, লিংগবিচাৰৰ নিয়ম, বচনৰ সংজ্ঞা, বচনৰ ভাগ

অধ্যায় ৫: সন্ধি আৰু সমাস

স্বৰসন্ধি, ব্যঞ্জনসন্ধি, দ্বন্দ্ব সমাস, দ্বিগু সমাস, বহুব্ৰীহি সমাস, কৰ্মধাৰয় সমাস, তৎপুৰুষ সমাস, অব্যয়ী ভাব সমাস

অধ্যায় ৬: জতুৱা ঠাঁচ আৰু ভাব সম্প্ৰসাৰণ

জতুৱা ঠাঁচ আৰু খণ্ডবাক্য, ভাব সম্প্ৰসাৰণ, সাৰাংশ লিখন

অধ্যায় ৭: ৰচনা লিখাৰ সাধাৰণ প্ৰণালী

ৰচনা কি, ৰচনা লিখাৰ নীতি, ৰচনাৰ শ্ৰেণীবিভাগ

অধ্যায় ৮: লিখনি নিৰ্মাণ

যতিচিন, লিখনি সুসজ্জত গঠন; অনুচ্ছেদ নিৰ্মাণ; অনুচ্ছেদ লেখন প্ৰক্ৰিয়া; প্ৰবন্ধ/ ৰচনা নিৰ্মাণ; আপোনাৰ লেখনীৰ সম্পাদনা

অধ্যায় ৯: বিশেষ প্ৰবন্ধ লিখাৰ কৌশল

বিশেষ প্ৰবন্ধৰ অৰ্থ, বিশেষ প্ৰবন্ধৰ বিভিন্ন প্ৰকাৰ- সাক্ষাৎকাৰভিত্তিক প্ৰবন্ধ, তথ্যভিত্তিক প্ৰবন্ধ, বিশেষ ব্যক্তিক কেন্দ্ৰ কৰি লিখা প্ৰবন্ধ, ফিচাৰেটচ্, সংবাদভিত্তিক প্ৰবন্ধ আৰু মানৱীয় আগ্ৰহ বৃদ্ধিকাৰী প্ৰবন্ধ, বিশেষ প্ৰবন্ধ নিৰ্মাণ কৌশল

অধ্যায় ১০: বৃত্তান্ত ইয়াৰ বিভিন্ন ৰূপ

বৃত্তান্ত কি; বৃত্তান্ত কথন, কথক, বৃত্তান্তৰ ধৰন, বৃত্তান্তৰ দৃষ্টিভঙ্গী, শ্ৰোতা নাইবা সম্বোধিত ব্যক্তি; কথনৰ প্ৰকাৰ; কথনৰ উপাদান; বৃত্তান্তৰ বৰ্ণনা উপযুক্ততা আৰু বিশ্বাসযোগ্যতা; ৰৈখিক আৰু অ-ৰৈখিক বৃত্তান্তৰ গাঁথনি; বৃত্তান্তৰ অনুচ্ছেদ; প্ৰবন্ধ ৰচনাত বৃত্তান্ত

অধ্যায় ১১: ভাষা দক্ষতা

শব্দকোষ-শব্দৰ বাছনি; একাধিক অৰ্থ থকা শব্দ; সমাৰ্থক আৰু বিপৰীত শব্দ, বাক্য গাঁথনি, কিছুমান সাধাৰণ ভুল

অধ্যায় ১২ : সংবাদ মাধ্যমৰ বাবে লিখাৰ উৎস

উৎসৰ প্ৰকাৰ; সংবাদ উৎসৰ বিকাশ; নীতিগত দিশ আৰু আৰোপিত বৈশিষ্ট্য

অধ্যায় ১৩ : সমীক্ষা লেখন

গ্ৰন্থ সমীক্ষাৰ কলা; চলচ্চিত্ৰ সমীক্ষাৰ কলা; নাট্য সমীক্ষাৰ কলা; সংগীত সমীক্ষাৰ কলা

অধ্যায় ১৪ : বিজ্ঞাপন

বিজ্ঞাপন কি; বিজ্ঞাপনৰ প্ৰধান ধাৰণাসমূহ; কপি ৰাইটিং; ৰেডিঅ' কপি; টেলিভিছন কপি

Basic Reading List:

- Goswami, Upendranath (1997); *AxamiyaBhasarByakoron*; Guwahati: Moni-Manik Prakash
- Goswami, Golokchandra (1996); *Axamiya Borno prokash*; Guwahati: Bina Library
- Bora Satyanath (1998); *Bohol Byakoron*; Guwahati
- Anker.S(1998); *Real Writing*, Boston:Bedford Books
- Misra.P.S.(2009); *An Introduction to Stylistics: Theory and Practice*, New Delhi:Orient Black Swan
- Puri, Manohar (2006); *Art of Editing*, Pragun Publications, New Delhi

AEC 102 English for Media Studies

Course Objectives

- To familiarise the learners with the process of writing for the media
- To identify the specific use of English in the field of media
- To equip learners with basic writing skills required for media

Course Outcomes

- On completion of this course, the learners will be able to-
- Familiarize oneself with the process of writing for different forms of media
- Make proper utilization of the English language in media
- Acquire the basic writing skills in English for various media forms

UNIT 1: INTERVIEWING AND NOTE TAKING

Definition of Interview, preparing for interview, conducting the interview, text of interview, language for audio-visual interview, note taking

UNIT 2: EDITORIAL WRITING

Defining Editorial, Introduction to the editorial page, writing the editorial, rules for Editorial writing, writing the Feature, Writing the Article, writing the middle, Letters to the Editor

UNIT 3: ART OF COLUMN WRITING

Types of columns, distinguishing characteristics of an op-ed, steps to be followed while writing a column

UNIT 4: ELEMENTS OF GOOD WRITING

Characteristics- precision, clarity in writing, use of simple sentences, grammar and punctuation, avoiding clichés, pacing, use of transitions

UNIT 5: PREPARING COPY

Copy editing- use of quotes, paraphrases, attribution, writing the lead, grammatical mistakes- confusion in the use of 'who' and 'whom', possessive pronouns, use of active voice, copy reading symbols

UNIT 6: MASTERING THE LANGUAGE OF EDITING

Importance on vocabulary, sentence construction, participles, pronouns, verbs, nouns, foreign words, prepositions, paragraphs, selection of right words

UNIT 7: REVIEW WRITING

Book review- fiction, adverse criticism, non-fiction, the collection, poetry, drama, Steps to be followed while doing a book review, drama review, Film review

UNIT 8: NEWS WRITING

Language and style of Indian Media, Language and style for print and cyber media, Language and style for Radio, Language and style for Television

UNIT 9: HEADLINE WRITING

Meaning of headline, Types of headline, Functions of a headline, Factors to be kept in mind while writing headlines, Headline writing skills- use of verbs, use of Articles and Voices, Use of Decks, The Five Ws, use of Short Synonyms, Abbreviations, Punctuation, Line Balance, Guidelines for Headline Writing

UNIT 10: WRITING FOR ADVERTISING COPY

Introduction, Key concepts in Advertising, Copywriting, Radio copy, Television copy

UNIT 11: WRITING AND REWRITING FOR PUBLIC RELATIONS

Preparing news releases- Announcement releases, Backgrounders, Position Papers, Tip Sheets, Rewriting News Releases, Writing newsletter stories

UNIT 12: GRAMMAR AND USAGE

Sequence of Tenses, Voice, Narration, Punctuation, Vocabulary

UNIT 13: COMMON ERRORS IN THE USE OF ENGLISH LANGUAGE

Errors of Concord, Errors of Construction, Errors of Order, Errors in Prepositions, Errors in Conjunctions

UNIT 14: REPORTING PUBLIC SPEECH

Reporting public speeches- background information, covering the speech, using a prepared text, writing the speech story for print

UNIT 15: STYLE AND THE STYLEBOOK

Need of a stylebook, -consistency, preference and tradition, Guidelines of different stylebooks, Mechanical rules

Basic Reading List:

- Chaturvedi, S.N. (2007), Dynamics of Journalism and Art of Editing, Cyber Tech Publications, New Delhi
- Hough, George A. (2006), News Writing, Kanishka Publishers, Distributors, New Delhi
- Kamath, M.V (2005), The Journalist's Handbook, Vikas Publishing House Pvt Ltd, New Delhi
- Lorenz, Alfred Lawrence, John Vivian (2006), News : Reporting and Writing, Dorling Kindersley, New Delhi
- Parthasarathy, Rangaswami (2006), Basic Journalism, Macmillan India Ltd., New Delhi
- Singh, Chandrakant P. (1999), Before the Headlines, Macmillan India Limited, New Delhi
- Sissons, Helen (2006), Practical Journalism : How to Write News, Sage Publications, UK
- Singh, Bhanu Pratap (2011), Art of Editing, Anmol Publications Pvt Ltd, New Delhi
- Wrinn, Mary J.J. (2008), Elements of Journalism, Cosmo Publications, New Delhi

AEC 103 Social Entrepreneurship and Project Management [Credits=3+1]

Course Objectives

The Course aims at enabling the learner

- To be able to define the field of social entrepreneurship and key traits of social entrepreneurs
- To be able to describe and apply key theories and concepts the field of social entrepreneurship
- To understand the key elements and functions of project management

Course Outcomes

This course will enable the learners

- To understand social entrepreneurship and livelihood means for sustainable development. This course focuses on optimum utilization of available resources.

UNIT 1: ENTREPRENEURSHIP

Meaning of Entrepreneur; Characteristics of an Entrepreneur; Emergence of Entrepreneurial Class; Role of Entrepreneurs in Economic Growth; Meaning, concept of Entrepreneurship; entrepreneurial leadership and Motivation

UNIT 2: THEORIES OF ENTREPRENEURSHIP

Economic Theory; Sociological Theory; Dynamic Entrepreneurship Innovation Theory; Leibenstein's X- efficiency Theory; Theory of Profit

UNIT 3: SOCIAL ENTREPRENEURSHIP

Meaning, Concepts, Importance of Innovation in the social development sector; Entrepreneurship Development Programmes- Meaning and Importance; Institutions providing Entrepreneurship Development Programmes in India; Banking and Microfinance

UNIT 4: SOCIAL ENTREPRENEURSHIP IN NORTHEAST INDIA

Social Sector Perspectives and Interventions; Role of Entrepreneurship Development Programmes in Context of North- East Region; Local Economy and Training Indigenous Entrepreneurs

UNIT 5: SOCIAL ENTREPRENEURSHIP AND LIVELIHOODS

Joint ventures in social entrepreneurship, public private joint ventures, partnerships for power, solidarity and benefit sharing, ownership rights within joint ventures, addressing dilemmas of corporate and international joint ventures for livelihoods

UNIT 6: SOCIAL SECURITY AND LIVELIHOODS

Strategies through Networking and Partnerships, Livelihood Policy, Livelihood security through five-year plans MGNREGA- understanding from socio-political, cultural perspectives, impact, People's participation and democratic governance

UNIT 7: PROJECT MANAGEMENT AND SOCIAL ENTREPRENEURSHIP

Meaning of Project management; Social Entrepreneurship as an emerging concept in corporate India and skills in Project Management, Government bodies and Voluntary Sector, Social Entrepreneurship Models

UNIT 8: PROJECT LIFE CYCLE

Phases: Conception/Formation Stage; Definition/Build-up Phase; Acquisition/Production Phase; Operation Phase; Divestment/Termination Phase

UNIT 9: PROJECT ASSESSMENT

Assessment tools for social mapping, budget analysis, monitoring and evaluation of pro-people policies and projects supported by public and private funds, Diversity Mapping within organizations and groups; outreach of programme implementation process, Ecological debts, Environment and Social Costing; Financial Analysis

UNIT 10: LEADERSHIP AND RESOURCE PLANNING IN PROJECT MANAGEMENT

Leadership styles, processes, motivation, strategies, leadership roles in sustaining projects, leadership and communication, leadership in vulnerable sectors, people's leadership and ethics, Forward backward linkages between resource groups, fund raising, fund allocations, resource mobilization plans

UNIT 11: VALUE-CO CREATION

Synergy between products, people and process, innovations for market and for social capital creation, valuing abilities within disabilities, social inclusion with exclusive rights of marginalized categories, Quality driven initiatives and alternative development models

UNIT 12: NETWORKING

Tools of social resource mapping and utilization process, Livelihood networks based on ecosystems, Solidarity networks, Community networks, Outcome mapping through networks, power and networking, role of communication in networking.

Practicum: Social Entrepreneurship and Livelihood Initiatives/ Projects, Case Studies (1 credit)

Basic Readings List:

- Khanka. S. S. (2013). *Entrepreneurial Development*; S. Chand & Co. Ltd., Ram Nagar, New Delhi.
- Donald F. Kuratko, (2014). *Entrepreneurship – Theory, Process and Practice*, 9th Edition, Cengage Learning.
- Abyad, Abdulrazak (2018), Project Management, Motivation Theories and Process Management, *Middle East Journal of Business*, Oct. 2018, Vol. 13, Iss. 4
- PetarJovanović, Ivana BeriĆ, (2018), Analyses of the available Project Management Methodologies, *Journal of Sustainable Business and Management Solutions in Emerging Economies*, 2018/23(3)

AEC 301 Life Skills

Course Objectives

The objectives of the course are to:

- Enhance the ability of developing self-knowledge and self-awareness by overcoming all fears and insecurities
- Increase emotional competency and emotional intelligence at the place of study/work
- Provide the opportunity for realizing self-potential through practical examples
- Develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others

Course Outcomes

After successfully completing the course, learners will be able to

- Gain Self-competency and Confidence
- Gain Emotional Competency
- Gain Intellectual Competency
- Gain an Edge through Professional Competency
- Aim for a High Sense of Social Competency
- Imbibe the attributes of an Integral Human Being

UNIT 1: LISTENING AND SPEAKING

Techniques of Effective Listening and speaking, Listening and Comprehension, Probing Questions, Barriers to Listening, Pronunciation, Enunciation, Vocabulary, Fluency, Common Errors

UNIT 2: READING, WRITING AND DIFFERENT MODES OF WRITING

Techniques of Effective Reading, Gathering Ideas and Information from a Given Text, Evaluating and Interpreting the Text; Avoiding Ambiguity, Vagueness, Unwanted Generalizations, and Oversimplification of Issues; Being structured and sequenced; Using Different Modes of Writing like E-mails, Proposal, Recording the Proceedings of Meetings

UNIT 3: DIGITAL LITERACY AND SOCIAL MEDIA, DIGITAL ETHICS AND CYBER SECURITY

Basic Computer Skills on MS Office Suite, MS Excel, MS Word, MS PowerPoint; Basic Virtual Platforms like Zoom, Google Meet, Cisco Webex, MS Teams; Cyber Security and Threats, Vulnerabilities of Cyber Attacks; Digital Ethics, Digital Etiquette and Digital Life Skills

UNIT 4: NONVERBAL COMMUNICATION

Meaning of Nonverbal Communication; Advantages of Using Nonverbal Communication, Modes of Nonverbal Communication like Eye Contact and Facial Expression, Hand Gestures; Do's and Don'ts in NVC

UNIT 5: GROUP DISCUSSION SKILLS AND INTERVIEW SKILLS

Meaning and Methods of Group Discussion; Procedure of Group Discussion; Group Discussion — Common Errors; Meaning and types of interviews; Dress code, background research; Do's and Don'ts; Situation, task, action, and response (STAR concept) for facing an interview; Interview procedure; Important questions generally asked at a job interview; common errors that candidates generally make at an interview

UNIT 6: EXPLORING CAREER OPPORTUNITIES, RÉSUMÉ SKILLS

Knowing yourself — Personal characteristics; Knowledge about the world of work, requirements of jobs, including self-employment; Sources of career information; Preparing for a career based on potential and availability of opportunities; Introduction of résumé and its

importance; Difference between a CV, résumé and biodata; Essential components of a good résumé; Common errors while preparing a résumé

UNIT 7: COGNITIVE AND NON-COGNITIVE SKILLS, PRESENTATION SKILLS, AND LISTENING AS A TEAM SKILL

Cognitive Skills: Meaning and Types of Cognitive Skills, Strategies to Develop Cognitive Skills like Critical Thinking Skills, Problem-solving skill; Non-cognitive Skills: Meaning and Types of Non-cognitive Skills; Strategies to Develop Non-cognitive Skills like Empathy, Creativity, Teamwork; Types of Presentations; Knowing the Purpose; Knowing the Audience; Opening and Closing a Presentation; Using Presentation Tools; Handling Questions; Ways to Improve Presentation Skills over Time

UNIT 8: TRUST AND COLLABORATION, BRAINSTORMING, SOCIAL AND CULTURAL ETIQUETTES, INTERNAL COMMUNICATION

Importance of Trust in Creating a Collaborative Team; Spirit of Teamwork; Understanding Fear of Being Judged and Strategies to Overcome Fear; Advantages of Effective Listening; Listening as a Team Member and Team Leader; Brainstorming as a Technique to Promote Idea Generation; Need for Etiquette; Aspects of Social and Cultural/Corporate Etiquette in Promoting Teamwork; Use of Various Channels for Transmitting Information to Team Members

UNIT 9: LEADERSHIP SKILLS, INNOVATIVE LEADERSHIP AND DESIGN THINKING

Understanding Leadership and its Importance; Traits and Models of Leadership; Key characteristics of an effective leader; Leadership styles; Basic Leadership Skills like Motivation, Teamwork, Negotiation, Networking; Concept of emotional and social intelligence; Design thinking and its key elements; Learning through Biographies - Drawing insights on how leaders sail through difficult situations

UNIT 10: MANAGERIAL SKILLS

Basic managerial skills like planning for effective management, organizing teams, recruiting and retaining talent, delegation of tasks, coordinating, managing conflict; Self-management skills like understanding self-concept, developing self-awareness, self-examination, self-reflection and introspection, self-regulation, managing personal finance; Aspects of budgeting like setting personal goals, estimating likely expenses and managing saving, investment and spending

UNIT 11: ENTREPRENEURIAL SKILLS, ETHICS AND INTEGRITY

Basics of entrepreneurship- meaning of Entrepreneurship, classification and types of entrepreneurs, traits and competencies of entrepreneur; creating business plan - problem identification and idea generation, idea validation, pitch making; ethics and conduct - importance of ethics, personal and professional moral codes of conduct, creating a harmonious life

UNIT 12: LOVE AND COMPASSION, TRUTH, NON-VIOLENCE

Forms of love; love, compassion, empathy, sympathy and non-violence, narratives and anecdotes from history and literature including local folklore on gains and losses in practising love; Truth- truth as value, truth as fact- narratives and anecdotes from history and literature including local folklore on gains and losses in practicing truth; Non-violence – Ahimsa, individuals and organizations that are known for their commitment to non-violence; Narratives and anecdotes about non-violence from history and literature, including local folklore on gains and losses in practicing non-violence

UNIT 13: PEACE, SERVICE, RENUNCIATION

Peace- its need, relation with harmony, and balance; Narratives and anecdotes about peace from history and literature, including local folklore on gains and losses in practicing peace; Service and its forms; Narratives and anecdotes dealing with instances of service from history and

literature, including local folklore on gains and losses in practicing service; Renunciation and sacrifice; self-restrain and ways of overcoming greed; narratives and anecdotes from history and literature, including local folklore on gains and losses in practicing renunciation and sacrifice

UNIT 14: CONSTITUTIONAL VALUES, JUSTICE AND HUMAN RIGHTS, RIGHTEOUSNESS

Righteousness, dharma and propriety; Fundamental Values like Justice, Liberty, Equality, Fraternity, Human Dignity; Fundamental Rights and Fundamental Duties as stated in Indian Constitution

Basic Reading List:

- Sen, Madhuchanda. 2010. An Introduction to Critical Thinking. Delhi: Pearson.
- Silvia, P. J. 2007. How to Read a Lot. Washington DC: American Psychological Association
- EH McCrath, 1999; Basic Managerial Skills for All; Prentice Hall of India
- Ashokan, M. S. 2015. Karmayogi: A Biography of E. Sreedharan. London, UK: Penguin
- Chandra, P. 2017. Financial Management: Theory & Practice. 9th edition. New York: McGraw Hill Education
- Leading with Cultural Intelligence: The New Secret to Success, New York: American Management Association
- McCormack, M.H. 1986. What They Don't Teach You at Harvard Business School: Notes from A Street-Smart Executive. New York: Bantham
- Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London: Penguin
- Basham, A.L. 1954. First edition. The Wonder That Was India. London: Picador Press.
- Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission.
- Ghosh, Sri Aurobindo. 1998. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram.
- Joshi, Kireet. 1997 Education for Character Development, Delhi: Dharma Hinduja Centre of India Studies

AEC 302 Computer Applications in Quantitative Analysis [Credits 3+1]

Course Objectives

The course aims at providing the learners

- Thorough understanding of quantitative analysis
- The requisite skills to conduct quantitative analysis
- Proficiency in using computers in quantitative analysis

Course Outcomes

After undergoing the course, learners will

- Acquire a thorough understanding of principles and practices of quantitative analysis
- Obtain the requisite skills to conduct quantitative analysis
- Attain proficiency in using computers in quantitative analysis

UNIT 1: FUNDAMENTALS OF QUANTITATIVE ANALYSIS

Introduction to quantitative analysis, Idea and process of quantification, issues of quantification, counting and measurement, notion of scale, dimensions of measurement, reliability and validity of scale, sensitivity and robustness of scale

UNIT 2: TYPES OF QUANTITATIVE DATA AND REPRESENTATION

Primary and secondary data; nominal, ordinal, interval and ratio data; time series, cross section and panel data; graphs and diagrams, tables – one way and cross tables

UNIT 3: BASICS OF HANDLING DATA IN SPSS

Understanding SPSS Environment – Data and Variable View; Defining Variables in a Dataset; Reading, Importing and Entering Data; Recoding Variables – Recoding into Same and Different Variables

UNIT 4: DESCRIPTIVE STATISTICS USING SPSS

Obtaining Frequency Tables; Getting Descriptive Statistics Measures: Central Tendency, Dispersion, Skewness and Kurtosis

UNIT 5: HANDLING OUTLIERS AND TESTING NORMALITY

Exploring Data to Check Key Assumptions such as Outliers and Normality

UNIT 6: CROSS TABULATION

Obtaining and Use of Cross Tables; Checking for Independences – Chi-Square etc.; Adding Layers to Cross Tables

UNIT 7: CUSTOM TABLES

Making Custom Tables – Adding Totals, Sub-Totals and Categories and Statistics; Handling three or more variables in Custom Table; Dealing with Multiple Responses

UNIT 8: CORRELATION ANALYSIS

Understanding Correlation by Scatter Diagrams; Obtaining Pearson's and Spearman's Correlation Coefficients

UNIT 9: REGRESSION ANALYSIS

Carrying out Simple Linear Regression; Obtaining Multiple Regressions; Carrying out Regression Diagnostics for Autocorrelation, Heteroscedasticity and Multicollinearity, Logistic Regression

UNIT 10: TESTING OF HYPOTHESIS

Basic steps in Hypothesis Testing; Carrying out t-Tests – Independent and Paired; Conducting ANOVA and performing Post Hoc Tests

UNIT 11: FACTOR ANALYSIS

Basic understanding of data reduction, Utility of Factor Analysis, Dimensions and Rotations, Component Matrix, Factor and Factor Scores

Activities/Practical : Hands on activities and work-sessions [1 Credit]

Basic Reading List:

- Bueno de Mesquita, E., & Fowler, A. (Eds.). (2021). *Thinking clearly with data: A guide to quantitative reasoning and analysis* (1st. edition). Princeton University Press.
- Field, A. P. (2020). *Discovering statistics using IBM SPSS statistics* (Fourth edition. South Asian adaptation). SAGE Publications.
- Rowntree, D. (2018). *Statistics without tears: An introduction for non-mathematicians* (Updated edition). Penguin Books.
- Spiegelhalter, D. J. (2020). *The art of statistics: Learning from data* (Paperback edition). Pelican Books.
- Stehlik-Barry, K., & Babinec, A. J. (2017). *Data analysis with IBM SPSS Statistics: Implementing data modeling, descriptive statistics and ANOVA*. Packt Publishing.
- Tabachnick, B. G., & Fidell, L. S. (2022). *Using multivariate statistics* (Seventh edition, second impression). Pearson India Education Services.
- Wheelan, C. J. (2014). *Naked statistics: Stripping the dread from the data* (First published as a Norton paperback). W.W. Norton & Company.

AEC 303 Writing for Media

Course Objectives

- To equip learners with skills required to write for the media
- To provide knowledge on process of writing in different formats for media
- To provide understanding of copy editing and proof reading

Course Outcomes

- On completion of this course, the learners will be able to-
- Identify and apply the skills required to write for the media and utilize them
- Explain the process of writing in different formats for media
- Describe the process of copy editing and proof reading

Unit 1: THE STRUCTURE OF WRITING

The cohesive structure of writing, The Structure of Paragraphs, The Writing Process of Paragraphs, The Structure of Essays/Articles, Editing your writing

Unit 2: WRITING FEATURE STORIES

Meaning of a feature story, Types of feature stories – Interview features, Information features, Personality features, Featurttes, News features and human interest features, Feature story construction

Unit 3: FORMS OF NARRATION

What is Narrative, Narration, Narrator, Narrative Mode and Narrative Point of View, Varieties of Narration, Elements of Narration, Reportability and Credibility of a Narrative, Linear and Non-linear Narrative Structure, The Narrative Paragraph, Narration in an Essay

Unit 4: LANGUAGE SKILLS

Vocabulary: Making choices, Words having multiple meaning, Synonyms and Antonyms, Sentence Structure, Some Common Errors

Unit 5: SOURCES OF WRITING FOR THE MEDIA

Types of sources, Developing news sources, Ethics and Attribution

Unit 6: REVIEW WRITING

Techniques of book review, Techniques of film review, Techniques of play review, Techniques of musical review

Unit 7: COPYWRITING FOR ADVERTISEMENTS

Introduction: What is advertising?, Key concepts of advertising, Copywriting, Radio copy, Television copy

UNIT8: WRITING FOR COLUMN, SCIENCE AND PRESS RELEASE

Column writing, Science write- up, Press Release

UNIT 9: EDITING

Meaning of Editing, Language Editing, Writing and Editing Photo Caption, Language for explaining graphs, charts, maps; Proof Reading

UNIT 10: WRITING FOR RADIO

Language and style of radio, Writing for radio news, structure of a radio news bulletin, Radio features and current affairs programmes

UNIT 11: WRITING FOR TELEVISION

Characteristics of broadcast news, Broadcast Lead, Preparing a Broadcast Copy

UNIT12: SCRIPTWRITING FOR FILMS

Format, component and styles, Shooting script and storyboarding, Steps to follow while writing a script

UNIT13: ART OF WRITING PLAYS

Types of Play, Formats of performance, Structure of a Play, Steps to write a Play

UNIT 14: WRITING CAPTIONS FOR PHOTOJOURNALISM

Concept of photojournalism, Basics of photojournalism, Qualities of a photojournalist, Basic parts of a caption, Writing and editing captions

UNIT15: COPY AND PROOF EDITING

Principles of copy editing, The Language of copy writing, Print media requirements, Radio and television copyediting

Basic Reading List:

- Chaturvedi, S.N. (2007), Dynamics of Journalism and Art of Editing, Cyber Tech Publications, New Delhi
- Hough, George A. (2006), News Writing, Kanishka Publishers, Distributors, New Delhi
- Kamath, M.V (2005), The Journalist's Handbook, Vikas Publishing House Pvt Ltd, New Delhi
- Lorenz, Alfred Lawrence, John Vivian (2006), News : Reporting and Writing, Dorling
- Kindersley, New Delhi
- Parthasarathy, Rangaswami (2006), Basic Journalism, Macmillan India Ltd., New Delhi
- Singh, Chandrakant P. (1999), Before the Headlines, Macmillan India Limited, New Delhi

VAC 101 Introduction to Ethics

Course Objectives

- To help the learners to know the important issues in moral sense
- To help the learners to explore the basic education of human life through the different issues of ethics
- To help the learners to determine the issues of what is good or right and bad or wrong

Course Outcomes

- Will know the meaning of ethics and moral philosophy
- Will know the different theories of ethics and will know the difference between normative ethics, meta-ethics and applied ethics
- Will help people to lead a better and ethical life, which will finally create some ethical human resource for the society.

UNIT 1: NATURE AND SCOPE OF ETHICS

Definition of Ethics, Nature of Ethics, Scope of Ethics

UNIT 2: THE CONCEPT OF MORALITY

Definition of Morality, The Nature of Morality, Different Moral Concepts, Moral theory

UNIT 3: FACT AND VALUE

What is fact, What is value, Classification of values, Distinction between fact and value

UNIT 4: MORAL CONCEPTS

Good, Right, Duty, Virtue, Good, Right, Duty, Virtue

UNIT 5: FREEDOM AND DETERMINISM

Determinism: Its Meaning, Arguments in Support of Determinism, What is Freedom or Free Will, Arguments In Support of Free Will, Brief Note On Predestination, Fatalism and Scientific Determinism, The Case Of Freedom and Determinism

UNIT 6: PURUSARTHA

Artha, Kama, Dharma, Moksa, Four Basic Sciences

UNIT 7: THEORIES OF PUNISHMENT NOTION OF CRIME AND PUNISHMENT

Theories of Punishment, Deterrent Theory, Reformatory Theory, Retributive Theory, Capital Punishment

Basic Reading list:

- S.P. Sharma: *Nature and Scope of Ethics*
- Ravi, I: *Foundations of Indian Ethics*
- J.N. Sinha: *A Manual of Ethics*
- J.N. Mohanty: *Classical Indian Philosophy*
- I.C. Sharma: *Ethical Philosophies of India*
- J.N. Mohanty: *Explorations in Philosophy*
- P. Benn: *Ethics: Fundamentals of Philosophy*

VAC 102 Essentials of Indian Constitution

Course Objectives

The course aims to providing learner

- An understanding of the background and process of making of the Constitution of India
- An awareness about the core values of principles underlying the Constitution of India
- An account of basic constitutional provisions and framework of governments' operation in service of the people of the country
- A sense of duties and responsibilities of as a citizen of the country

Course Outcomes

After completing the course, a learner will be able to

- Understand and appreciate the background, context and process of making of the Indian Constitution
- Appreciate and imbibe the core values and principles of the Constitution of India
- Act as a responsible citizen of the country performing her/his duties and responsibilities

UNIT 1: MAKING OF THE INDIAN CONSTITUTION

Formation of the Constituent Assembly, Drafting Committee, Adoption of the Constitution of India

UNIT 2: PHILOSOPHY AND IDEALS OF THE INDIAN CONSTITUTION

Philosophy and Ideals of the Indian Constitution: The Preamble of the Constitution of India; Sources of the Indian Constitution

UNIT 3: FEATURES OF THE INDIAN CONSTITUTION

Salient Features of the Indian Constitution

UNIT 4: FUNDAMENTAL RIGHTS AND FUNDAMENTAL DUTIES

Meaning, Historical Background, Nature, Importance, Categories of Fundamental Rights, Limitations of Fundamental Rights; Fundamental Duties: Background, Types and Significance of Fundamental Duties

UNIT 5: DIRECTIVE PRINCIPLES OF STATE POLICY

Meaning, Nature and Classification of Directive Principles of State Policy; Difference between Fundamental Rights and Directive Principles of State Policy

UNIT 6: GOVERNMENT AT THE UNION AND STATE LEVELS

Government at the Union level: The President of India, The Vice-President of India, The Union Council of Ministers, The Prime Minister; Government at the State level: The Governor, The State Council of Ministers and the Chief Minister

UNIT 7: THE PARLIAMENT OF INDIA AND THE STATE LEGISLATURE

Composition of the Parliament of India: The President, The Rajya Sabha, The Lok Sabha; Powers and Functions of the Parliament; Relation between the two Houses of the Parliament; Legislative Procedure: Procedure for a Money Bill; The State Legislature: The Legislative Assembly or Vidhan Sabha, The Legislative Council or Vidhan Parishad

UNIT 8: JUDICIARY IN INDIA

Supreme Court and High Courts; The Supreme Court; The High Court: Subordinate Courts; Judicial Review, Judicial Activism and Independence of the Judiciary in India: Judicial Review, Judicial Activism, Independence of the Judiciary in India

Basic Reading List:

- Basu, D. D. (2009). Introduction to the Constitution of India. New Delhi: Prentice Hall of India.
- Brass, Paul R. (1997). The Politics of India Since Independence. New Delhi: Cambridge University Press.
- Chander, Prakash (2000). Indian Government and Politics. New Delhi: Cosmos Bookhive Pvt. Ltd.
- Dev, B.J and Lahiri, D.K. (1985). Assam Muslims- Politics and Cohesion. Delhi: Mittal Publication.
- Ghai, K. K. (2007). Indian Government and Politics. New Delhi: Kalyani Publishers.
- Kapur, Anup Chand & Misra, K. K. (2006). Select Constitutions. New Delhi: S. Chand and Company.
- Kothari, Rajni. (2009). Politics in India. New Delhi: Orient BlackSwan Private Limited.
- Palanithurai, G. (2000). Grass-root Democracy in Indian Society. New Delhi: Concept Publishing Company.
- Pylee, M. V. (2006). Constitutional Government in India. New Delhi: S. Chand and Company.
- Singh Sisodia, Yatindra (2005). Functioning of Panchayati Raj System. Jaipur: Rawat Publication.
- Jayal, Niraja Gopal; Mehta Pratap, Bhanu (eds) (2010). Oxford Companion to Politics in India. New Delhi. Oxford University Press.

VAC 103 Indian Traditional Knowledge System

Course Objectives

- To illustrate selective contents from the rich grove of Indian classical literature as well as other fields of pragmatic study
- To develop understanding of rich Indian heritage through the selective texts among the learners

Course Outcomes

- The learners will be able to identify a rich cultural past and connect it with the present India
- The learners will be able to organize themselves and gain benefit in their vocational pursuit

অধ্যায় ১: যোগদর্শনৰ পৰিচয়

দর্শনৰসংজ্ঞা, দাৰ্শনিক পৰিভাষাত যোগৰ মূল্যায়ন, যোগৰ সংজ্ঞা আৰু অৰ্থবিচাৰ, যোগৰ উৎপত্তি, যোগসাহিত্য, যোগপণ্ডিতসকল, যোগৰ শ্ৰেণীবিভাজন, যোগ দর্শনৰ মূল সিদ্ধান্তসমূহ, যোগৰ লক্ষ্য আৰু উদ্দেশ্য

অধ্যায় ২: আয়ুৰ্বেদ আৰু বাস্তুশাস্ত্ৰ

আয়ুৰ্বেদ বা চিকিৎসাসাশ্ত্ৰ, আয়ুৰ্বেদ শাস্ত্ৰৰ উদ্দেশ্য আৰু ভাগ, আয়ুৰ্বেদ শাস্ত্ৰৰ উৎস, বিভিন্ন আয়ুৰ্বেদ শাস্ত্ৰৰ উল্লেখ, বাস্তুশাস্ত্ৰ পৰিচয়, বাস্তুশাস্ত্ৰৰ উৎস, বিভিন্ন বাস্তুশাস্ত্ৰৰ উল্লেখ, শব্দার্থ তালিকা

অধ্যায় ৩: বেদান্ত দর্শনৰ পৰিচয়

বেদান্তৰ উৎপত্তি আৰু ক্ৰমবিকাশ, অদ্বৈত বেদান্ত দর্শনৰ বিভিন্ন বিষয়বস্তুৰ চমু আভাস, জ্ঞানতত্ত্ব, ব্ৰহ্মতত্ত্ব, জগততত্ত্ব, মায়াতত্ত্ব, ঈশ্বৰতত্ত্ব, জীৱতত্ত্ব, মোক্ষতত্ত্ব

অধ্যায় ৪: অলংকাৰ শাস্ত্ৰৰ সম্প্ৰদায়সমূহ

কাব্যশাস্ত্ৰৰ আৰম্ভণি আৰু বিকাশ, অলংকাৰ শাস্ত্ৰৰ বিভিন্নসম্প্ৰদায়

অধ্যায় ৫: কৌটিল্যৰ অৰ্থশাস্ত্ৰ: পৰিচয়

অৰ্থশাস্ত্ৰৰ ৰচয়িতা, অৰ্থশাস্ত্ৰৰ বিষয়বস্তু, অৰ্থশাস্ত্ৰৰ নামকৰণৰ তাৎপৰ্য, ভাৰতীয় পৰম্পৰাত অৰ্থশাস্ত্ৰৰ গুৰুত্ব

অধ্যায় ৬: চৰকসংহিতা:সাধাৰণ আলোচনা

আয়ুৰ্বেদ: আয়ুৰ্বেদৰ অৱতৰণ, চৰক সংহিতাৰ পৰম্পৰা, চৰক সংহিতাৰ অধ্যয়বিভাগ, চৰক সংহিতাৰ অধ্যয়সমূহৰ নামকৰণ, চৰক সংহিতা টীকািকাৰ

অধ্যায় ৭: অসমত ৰচিত হোৱা সংস্কৃতকাব্য

ধৰ্মশাস্ত্ৰ অথবা স্মৃতিশাস্ত্ৰ: তন্ত্রসাহিত্য, পুৰাণসাহিত্য, নাটক, ব্যাকৰণ, কাব্য: শ্ৰীকৃষ্ণলীলামৃতম্, সতীজয়মতী, শ্লোকমালা, পতাকালায়, প্ৰকামকামৰূপম্, অবিনাশি, কবিকৌতূহলম্, প্ৰশস্তিমূলককাব্য, ব্যঞ্জনাপ্ৰপঞ্চসমীক্ষা, অনূদিতকাব্য

Basic Reading List:

- Bahadur.K.P. The Wisdom of Yoga; New Delhi; Sterling Publishers Pvt. Ltd.
- Kane,P.V. (1994);History of Indian Poetics; Delhi: Motilal Banarasidas
- Goswami, Haramohan Deb (1992); Sanskrit SahityarBuranji; Guwahati: Bookland
- Goswami, (Dr) Dilip Kumar (2018);Essentials of Ayurveda; Jorhat: Eastern Readers Publication

VAC 104 English Communication Skills

Learning Objectives

The objectives of the course are to:

- provide an idea on communication and communication skills
- discuss the issues related to oral communication
- learn about important skills like Telephone Skills, Interview Skills and Public Speaking skills

Learning Outcomes

After going through the course, the learner will be able to:

- gain ideas about some important English communication
- use the English language proficiently in the day to day situations
- understand that communicating in English is a skill

UNIT 1: WHAT IS COMMUNICATION?

Defining Communication, Significance and Process of Communication, Communication Network, Communication Media or Methods, Barriers to Communication, Effective Communication

UNIT 2: COMMUNICATION SKILLS

What is Communication? Types of Communication, Written Communication, Spoken Communication, Non-Verbal Communication, Essentials of Written Communication, Essentials of Oral Communication

UNIT 3: ISSUES ON ORAL COMMUNICATION I

Skills Involved in Oral Communication, Listening and Speaking Skills, Reading and Writing Skills, The Process of Speech, Non-verbal Communication

UNIT 4: ISSUES ON ORAL COMMUNICATION II

Conversation as a speech event, Turn-Taking, The Language of Conversation, Phrasal Verbs

UNIT 5: TELEPHONE SKILLS

Understanding Telephone Communication, Handling Calls, Making Requests, Request to Do Things, Giving Instructions

UNIT 6: INTERVIEW SKILLS

The Art of Interviewing, Examples of Interviews—Job Interviews, Media Interviews

UNIT 7: PUBLIC SPEAKING

The art of Public Speaking, Techniques of Persuasive Speech, Techniques of Informative Speech

UNIT 8: DIALOGUES IN CONTEXTS

Importance of Dialogues in Social Interactions, Some Dialogues of Contexts—At the Post Office, At the Doctor's, buying a Shirt, At the Market, In the Library, At the Railway Station, At the Tea Stall, An Interview, At the Book Seller's, At the Garage, Hiring a Taxi, At the Restaurant, At the Bank, At the Hotel

VAC 105 Traditional Media

Course Objectives

- To provide an understanding of the basic concepts of traditional folk media
- To impart knowledge of the folk forms of communication media throughout the ages
- To familiarize with the use of traditional folk media in the field of development communication, health communication and in generating scientific temperament

Course Outcomes

On completion of this course, the learners will be able to-

- Identify the communication skills, theoretical and practical knowledge required to integrate traditional media in society
- explain the relationship of human society with these media forms
- describe the usefulness and the impact of traditional media on the society

UNIT 1: TRADITIONAL FOLK MEDIA

Traditional folk media- An introduction, Nature of traditional folk media, communication through traditional folk media, traditional media as a part of socio-cultural and ritual communication

UNIT 2: FEATURES OF TRADITIONAL FOLK MEDIA

Traditional media as a mass medium, features and characteristics of traditional folk media- its advantages and disadvantages, storytelling as the core of traditional media

UNIT 3: TRADITIONAL MEDIA IN INDIA

History and growth of traditional media in India- A brief overview of some of the traditional folk media forms of India; Applications of traditional media for development purposes

UNIT 4: TECHNOLOGICAL IMPLICATIONS ON TRADITIONAL FOLK MEDIA

Impact of electronic media on traditional media; Mass communication media vis-à-vis Folk Culture; Success stories of the use of traditional media as a catalyst of social change and development

UNIT 5: TRADITIONAL MEDIA FOR DEVELOPMENT COMMUNICATION

Development Communication and Traditional Media - Development Communication, Traditional media as development media; How to use traditional folk media for development communication

UNIT 6: TRADITIONAL FOLK MEDIA AND INDIAN CULTURE

Features of Folk Tradition- features of folk tradition, role of traditional media, Media for Communicating Social Ethos- traditional media and social ethos, modern mass media and social ethos, Folk media as a platform for disseminating information about Indian culture

Unit 7: RELEVANCE OF TRADITIONAL FOLK MEDIA

Traditional folk forms in rural India- folk theatre, folk songs, narrative forms, religious discourse, puppet show, Impact on rural development, Uses in different fields

Basic Reading List:

- Kumar, Keval J. (2007), Mass Communication in India, Jaico Publishing House, Mumbai
- Parmar, Shyam (1994), Traditional Folk Media in India, Research Press
- Ranganath, H.K. (1980), Folk Media and Communication, Chinthana Prakashana,
- Vijaya, N. (1988), Role of Traditional Folk Media in Rural Areas, Gian Publishing House, Andhra Pradesh

VAC 201 Advertisement Strategy

Course Objectives

- To provide knowledge on the concepts of advertising and marketing
- To impart skills required for an advertising professional
- To provide understanding of the role of advertising and promotion in the society

Course Outcomes

On completion of this course, the learners will be able to-

- explain the concepts of advertising, marketing and promotion
- identify and equip oneself with the skills required for an advertising professional
- analyze the role of advertising and marketing in the society

UNIT1: ADVERTISING – BASIC CONCEPT

Concept of advertising; objectives & scope; social and ethical implications of advertising; types of advertising

UNIT 2: INTEGRATED MARKETING COMMUNICATION AND ADVERTISING

Importance of business communication; advertising as a communication process; AIDA model and its purpose; advertising as an element of marketing mix

UNIT 3: DEVELOPING EFFECTIVE PROMOTION

Identifying the target audience; determining the promotional objectives; designing the promotion and selecting the channel; establishing the promotional budget and implementing promotional strategy

UNIT4: MANAGING ADVERTISEMENTS -I

Developing and managing advertising program, setting advertising objectives, DAGMAR, Deciding on advertising budget

UNIT 5: MANAGING ADVERTISEMENTS -II

Developing the advertising message, role of music and humour in advertising, factors considered while developing the advertising copy, creativity in advertising

UNIT 6: MEDIA STRATEGIES

Media planning and objectives, deciding on media, different types of media and their advantages and disadvantages, choosing among major media types, media schedule decisions, space and time buying

UNIT 7: EVALUATING ADVERTISING EFFECTIVENESS

Deciding on reach, frequency and impact; copy testing, advertising recognition and recall tests, Issues in assessing impact of advertising, measuring the performance of an advertising agency

Basic Reading List:

- Aggarwal, Vir Bala, V.S Gupta (2002), Handbook of Journalism and Mass Communication. New Delhi : Concept Publishing Company.
- Banik, Dr. G.C (2006), PR & Media Relations, Jaico Publishing House, Mumbai
- Jr. Henry, Rene A. (2003), Marketing Public Relations. New Delhi : Surjeet Publications.

- Kelley, Larry D., Donald W. Jugenheimer (2007), Advertising Media Planning. New Delhi:Prentice-Hall of India Private Limited.
- Kaptan, S.S. (2002), Advertising, New Concepts. New Delhi : Sarup & Sons.
- O'guinn, Thomas, Chris T. Allen, Richard J. Semenik (2009), Advertising Manegement. New
- Delhi : Cengage Learning.

AEC 202 Cyber Security

Course Objectives

- Learn the foundations of Cyber security and threat landscape.
- To equip students with the technical knowledge and skills needed to protect and defend against cyber threats.
- To develop skills in students that can help them plan, implement, and monitor cyber security mechanisms to ensure the protection of information technology assets.
- To expose students to governance, regulatory, legal, economic, environmental, social and ethical contexts of cyber security
- To expose students to responsible use of online social media networks
- To systematically educate the necessity to understand the impact of cyber-crimes and threats with solutions in a global and societal context
- To select suitable ethical principles and commit to professional responsibilities and human values and contribute value and wealth for the benefit of the society

Course Outcomes

On completion of this course, the learners will be able to

- Understand the cyber security threat landscape.
- Develop a deeper understanding and familiarity with various types of cyber attacks, cyber-crimes, vulnerabilities and remedies thereto.
- Analyse and evaluate existing legal framework and laws on cyber security
- Analyse and evaluate the digital payment system security and remedial measures against digital payment frauds
- Analyse and evaluate the importance of personal data its privacy and security
- Analyse and evaluate the security aspects of social media platforms and ethical aspects associated with use of social media
- Analyse and evaluate the cyber security risks
- Based on the Risk assessment, plan suitable security controls, audit and compliance
- Evaluate and communicate the human role in security systems with an emphasis on ethics, social engineering vulnerabilities and training
- Increase awareness about cyber-attack vectors and safety against cyber-frauds
- Take measures for self-cyber-protection as well as societal cyber-protection

MODULE 1: OVERVIEW OF CYBER SECURITY

Cyber security increasing threat landscape, Cyber security terminologies- Cyberspace, attack, attack vector, attack surface, threat, risk, vulnerability, exploit, exploitation, hacker., Non-state actors, Cyber terrorism, Protection of end user machine, Critical IT and National Critical Infrastructure, Cyber warfare, Case Studies.

MODULE 2: CYBER CRIMES

Cyber crimes targeting Computer systems and Mobiles- data diddling attacks, spyware, logic bombs, DoS, DDoS, APTs, virus, Trojans, ransomware, data breach., Online scams and frauds- email scams, Phishing, Vishing, Smishing, Online job fraud, Online sextortion, Debit/ credit card fraud, Online payment fraud, Cyberbullying, website defacement, Cyber-squatting, Pharming, Cyber espionage, Cryptojacking, Darknet- illegal trades, drug trafficking, human trafficking., Social Media Scams & Frauds- impersonation, identity theft, job scams, misinformation, fake news cyber crime

against persons - cyber grooming, child pornography, cyber stalking,, Social Engineering attacks, Cyber Police stations, Crime reporting procedure, Case studies.

MODULE 3: CYBER LAW

Cyber crime and legal landscape around the world, IT Act,2000 and its amendments. Limitations of IT Act, 2000. Cyber crime and punishments, Cyber Laws and Legal and ethical aspects related to new technologies- AI/ML, IoT, Blockchain, Darknet and Social media, Cyber Laws of other countries, Case Studies.

MODULE 4: DATA PRIVACY AND DATA SECURITY

Defining data, meta-data, big data, non-personal data. Data protection, Data privacy and data security, Personal Data Protection Bill and its compliance, Data protection principles, Big data security issues and challenges, Data protection regulations of other countries- General Data Protection Regulations(GDPR),2016 Personal Information Protection and Electronic Documents Act (PIPEDA), Social media- data privacy and security issues.

MODULE 5: CYBER SECURITY MANAGEMENT, COMPLIANCE AND GOVERNANCE

Cyber security Plan- cyber security policy, cyber crises management plan., Business continuity, Risk assessment, Types of security controls and their goals, Cyber security audit and compliance, National cyber security policy and strategy.

Basic Reading List:

- Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd
- Information Warfare and Security by Dorothy F. Denning, Addison Wesley
- Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform
- Data Privacy Principles and Practice by Natraj Venkataramanan and Ashwin Shriram, CRC Press
- Information Security Governance, Guidance for Information Security Managers by W. Krag Brothy, 1st Edition, Wiley Publication
- Auditing IT Infrastructures for Compliance By Martin Weiss, Michael G. Solomon, 2nd Edition, Jones Bartlett Learning