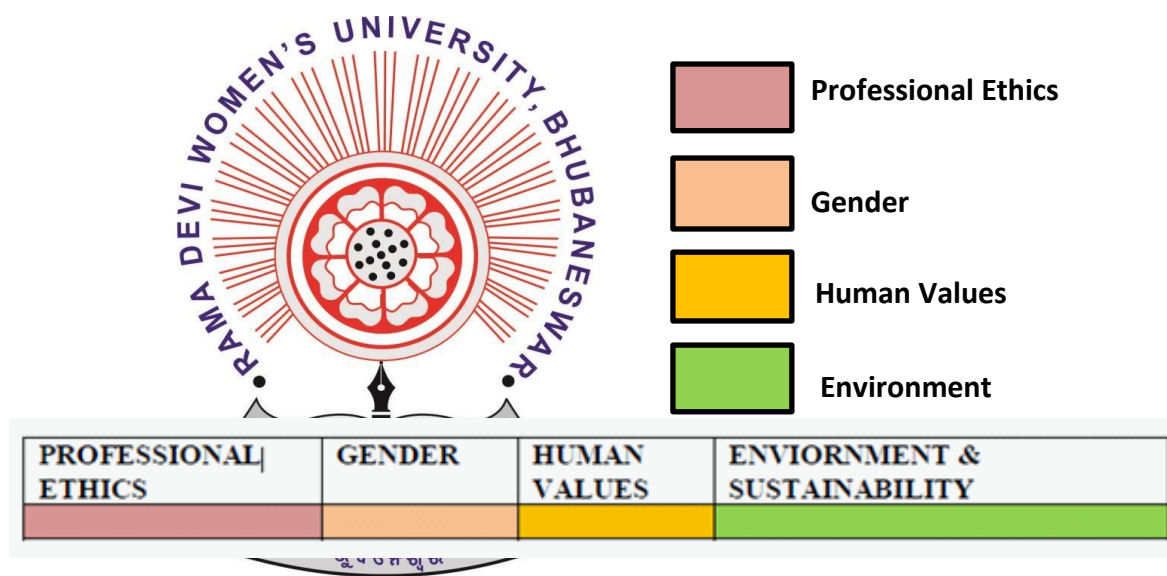


DEPARTMENT OF PHILOSOPHY

COURSE STRUCTURE AND SYLLABUS FOR BACHELOR OF ARTS (UNDER CHOICE BASED CREDIT SYSTEM)



Rama Devi Women's University
Vidya Vihar, Bhubaneswar-751022

STRUCTURE

Sl. No	Semester	Paper Code	Title of the course	Full Mark	End-Term Marks	Mid-Term Mark	Credit Point
1	1st	AECC-I	Environmental Science	100	80	20	6
		CC I	General Philosophy	100	80	20	6
2		CC II	Logic and scientific Method	100	80	20	6
3		G.E-I	Symbolic Logic	100	80	20	6
	Total			400			24
5	2nd	AECC-II	Alternative English/MIL/Hindi	100	80	20	6
		CC III	Systems of Indian Philosophy-I	100	80	20	6
6		CC IV	Symbolic Logic	100	80	20	6
7		G. E-II	Indian Philosophy	100	80	20	6
	Total			400			24
9	3 rd	CC V	Ethics	100	80	20	6
10		CC VI	History of Greek Philosophy	100	80	20	6
11		CC VII	Systems of Indian Philosophy -II	100	80	20	6
		SEC-I	Communicative English	100	80	20	6
	Total			400			24
13	4 th	CC VIII	Contemporary Indian Philosophy	100	80	20	6
14		CC IX	History of Modern European Philosophy	100	80	20	6
15		CC X	Philosophy of Language	100	80	20	6
		SEC-II	Quantitative Aptitude & Logical Thinking	100	80	20	6
	Total			400			24
16	5 th	CC XI	Western Classics: Meditations of Rene Descartes	100	80	20	6

17		CC XII	Indian Text: Isa Upanishad	100	80	20	6
18		DSE I	PHILOSOPHY OF BHAGAVADGITA	100	80	20	6
19		DSE II	PHILOSOPHY OF RELIGION	100	80	20	6
	Total			400			24
20	6 th	CC XIII	Social & Political Philosophy	100	80	20	6
21		CC XIV	Applied Ethics	100	80	20	6
22		DSE III	GANDHIAN STUDIES	100	80	20	6
23		DSE IV	RECENTWESTERNPHILO SOPHY/ PROJECT	100	80	20	6
24		DSE IV	PROJECT		60	40	
	Total			400			24
			ETHICS & VALUE IN EACH SEMESTER				6
	Grand Total						150

PROGRAMME OUTCOMES (POs)

- PO 01.** Develops the skill of critical thinking, without accepting anything blindly, one exercises his reasoning.
- PO 02.** It sharpens the intellect by the use of logical tools because of which one is capable of taking conclusive decisions.
- PO 03.** Helps to resolve the most fundamental problems of life which are of ontological and ethical nature.
- PO 04.** Gives directions to follow the right means for attending the ultimate end of life i.e., freedom.
- PO 05.** It acquaints the students with our long tradition of social, religious cultural and Philosophical nature, starting from ancient to present day period.
- PO 06.** Gives the knowledge of various trends of Philosophy such as Metaphysics, Epistemology, Axiology etc. developed in different parts of the Globe.
- PO 07.** So, students get a scope of comparative study of the Philosophical developments of Indian and Western Philosophy.
- PO 08.** It also acquaints the students with our ancient literature and Philosophy by the textual study the Bhagavad Gita and the Upanishads.
- PO 09.** It teaches life skills and makes us realize the essential identity of one-self with others and thereby contribute for world peace and social order.
- PO 10.** Philosophical Counselling can be a career option for the students of philosophy.

PROGRAMME SPECIFIC OUTCOME (PSOs)

- PSO 01.** Understand the basic concepts of philosophy.
- PSO 02.** Develop critical thinking.
- PSO 03.** Teaches how to raise questions rather than answering the questions.
- PSO 04.** Helps in developing the right attitude for empathetic social concern.
- PSO 05.** Determining values and moral concern for others including flora and fauna for a sustainable planet.

SEMESTER-I

AECC-1 ENVIRONMENTAL SCIENCE & DISASTER MANAGEMENT

Course Outcomes:

After reading this paper, students will be able to

- Understand about problems of environmental pollution and Impact of pollution on human and ecosystem and control measures.
- Learn about increase in population growth and understand the issues of use of resources in proper manner leading to sustainable development.
- Learn about causes and impacts of Disasters and Case studies of National and Global disasters and risk reduction approaches of Disasters with safety issues in mitigating Industrial disasters.
- Acquire basic idea about the mode of transmission and course of some communicable and non-communicable diseases and knowledge on the Importance and methods of prevention of epidemics and pandemics.

Unit-I (Environment)

The Environment: The Atmosphere, Lithosphere, Hydrosphere, Biosphere (01 period) Ecosystem: Energy flow in the ecosystem (01 period) Biogeochemical Cycle: Water Cycle, Carbon Cycle, Nitrogen Cycle (02 periods) Pollution: Water Pollution, Air Pollution, Soil Pollution, Radiation Pollution, Industrial Pollution, Light Pollution, Sound Pollution (05 periods) Environmental Laws (Water Act 1974, Air Act 1981, The Wildlife Protection Act 1972, The Environment Protection Act 1986), The Forest Conservation Act 1980 (04 periods).

Unit-II (Climate Change & Sustainable Development)

Population Ecology: Individuals, Species, Population, Community (01 period) Human Population Growth, Population Control Methods (01 period) Urbanization and its effect on society (01 period).

Climate Change: Causes, effect, Global Warming, Carbon footprint and environmental protection (05 periods).

Steps taken towards sustainable development: Ban of single-use plastics, Automobile Scrapping Policy, Promotion of Electrical Vehicles (03 periods) Brief idea on Sustainable Development Goals (SDGs), Agenda 21 of Rio Earth Summit (02 periods).

Unit-III (Disaster Management)

Disaster Management: Types of disasters (Natural and Man-made) and their causes and effect) (02 periods)

Vulnerability Assessment and Risk Analysis: Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves and Lightning) (02 periods)

Institutional Framework: Institutional arrangements for disaster management (National Disaster Management Authority (NDMA), State Disaster Management Authority (SDMA), District Disaster Management Authority (DDMA), National Disaster Response Force (NDRF) and Odisha Disaster Rapid Action Force (ODRAF) (02 periods)

Preparedness Measures: Disaster Management Cycle, Early Warning System, Pre-Disaster and Post Disaster Preparedness, Strengthening of SDMA and DDMA, Community Preparedness, Stakeholder participation, Corporate Social Responsibility (CSR) (05 periods) Survival Skills: Survival skills adopted during and after disaster (Flood).

Unit-IV (Public Health Management)

Brief idea on Epidemics and Pandemics (01 period)

Non-communicable diseases with special reference to cardiovascular diseases, Cancer, Diabetes, Hypertension and Obesity and their prevention (02 periods)

Communicable diseases with special reference to Covid-19, Flu, Hepatitis, AIDS and Tuberculosis and their transmission (02 periods)

Dynamics of Disease Transmission: Mode of transmission (Direct/indirect), Events after infection: Immunity (Active vs. Passive, Innate vs. Acquired, Herd Immunity), Incubation Period (02 periods)

Prevention of Epidemics/Pandemics Diseases: Preventing Measures (Quarantine, Sanitization, Personal Protective measures such as Hand washing and use of protective devices, Vaccination); Control Measures (Surveillance, Isolation, Contact Tracing) (03 Periods)

Life Style management (Diet, Physical Exercise, Yoga and sleeping habit) (02 periods)

Role of Different Sectors in Managing Health Disaster: Role of Government (Centre and State), Community, Civil Society, Student mass, NGOs (01 period)

Books Recommended:

1. Asthana DK and Asthana M: A Text Book of Environmental Studies, S. Chand, New Delhi
2. Bharucha E: A Text Book of Environmental Studies, New Delhi:UGC
3. Dash MC and Mishra PC: Man and Environment, McMillan,London
4. Disaster Management and Mitigation Plan,2013 of Dept. of Health & Family Welfare, Govt. of Odisha*
5. Mishra DD: Fundamental Concepts in Environmental Studies, S. Chand, New Delhi
6. National Policy on Disaster Management,2009*
7. National Disaster Management Plan,2019*
8. Odum EP: Fundamentals of Ecology, Natraj Publications
9. State Disaster Management Plan, 2019 of Government of Odisha* Standard Operating Procedure (SOP) issued by Govt. of India and Govt. Of Odisha on Public Health Managements in the websites: www.mohfw.gov.in and health.odisha.gov.in*
10. The Disaster Management Act, 2005 of Government of India* [Note: Star (*) marked

References, published by the State as well as Central Government are available in the open sources]

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	1	1	1	2	2	2	2	2	1
CO2	-	1	2	1	1	1	1	2	1	1
CO3	-	1	3	1	1	1	1	2	1	1
CO4	-	-	1	-	1	3	1	1	-	-

CC I: GENERAL PHILOSOPHY

Course Outcomes:

After studying this paper, the students can

- It introduces the students about the basic concepts of Philosophy and it helps the students to become free from the dogmas and blind faiths.
- With the attitude of critical thinking, they do not accept anything blindly.
- It develops analytical temperament by which they become judicious.
- It enables them to live a perfect moral life; as a result, the society can be a just society.

Unit-I: Definition, Nature & Function of Philosophy, Philosophy in relation to other modes of thinking like Science & Religion.

Unit-II: **Metaphysics:** Monism, Pluralism, Realism, Idealism, Metaphysical issues: Substance, Universal, Mind & Body.

Unit-III: **Problem of knowledge:** What is knowledge? Sources of knowledge: Empiricism, Rationalism, and Theories of Truth: Correspondence, coherence and pragmatic theory

Unit-IV: **Problems of Ethics:**
(1) **Theories of Goodness:** The good and the evil
(2) **Theories of Conduct:** Egoism & Altruism.

Prescribed Books:

1. John Hospers: An Introduction to Philosophical Analysis (relevant portions)
2. J.N. Sinha : Introduction to Philosophy

Reference books:

- (1) G.T.W. Patrick: Introduction to Philosophy
- (2) A.C. Ewing: The Fundamental Questions of Philosophy
- (3) G.W. Cunningham: Problems of Philosophy
- (4) Richard Taylor: Metaphysics
- (5) D.W. Hamlyn: Metaphysics

CC II: LOGIC AND SCIENTIFIC METHOD

Course Outcomes:

After studying this paper, the students can

- Makes one logical both in attitude and practice.
- Helps students to face the competitive tests successfully.
- Scientific method helps for scientific investigations to solve various problems both in individual and social spheres.
- It develops critical thinking.

Unit-I: Definition of Logic, **Laws of Thought, Deductive and Inductive Arguments, Validity & Soundness of Arguments.**

Unit-II: Classification of Propositions (from stand-point of Quality & Quantity), Distribution of Terms, Square of oppositions, Existential Import of Propositions, Interpretation of categorical proposition, Inference

Unit-III: **Place of Hypothesis in Scientific Method.**

Unit-IV: **Inductive Reasoning & Scientific Enquiry: Causation & Mills Experimental Methods and Probability.**

Prescribed Book:

1. Cohen & Nagel- Introduction to Logic & Scientific Method.

Reference Books:

1. Copi, Cohen & Mac Mahan- Introduction to Logic (14th Edition)
2. Alex Rosenberg- Philosophy of Science: A Contemporary Introduction
3. John Hospers: An Introduction to Philosophical Analysis.

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	3	3	2	3	3	3	3
CO2	3	3	1	1	3	2	3	2	1	3
CO3	1	3	2	1	3	1	1	3	2	3
CO4	3	3	3	2	3	1	2	3	1	3

GE I: SYMBOLIC LOGIC

Course Outcomes:

After studying this paper, the students can

- By using symbols students get interest in reasoning, as a result of which their reasoning skill develops.
- So also, by the use of other methods like derivation, direct and indirect proofs, quantification etc. students get interest and skill in solving the problems of language.
- It establishes a relation between our natural language and formal language.
- It also helps students to solve the problems in their competitive examinations.

Unit-I: Chapter- I Introduction

Chapter- II-The Calculus of Propositions

Unit- II: Chapter-III Calculus of Propositions (Sec 1 to 6)

Unit-III: Chapter-IV Calculus of Propositions (Sec 7 to 9)

The Elements of Predicate Calculus (Section 1 to 9 of chapter V)

Unit-IV: Appendix (Sec-I to Sec-IV)

Prescribed Book: -Basson & O' Corner: Introduction to Symbolic Logic

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	2	1	1	1	1	1	1	1
CO2	1	2	1	2	1	3	2	3	2	3
CO3	1	3	3	1	1	3	3	1	3	3
CO4	1	2	1	3	1	3	2	3	3	3

ETHICS AND VALUES (UNIT 1)

Course Outcomes:

After reading this paper the students will be able to

- Have changes in their perceptions and practices towards women and develop proper attitude towards women and value their work and contribution.
- Come forward to challenge the unethical treatments against women.
- End gender-based hierarchy and hegemony, remove the feeling that women are counter to men and bring about a complementarity among the hitherto existing gender binary.
- Pioneer in creating a gender equal society where the well-being, happiness and security of the women will be well protected & contributing towards a better and happier society.

SEMESTER-I	
Unit-1	
Title: - <u>Issues Relating to Women</u>	
Total no. of Periods-15	Credit point -1
1.0 Aims of the Unit:	Full mark-25
<ul style="list-style-type: none">• The module aims to generate a sensitivity among the students towards women• Enable them to value the contributions of women, from family to the larger society• To generate among them a distinct urge to respect women• To appreciate that women should have equal status and equal entitlements as member of the society	
Learning Objectives: After going through the contents of the module and the classroom transactions on the contents, the students are expected to <ul style="list-style-type: none">• Have changes in their perceptions and practices towards women• Develop proper attitude towards women and value their work and contribution• Come forward to challenge unethical treatments against women• End gender based hierarchy and hegemony, remove the feeling that women are counter to men and bring about a complementarity among the hitherto existing gender binary• Allow women to realize their self worth and contribute their best for betterment of the society• Pioneer in creating a gender equal society where the well being, happiness and security of the women will be well protected ; contributing towards a better and happier society	
	Teaching Hours
1.1 Introduction: General introduction on Ethics and Values, Gender equality as an essential precursor to social progress, the present scenario, Desirable gender related values.	1-2-3
1.2 Women and Family Pre-natal sex selection, Gendered practices in the family, Gender based division of labour in the family, Marriage and women, Marriage and women's consent, Child marriage, Practice of dowry, Women and family violence.	4-5-6-7
1.3 Women and Work Women's work: The Invisible hands, Exploitation of women at work, Gender Stereotyping at work, Glass ceiling, Women and pay gap, Sexual Harassment of women at work, Working women and role conflict.	8-9-10-11
1.4 Women, Community and Society Violence against women in public spaces, Gender sensitive language and communication, Gendered language, Sexist Language, Gender neutral language, Women and property Rights, Women's property Rights in Indian Laws, The functionality of Women's Property Rights	12-13-14-15

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	2	3	1	2	2	2	1	1	2
CO2	-	2	2	1	1	1	2	-	-	2
CO3	-	2	1	1	1	1	1	-	-	1
CO4	-	2	3	-	1	1	2	1	1	2

SEMESTER-II
AECC-2 MIL

Course Outcomes:

After reading this paper the students will be able to

- Students of other departments of the University can easily present their theoretical knowledge in Odia by studying Odia Grammar and Communication skills in the course AECC-II.
- Students of Science, Commerce and Humanities can fluently discuss their research findings in their mother tongue (ODIA)
- Though we receive higher education in various subjects and media of instruction, it is always more convenient to express oneself in one's Mother tongue. It is an enriching experience for both the knowledge giver and the receiver.
- Odia language is essential for Professionals like a doctor, scientist or educator to become intelligible as well as amiable for others.

ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା – ଓଡ଼ିଆ (AECC)

ପାଠ୍ୟ-୧ | **Course – 1** : ଯୋଗାଯୋଗ ଅନୁବିଧି, ରୀତି ଓ ମାଧ୍ୟମ

୧ମ ଏକକ : ଯୋଗାଯୋଗର ପରିଭାଷା, ଅନୁବିଧି, ପରିସର ଓ ପ୍ରକାରଭେଦ

୨ୟ ଏକକ : ସାକ୍ଷାତକାର, ଭାଷଣ କଳା

୩ୟ ଏକକ : ସମ୍ବାଦର ପରିଭାଷା, ପରିସର ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି

୪ର୍ଥ ଏକକ : ଓଡ଼ିଆ ଭାଷାର ବର୍ଣ୍ଣମାଳା, ବର୍ଣ୍ଣାଶୁଦ୍ଧିର ନିରାକରଣ । (ବନାନ ତୁଟି - ସାଦୃଶ୍ୟଜନିତ ଅଶୁଦ୍ଧି, ଲିଙ୍ଗଗତ ଅଶୁଦ୍ଧି, ସନ୍ଧିଗତ ଅଶୁଦ୍ଧି, ସମାସଗତ ଅଶୁଦ୍ଧି, ବଚନ ଓ ବିଭକ୍ତିଗତ ଅଶୁଦ୍ଧି, ବାକ୍ୟ ବିଧିଜନିତ ଅଶୁଦ୍ଧି, ସମାର୍ଥବୋଧକ ଶବାଶୁଦ୍ଧି, ପ୍ରତ୍ୟୟ ଜନିତ ଅଶୁଦ୍ଧି, ଶବ୍ଦ ସଂଯୋଗାତ୍ମକ ଓ ସ୍ଵରସଜ୍ଜିତ ଅଶୁଦ୍ଧି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (ପାଠ୍ୟ-୧ | Course – 1)

୧. ଯୋଗାଯୋଗ ମୂଳକ ମାତୃଭାଷା (ଓଡ଼ିଆ) ସାମଲ ବିରଞ୍ଚି ନାରାୟଣ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ ।

୨. ସଂଯୋଗ ଅନୁବିଧି, ସନ୍ତୋଷ କୁମାର ତ୍ରିପାଠୀ, ନାଲନ୍ଦା, କଟକ

୩. ଭାଷଣ କଳା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରସଙ୍ଗ - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ

୪. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା – ଓଡ଼ିଶା ରାଜ୍ୟପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ଵର ସଂସ୍ଥା, ଭୁବନେଶ୍ଵର

୫. ନିର୍ଭୁଲ ଲେଖାର ମୂଳସୂତ୍ର, ନୀଳାଦିଭୂଷଣ ହରିଚନ୍ଦନ, ପି.ସି.ଆର ପବ୍ଲିକେସନ, ଭୁବନେଶ୍ଵର

୬. ସର୍ବସାର ବ୍ୟାକରଣ - ନାରାୟଣ ମହାପାତ୍ର ଓ ଶ୍ରୀଧର ଦାସ, ନିମ୍ନ ଷ୍ଟୁଡେଣ୍ଟସ୍ ଷ୍ଟୋର, କଟକ

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	-	1	-	-	-	1	-	1	-
CO2	-	1	1	-	-	-	1	1	1	-
CO3	-	-	1	-	-	-	1	-	-	-
CO4	-	1	-	-	-	-	1	-	-	1

MIL (ALTERNATIVE ENGLISH)

Course Outcomes:

After reading this paper the students will be able to

- Demonstrate high-level proficiency in writing and speaking English and employ effectively the language of their discipline.
- Develop skills in organizing and expressing ideas and viewpoints with clarity and coherence in writing and speech
- Enumerate skills in narration, description, and argumentation, ascertain insight into different cultures and gain good knowledge that includes understanding recent developments in language and literature.
- Develop acumen for a better understanding of the diversity of human experiences and acquire openness to new ideas, perspectives, and ways of thinking.

Introduction:

The paper is focused upon developing one fundamental skills of Language learning; reading which needs a thorough rethink and revision. In order to build a strong base for acquisition of the communication skills, suitable reading content is selected from diverse areas in prose form. This would boost the learner's competence in expressive and comprehension skills. The well-researched language exercises in the form of usage, vocabulary and grammar is the other area that should attract the teacher and learner to work out for giving decent shape to the mastery of English language.

UNIT 1: Short Story

- i Jim Corbett-The Fight between Leopards
- ii Dash Benhur- The Bicycle
- iii Dinanath Pathy- George V High School
- iv Alexander Baron- The Man who knew too much
- v Will f Jenkins- Uneasy Homecoming

UNIT 2: Prose

- i Mahatma Gandhi- The way to Equal Distribution
- ii S Radhakrishnan- A Call to Youth
- iii C V Raman-Water- The Elixir of Life
- iv Harold Nicolson- An Educated Person
- v Claire Needell Hollander- No Learning without Feeling

UNIT 3: Comprehension of a passage and answering the questions

UNIT 4: Language exercises-test of vocabulary, usage and grammar

Reference Books

1. The J'iding Arc: A Selection of Prose and Stories, Ed. A R Parhi, S Decpika, P Jani, Kitab Bhavan, Bhubaneswar.
2. A Communicative Grammar of English, Geoffrey Leech.
3. A University Grammar of English. Randolph Quirk and Sidney Greenbau.
4. Developing Reading Skills. F. Grellet. Cambridge: Cambridge University Press, 1981. UG Honours/Pass Syllabus in English.

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	3	3	-	-	-	-	1	1	2
CO2	-	3	2	-	-	-	1	-	-	2
CO3	-	3	1	-	-	-	1	-	-	1
CO4	-	3	3	-	-	-	-	1	1	2

Course Outcomes:

After reading this paper the students will be able to

- Gain knowledge on Hindi poets and their poems and understand the variations in ancient, medieval and modern poetry.
- Acquire knowledge on different perspectives of writers through their prose.
- Gain understanding of basic structure of Hindi sentence and grammar.
- Develop a skill of essay writing.

UNIT-1

1. - स्याखी - 1 से 10
2. तुलसी - वनियपत्रिका - पद 1 और 2
3. प्रसाद - मधुमय देश
4. नराला - भकलषुक
5. अज्जेय - हरलशमल

UNIT-II

1. रामचन्दर शुक्ल- उत्साह
2. हजारी प्रसाद दववलदी- कुटन
3. (हरशलंकर परसाई -सदाचार का ताबीज

UNIT-III

शब्द ज्ञान

1. शब्द शुद्धल
2. वलक्य शुद्धल
3. पर्यायवाची शब्द
4. वलललम शब्द

UNIT IV

[[[Essay Writing)

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	3	1	3	2	3	3	1
CO2	3	3	3	3	1	2	1	3	3	1
CO3	3	1	3	2	3	2	2	2	3	3
CO4	3	3	3	3	1	2	3	3	3	3

CC III: SYSTEMS OF INDIAN PHILOSOPHY-I

Course Outcomes:

After studying this paper, the students can

- It enables students to know the comprehensive study of different aspects of Philosophy such as metaphysics, epistemology, ethics, and aesthetic so that they can study the Western Philosophy in a better way by a comparative study of both the approaches.
- It gives direction to them to lead a perfect life.
- It gives a way of life.
- Develops moral knowledge.

Unit-I: Salient Features of Indian Philosophy, Basic concepts like Rta, Rna, Carvakas- Epistemology and Metaphysics (Lokayatamata)

Unit-II: Jainism - Syadvada, Anekantavada, Jaina ethics (concept of Triratna)

Unit-III: Buddhism: Four Noble Truths, Doctrine of Momentariness, Dependent Origination, No Soul Theory, Nirvana

Unit-IV: Samkhya-Dualistic System: Purusa, Prakriti, Theory of Causation, Theory of Evolution, Astanga Yoga of Patanjali

Prescribed Books:

- (1) Dutta&Chatterjee - An Introduction to Indian Philosophy
- (2) C. D. Sharma - A Critical Survey of Indian Philosophy

Reference Books:

- (1) R. K. Puligandla- Fundamentals of Indian Philosophy.
- (2) M. Hiriyana- Outlines of Indian Philosophy
- (3) J. N. Sinha- Indian Philosophy

(4) S. Radhakrishnan- Indian Philosophy(Vol.1& 2)

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	3	1	3	2	3	3	1
CO2	3	3	3	3	1	2	1	3	3	1
CO3	3	1	3	2	3	2	2	2	3	3
CO4	3	3	3	3	1	2	3	3	3	3

CC IV: SYMBOLIC LOGIC

Course Outcomes:

After studying this paper, the students can

- By using symbols students get interest in reasoning, as a result of which their reasoning skill develops.
- So also, by the use of other methods like derivation, direct and indirect proofs, quantification etc. students get interest and skill in solving the problems of language.
- It establishes a relation between our natural language and formal language.
- It also helps students to solve the problems in their competitive examinations.

Unit-I: Chapter- I Introduction

Chapter- II-The Calculus of Propositions

Unit- II: Chapter-III Calculus of Propositions (Sec 1 to 6)

Unit-III: Chapter-IV Calculus of Propositions (Sec 7 to 9)

The Elements of Predicate Calculus (Section 1 to 9 of chapter V)

Unit-IV: Appendix (Sec-I to Sec-IV)

Prescribed Books::

5. Basson & O' Corner: Introduction to Symbolic Logic

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	2	1	1	1	1	1	1	1
CO2	1	2	1	2	1	3	2	3	2	3
CO3	1	3	3	1	1	3	3	1	3	3
CO4	1	2	1	3	1	3	2	3	3	3

GE II: INDIAN PHILOSOPHY

Course Outcomes:

After studying this paper, the students can

- It enables students to know the comprehensive study of different aspects of Philosophy such as metaphysics, epistemology, ethics, and aesthetic so that they can study the Western Philosophy in a better way by a comparative study of both the approaches.
- It gives direction to them to lead a perfect life.
- It gives a way of life.

Unit-I: Salient Features of Indian Philosophy, Carvakas-
Epistemology and Metaphysics (Lokayatamata),
Jainism - Syadvada, Anekantavada

Unit-II: Buddhism: Four Noble Truths, Doctrine of Momentariness,
Dependent Origination, No Soul Theory, Nirvana

Unit-III: Samkhya-Dualistic System: Purusa, Prakriti, Theory of Causation,
Theory of Evolution, Citta vrtti nirodha, Astanga Yoga of Patanjali

Unit-IV: Nyaya: Theory of Inference, Vaisheshika: Categories (Padarthas)

Prescribed Books:

- (3) Datta & Chatterjee - An Introduction to Indian Philosophy
- (4) C. D. Sharma - A Critical Survey of Indian Philosophy

Reference Books:

- (5) R. K. Puligandla - Fundamentals of Indian Philosophy.
- (6) M. Hiriyana - Outlines of Indian Philosophy
- (7) J. N. Sinha - Indian Philosophy

(8) S. Radhakrishnan- Indian Philosophy(Vol.1& 2)

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	3	1	3	2	3	3	1
CO2	3	3	3	3	1	2	1	3	3	1
CO3	3	1	3	2	3	2	2	2	3	3
CO4	3	3	3	3	1	2	3	3	3	3

ETHICS AND VALUES

Course Outcomes:

After reading this paper the students will be able to

- Have changes in their perceptions and practices towards women and develop proper attitude towards women and value their work and contribution.
- Come forward to challenge the unethical treatments against women.
- End gender-based hierarchy and hegemony, remove the feeling that women are counter to men and bring about a complementarity among the hitherto existing gender binary.
- Pioneer in creating a gender equal society where the well-being, happiness and security of the women will be well protected & contributing towards a better and happier society.

SEMESTER-II

Unit-2

Title: - Values and Good Citizenship

Total no. of Periods-15

Full mark-25

Credit point -1

2.0 Aim of the Unit:

- Introducing the Salient features of Indian Constitution to students and to inculcate the sense of patriotism in them
- Encouraging them to Volunteer for social work
- Instilling appropriate work ethics in them

Learning Objectives:

- Understanding Basic Values of Indian Constitution
- Inculcating Volunteerism for Social change
- Helping students to become good human being and citizen

Teaching Hours

2.1 Indian Constitution

Salient Values of Preamble: Sovereign, Socialist, Secular, Democratic, Republic, Justice, Liberty, Equality and Fraternity.

1-2-3

2.2 Patriotism

Patriotic Value and ingredients of nation building, Concept of Good citizenship, Emotional connection with the country, Duties of citizens and Qualities of good citizens

4-5-6-7

2.3 Volunteerism

Concept and facets of Volunteerism and Leadership, Building a better society through Volunteerism, Blood Donation, Social Work, Helping the Aged, Environmental Protection

8-9-10-11

2.4 Work Ethics

Punctuality, Cleanliness, Law abidingness, Rational Thinking and Scientific Temper

12-13-14-15

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	2	3	1	2	2	2	1	1	2
CO2	-	2	2	1	1	1	2	-	-	2
CO3	-	2	1	1	1	1	1	-	-	1
CO4	-	2	3	-	1	1	2	1	1	2

SEMESTER-III

CC V: ETHICS

Course Outcomes:

After studying this paper, the students can

- The course helps students to solve the ethical problems faced in their everyday life.
- Helps them to lead a moral life, being concerned for their own good and good of their fellow beings.
- Helps to take appropriate decisions easily in moral sticky situations.
- Make aware of one's own duties, so that it helps students in decision making.

Unit-I: Definition, Nature & Scope of Ethics, Ethics in relation to Politics, Sociology and Religion

Unit-II: Distinction between moral and non-moral action, Moral and factual Judgment. Object of Moral Judgment.

Unit-III: Theories of Morality: Hedonism, Utilitarianism, Rigorism, and Perfectionism

Unit-IV: Theories of punishment; Retributive, Reformative and Preventive theory.

Prescribed Book:

- (1) J. N. Sinha- A Manual of Ethics

Reference Books:

- (1) W. Frankena- Ethics
- (2) William Lily- An Introduction to Ethics

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	3	3	3
CO2	2	3	3	2	3	2	3	3	2	3
CO3	1	1	3	1	2	3	1	1	1	1
CO4	3	3	3	2	3	3	3	3	3	3

CC VI: HISTORY OF GREEK PHILOSOPHY

Course Outcomes:

After studying this paper, the students can

- Students are benefited by getting the knowledge of ancient Greek Philosophy which was developed during pre-Socratic period.
- They are mostly benefited with knowledge of the Being, developed by Parmenides, Becoming of Heraclitus and Atoms of Democritus.
- With the Philosophy of Socrates, Plato and Aristotle their knowledge gets matured, which helps them to understand the fundamental problems of Philosophy.
- Imparts the knowledge of periods of Philosophy.

Unit-I: Nature of Greek Philosophy: What is Philosophy?

Origin, development and Salient features of early Greek Thought

Unit-II: Pre-Socratic Thought: The Being of Parmenides,

Becoming of Heraclitus and Atomism of Democritus

Unit-III: Socrates: Problem before Socrates, Dialectical method,

epistemology and ethics of Socrates.

Unit-IV: Plato: Theory of Knowledge, Theory of Idea, and

Theory of Soul Aristotle: Theory of Form and Matter, Theory of Causation.

Prescribed Book:

- (1) W. T. Stace - Greek Philosophy

Reference books:

- (1) Burnet - Greek Philosophy
- (2) B. A. G. Fuller - A History of Greek Philosophy
- (3) B. Russell - A History of Western Philosophy

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	3	2	2	1	1	1
CO2	2	3	3	2	3	1	1	1	1	1
CO3	1	1	3	2	1	3	3	2	3	3
CO4	3	3	2	3	3	2	3	3	3	3

CC VII: SYSTEMS OF INDIAN PHILOSOPHY (II)

Course Outcomes:

After studying this paper, the students can

- Helps the students to have the knowledge of the reality.
- Helps to develop the art of living.
- Helps to know the cause of suffering and points out the means to overcome it.
- Develops moral knowledge in students.

Unit-I: Upanishadic view of Atman and Brahman, Vidya and Avidya, Para vidya and Aparavidya

Unit-II: Nyaya theory of Inference, Prama and Aprama, Concept of God

Unit-III: Vaishesika: Categories (Padarthas), Nyaya: Pramanas

Unit-IV: Sankara and Ramanuja's view on Maya, Jiva, Isvara, Brahman and Liberation

Prescribed Books: -

1. Datta and Chatterjee: An Introduction to Indian Philosophy
2. C.D. Sharma: A Critical Survey of Indian Philosophy
3. M. Hiriyana: Outlines of Indian Philosophy

Books for Reference: -

1. J.N Sinha: Indian Philosophy
2. R.K Puligandla: Fundamentals of Indian Philosophy
3. S. Radhakrishnan: Indian Philosophy (Vol-I and II)

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	3	3	1	3	2	3	3	3
CO2	3	3	3	1	2	3	3	3	2	3
CO3	2	2	2	3	3	3	2	3	3	3
CO4	3	2	2	3	3	3	3	3	3	3

Skill Enhancement Courses (SEC Option-I)

ENGLISH COMMUNICATION

Course Outcomes:

After studying this paper, the students can

- Enhance their ability to build and enrich their communication skills and build up the four primary skills in students in the academic as well as in the wider domains of use like public offices.
- acquire analytical and comprehension reading skills, identify basic principles of communication, build speaking and listening skills
- learn beyond the conventional syllabus and be prepared to meet challenges while seeking a job and synthesize knowledge and use it creatively to better understand and improvise themselves
- communicate effectively through written reports, presentations and Discussions and develop a neutral accent and improve general standard of pronunciation

Introduction:

This paper intends to build up the four primary skills in students in the academic as well as in the wider domains of use like public offices. The books recommended only provide guidelines for what to teach, and the list is in no way exhaustive. Teachers must be free and resourceful enough to collect teaching materials on their own, and even use newspaper clippings as teaching materials.

This is an activity-based, goal-oriented, functional course in English Communication, which aims to make the students able and efficient communicators by helping them to be self-reflexive about English. This course has a pre-defined context of being supportive and complementary to the core courses in various disciplines. Therefore, unlike most other courses in English Communication on offer, it does not seek to build facile fluency that passes off as communicative competence. Rather, it intends to equip the students with the relevant skills of presentation and expression needed in the academic as well as in the professional domains of communicative use. While reading skills exercises are meant to promote the acquisition of analytical and comprehension skills, writing skills exercises are centered on sentence construction, paragraph development and précis writing. Teachers must be free and flexible enough in relation to teaching materials, using newspaper clippings, non-conventional and multimedia resources in the classroom. There is ample scope to build the speaking and listening skills of students in the way the course is planned with an emphasis on interactive learning and articulation.

UNIT 1: Introduction . What is communication? 2. Types of communication (Horizontal, Vertical, Interpersonal, Grapevine), (iii) Uses of Communication, Inter-cultural communication, Communication today (iv) Distinct features of Indianisation, alternative texts of language learning, global English and English in the print and electronic media in India.

UNIT 2: The Four Skills and Prospect of new material in language learning 1. Listening-Passive and active, Speaking effective and intelligibility and clarity 2. Methods and techniques of reading such as skimming, scanning and searching for Information, Reading to understand the literal, metaphorical and suggested meaning of a (III) Identifying the tone (admiring, accusatory, Ironical, sympathetic, evasive, indecisive, ambiguous, neutral etc.) of the writer and view-points. (iv) Cohesive and Coherent writing

UNIT 3: Grammatical and Composition Skills (I) Doing exercises like filling in the blanks, correcting errors, choosing correct forms out of alternative choices, joining clauses, rewriting sentences as directed, and replacing indicated sections with single words / opposites / synonyms, choosing to use correct punctuation marks, getting to understand and use formal and informal styles, learning to understand the usages of officialese, sexism, racism, jargon. (ii) Learning to understand information structure of the sentence such as topic-focus relationship; strategies of thematization, postponement, emphasis, structural compression (deletion of redundant parts, nominalization, cleft and pseudo-cleft sentences, elliptical structures etc.), Logical Connectors between sentences, Methods of developing a paragraph, structure of an essay and methods of developing an essay

UNIT 4: Exercises in Written Communication (i) Précis writing (ii) Note-taking skills (iii) Writing reports (iv) Guidelines and essentials of official correspondence for making enquiries, complaints and replies (v) Making representations; writing letters of application for jobs; writing CV, writing letters to the editor and social appeals in the form of letters/pamphlets.

Reference Books:

1. Ways of Reading: Advanced reading Skills for Students of English Literature. Martin Montgomery et al. London: Routledge, 2007.
2. Applying (communication Theory)' /0r Professional Life: A Practical Introduction. Dainton and Zelle, <http://tsime.uz.ac.zw/claroline/backends/download.php?url=>
3. Literature and the art of Communication, Cambridge University Press.
and VI.s•ions. Orient Black Swan (writing and granunar exercises at the end of lessons are recommended) From Remapping An AnthologyU0r Degree Classes. C Writing

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	3	3	-	-	-	-	1	1	2
CO2	-	3	2	-	-	-	1	-	-	2
CO3	-	3	1	-	-	-	1	-	-	1
CO4	-	3	3	-	-	-	-	1	1	2

ETHICS AND VALUE

Course Outcomes:

After reading this paper the students will be able to

- Have changes in their perceptions and practices towards women and develop proper attitude towards women and value their work and contribution.
- Come forward to challenge the unethical treatments against women.
- End gender-based hierarchy and hegemony, remove the feeling that women are counter to men and bring about a complementarity among the hitherto existing gender binary.
- Pioneer in creating a gender equal society where the well-being, happiness and security of the women will be well protected & contributing towards a better and happier society.

SEMESTER-III

Unit-3

Title: - Issues of Drug, Tobacco and Alcohol Addiction

Total no. of Periods-15

Full mark-25

Credit point -1

3.0 Aims of the Unit:

- Creating awareness about health and Societal hazards of drugs, tobacco and alcohol addiction
- Sensitizing students about professional support system for treatment and rehabilitation

Learning Objectives:

- The students become aware of the grave danger of consuming alcohol, tobacco and drugs
- Students would encourage their friends to remain away from tobacco ,alcohol , drugs and seek professional help when needed

Teaching Hours

3.1 Extent of the Problem

Extent of Drug and Tobacco addiction and alcoholism in India, Myths associated with them, Health hazards associated with them and how they have become silent killers

1-2-3-4

3.2 Socio- economic impact

Socio- economic impact of Drug and Tobacco addiction and alcoholism:

Loss of physical and mental strength, Loss of character, Loss of family ties and relationship, Loss of earning and livelihood potentials, Loss of societal respect and dignity etc

5-6-7-8

3.3 Laws to Address this Problem

Silent features of social legislation such as NDPS Act, 1985 and COTPA Act , 2003 , Mechanism and Government Schemes for prevention , de-addiction and rehabilitation

9-10-11-12

3.4 Role of Stake - holders

Provision of Tobacco free campus and role of students, Role of students in their family and immediate surroundings, Role of NGOs and other agencies

13-14-15

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	2	3	1	2	2	2	1	1	2
CO2	-	2	2	1	1	1	2	-	-	2
CO3	-	2	1	1	1	1	1	-	-	1
CO4	-	2	3	-	1	1	2	1	1	2

SEMESTER-IV

CC VIII: CONTEMPORARY INDIAN PHILOSOPHY

Course Outcomes:

After studying this paper, the students can

- Students will be benefited with having a clear understanding of the social, moral and religious concepts of 20th century India.
- It also makes students aware about the nature of man, society and their inter-relationship.
- It teaches how to develop the spiritual nature of man through proper understanding of religion.
- Develops comparative knowledge.

UNIT-I: **Tagore:** Nature of man, Reality and Religion,

Vivekananda: Universal Religion and Practical Vedanta

Unit-II: **Sri Aurobindo:** Evolution and Reality (Sacchidananda),
Integral yoga

Unit- III: **Gandhi:** Nature of Man, Ends and Means, Religion

Dr B.R. Ambedkar: Vision of a just society

Unit- IV: **S. Radhakrishnan:** Man, and Religion

K.C. Bhattacharya: Absolute

Prescribed Book: -

1. B.K Lal: Contemporary Indian Philosophy

Books for Reference: -

1. H. Sahoo (Ed): Contemporary Indian Philosophy
2. T.M.P Mahadevan and V. Saroja: Contemporary Indian Philosophy

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	3	3	1	2	1	1	1	1
CO2	3	3	3	3	2	3	3	2	2	3
CO3	2	1	2	2	3	3	1	3	2	3
CO4	2	2	2	2	2	3	3	3	3	3

CC IX: HISTORY OF MODERN EUROPEAN PHILOSOPHY

Course Outcomes:

After studying this paper, the students can

- Students get a comprehensive knowledge in various aspects of Philosophy such as ontology, epistemology, axiology etc. of Western thinkers.
- This course enables them to have a comparative study of it with Indian Philosophy which sharpens their thinking.
- Students are benefited being acquainted with various theories of knowledge such as empiricism, rationalism, criticism.
- They also get the knowledge of the various theories of reality like, monism, dualism and pluralism.

Unit- I	Bacon: Theory of Idola, Inductive Method
	Descartes: Universal Doubt, Cogito-Ergo-Sum, Existence of God
Unit-II	Spinoza: Substance, Attribute and Modes
	Leibnitz: Theory of Monads, Pre-established harmony
Unit- III	Locke: Refutation of Innate ideas, Sources of knowledge
	Berkeley: Subjective idealism, Ese-est-percipii
	Hume: Impression and Idea, Skepticism and Causality
Unit- IV	Kant: Reconciliation between empiricism and Rationalism
	Possibility of Synthetic-a priori judgment

Prescribed Book: -

1. R.K. Pati: History of Modern European Philosophy

Books for Reference: -

1. Y Masih: History of Western Philosophy
2. Ira Sen Gupta: A History of Western Philosophy
3. Frank Thilly: History of Western Philosophy

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	2	3	2	2	1	1	1
CO2	2	2	3	2	2	3	1	1	1	3
CO3	3	3	3	3	3	3	1	3	3	3
CO4	3	3	2	3	3	2	2	3	3	3

CC X: PHILOSOPHY OF LANGUAGE

Course Outcomes:

After studying this paper, the students can

- Students are benefited by proper use of language.
- So they overcome all linguistic confusions and misunderstandings.
- This makes our communication easier and accurate.
- So most of the problems in empirical and metaphysical domains get solved.

Unit-I Word Meaning: Meaning of the word “meaning”, Ambiguity and Vagueness

Unit- II Definitions: Denotative, Connotative and Ostensive Defining and Accompanying Characteristics Stipulative, Reportive and Persuasive definition

Unit- III Sentence Meaning: Proposition and sentence
Word Meaning and sentence meaning, Criteria of sentence meaning

Unit-IV Concept: Nature and source

Truth: Correspondence, Coherence and Truth as it works

Prescribed book: -

1. John Hospers: An Introduction to Philosophical Analysis.

Books for Reference: -

1. Alston: Philosophy of Language.
2. Das P: Life Language & Reality: An Introduction to Philosophy of Language.

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	3	2	1	2	3	3	1
CO2	3	3	3	3	3	2	2	3	3	3
CO3	3	2	1	2	1	2	1	1	3	1
CO4	2	3	3	2	3	2	3	3	3	3

SEC-2 QUANTITATIVE APTITUDE AND LOGICAL THINKING

Course Outcomes:

After studying this paper, the students can

- Use their logical thinking and analytical abilities to solve Quantitative aptitude questions from company specific and other competitive tests and Solve questions related to Time and distance and time and work etc. from company specific and other competitive tests.
- Understanding solve puzzle related questions from specific and other competitive tests and Solve questions related to permutation & combinations and probabilities from company specific and other competitive tests.
- Detect errors of grammar and usage in a given sentence/text and rectify them by making appropriate changes and Solve questions based on critical reasoning.
- Analyze reading passages and quickly find out the correct responses to questions asked by using reading skills like skimming, scanning, reading between the lines, etc.

Unit - 1:

Whole numbers, Integers, Rational and irrational numbers, Fractions, Square roots and Cube roots, Surds and Indices, Problems on Numbers, Divisibility Steps of Long Division Method for Finding Square Roots:

Unit -2:

Basic concepts, Different formulae of Percentage, Profit and Loss, Discount, Simple interest, Ratio and Proportion, Mixture

Unit- 3:

Time and Work, Pipes and Cisterns, Basic concepts of Time, Distance and Speed; relationship among them

Unit - 4:

Concept of Angles, Different Polygons like triangles, rectangle, square, right angled triangle, Pythagorean Theorem, Perimeter and Area of Triangles, Rectangles, Circles

Unit - 5:

Raw and Grouped Data, Bar Graphs, Pie charts, Mean, Median and Mode, Events and Sample Space, Probability

II. LOGICAL REASONING**Unit-1:**

Analogy basing on kinds of relationships, Simple Analogy; Pattern and Series of Numbers, Letters, Figures. Coding- Decoding of Numbers, Letters, Symbols (Figures), Blood relations

Unit 2:

Logical Statements - Two premise argument, More than two premise argument using connectives Unit - 3: Venn Diagrams, Mirror Images, Problems on Cubes and Dices

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	1	1	1	3	1	3	3
CO2	3	3	3	2	1	1	3	2	3	3
CO3	3	3	3	1	1	1	3	1	3	3
CO4	3	3	3	1	1	2	3	1	3	3

ETHICS AND VALUE

Course Outcomes:

After reading this paper the students will be able to

- Have changes in their perceptions and practices towards women and develop proper attitude towards women and value their work and contribution.
- Come forward to challenge the unethical treatments against women.
- End gender-based hierarchy and hegemony, remove the feeling that women are counter to men and bring about a complementarity among the hitherto existing gender binary.
- Pioneer in creating a gender equal society where the well-being, happiness and security of the women will be well protected & contributing towards a better and happier society.

SEMESTER-IV

Unit-4

Title: - Ethical Values for Student Life

Total no. of Periods-15

Full mark-25

Credit point -1

4.0 Aims of the Unit:

- To familiarize the students with core values of Academics and Goals of Education
- To create an awareness about Unethical practices in the academics

Learning Objectives:

- The students will learn to behave ethically in the campus
- Exhibit respectful treatment to others in an organizational context
- Contribute to develop a positive social environment through active participation and cooperation with others

Teaching Hours

4.1 Meaning and Objective of Education:

Knowledge is power and quest for knowledge is the real meaning of education, not quest for Degree and qualifications; Real education builds character: Difference between Academic Qualification and Ability, Academic failure could be failure within the classroom, but not outside (i.e. Failed in exam, passed in life!)

1-2-3

4.2 Challenges for Ethical Practices in Institutions of Higher Education:

Ragging, Suicide and Need for Educational Counseling, Violence vs. Peaceful Protest, Conflict resolution, Plagiarism and Violation of Intellectual property Rights, Cheating in Examination and other Fraudulent Practices

4-5-6-7

4.3 Inter personal Relation and Community Life in HEI:

Green Preacher and conservation of Energy, Community Life in Campus including Hostels, Local Common area, Inter personal relations (Students-Teacher, Students-Student and Man-Woman, Positive Friendship).

8-9-10-11

4.4 Ethical Leadership in Academic Institution:

Concept and Traits of Leadership to provide solution, everyone has Leadership Role (not limited to position), Concept of Ethical leadership, Scope of Leadership in college and Universities for Students, Teachers and Administrators, Importance of co-curricular and extra – curricular activities.

12-13-14-15

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	2	3	1	2	2	2	1	1	2
CO2	-	2	2	1	1	1	2	-	-	2
CO3	-	2	1	1	1	1	1	-	-	1
CO4	-	2	3	-	1	1	2	1	1	2

SEMESTER-V

CC XI: WESTERN CLASSICS: MEDITATIONS OF RENE DESCARTES

Course Outcomes:

After studying this paper, the students can

- The students get the knowledge of the deductive method which is considered as the foundation of Philosophical enquiry.
- They also get the knowledge of a systematic study of philosophy pertaining to that of the reality, world and self, which help them to understand the contributions of his subsequent Philosophers.
- Helps students think critically.
- Develops rational understanding of events.

Unit- I: Meditation I: Skeptical Doubts

Meditation II: Cogito-ergo-sum, Sum- res-cogitans, The Wax argument

Unit- II: Meditation III: Clear and Distinct perceptions Theory of Ideas, Existence of God

Unit- III: Meditation IV: God is no deceiver, will, intellect and possibility of Error Meditation V: Essence of Material things, Existence of God

Unit- IV: Meditation- VI: Mind- body Dualism, Primary and Secondary Quality

Prescribed Book: -

Rene Descartes: Meditations on first Philosophy

Books for Reference: -

1. Rae Langton: A Study Guide to Descartes Meditations
2. Amelie Rorty: Essays on Descartes Meditations

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	3	2	3	3	3	3
CO2	3	2	2	3	3	1	3	1	1	3
CO3	3	3	3	3	3	2	3	3	3	3
CO4	2	2	3	2	3	2	3	1	1	3

CC XII: INDIAN TEXT: ISA UPANISHAD

Course Outcomes:

After studying this paper, the students can

- Students get the knowledge of the reality which is both immanent and transcendent.
- They also get the knowledge of the self, world, bondage and liberation.
- Besides, it also gives the knowledge of vidya, avidya, sambhuti, asambhuti etc.
- And at the same time gives the direction how to lead a life which will make one's life complete and serene.

Unit-I What are Upanishads? Place of Upanishad in Indian Philosophy and Isa Upanishad

Unit-II Mantra 1 to 9

Unit- III Mantra 10 to 14

Unit- IV Mantra 15 to 18

Prescribed Book: -

1. Swami Gambhirananda, Eight Upanishads (Vol-I) God and Reality, AdvaitaAshrama, Calcutta

Reference Books-

1. S. Radhakrishnan: The Principal Upanishads
2. Satyabadi Mishra: Central Philosophy of the Upanishads
3. Aditya Ku. Mohanty: Upanishads Rediscovered

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	1	3	2	1	3	1	3	3	3
CO2	2	2	1	3	2	3	1	3	3	3
CO3	1	2	1	3	2	3	3	3	3	3
CO4	3	3	3	2	3	2	3	3	3	3

CIPLINE SPECIFIC ELECTIVE

DSE I: PHILOSOPHY OF BHAGAVAD GITA

Course Outcomes:

After studying this paper, the students can

- Students will be rewarded with the knowledge of important concepts of the Gita such as Svadharma, Paradharma, Svabhava, Varnadharma etc. which will help them in practical life situations.
- They will become aware of different kinds of yoga such as Jnana, Karma, Bhakti by following any one of which one gets absolute freedom.
- These yogas are not contradictory rather complementary.
- Besides, the Gita's concepts like niskamakarma, Lokasangraha, khetranja, Purusottama, Prapatti, Kripa etc. are the key concepts proper realisation of which lead a man to absolute freedom.

Unit-I:	Dharma: -Varnadharma, Swabhava, Swadharma- Paradharma
Unit-II:	Karma: -Classification of Karma; Agency, Niskama Karma, Lokasangraha, Relation between Karma Yoga and Jnana yoga
Unit-III:	Jnana: - Distinction between Jnana and Vijnana. Criteria of True Knowledge (Buddhi Yoga & JnanaYoga), Kshetra, Kshetrajna, Purusottama.Sattvika, Rajasika and TamasikaJnana
Unit-IV:	Bhakti Yoga: - Four kinds of devotee, Characteristics of Ideal Bhakti- Saranagati & Prapattikrupa (grace); Relation between Bhakti Yoga & Jnana Yoga

Prescribed Books-

1. The Bhagavad Gita- S. Radhakrishnan (Trs&Ed)

Reference Books-

1. Concept of Yoga in the Gita- S. C. Panigrahi
2. Bhagavad Gita & Modern Life- K. M. Munshi& R. R. Diwakar
3. The Lord Speaks (2016)- B. K. Tripathy
4. Srimad Bhagavad Gita Bhasya of Sri Sankaracharya- A. G. K. Warriar(Trs)

5. The Ethical Philosophy of Gita- P. N. Srinivasachari

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	1	3	3	3	1	3	3
CO2	3	2	3	3	2	2	3	3	1	3
CO3	2	3	2	1	2	1	2	1	2	3
CO4	3	3	2	2	2	3	1	1	1	3

DSE-II: PHILOSOPHY OF RELIGION

Course Outcomes:

After studying this paper, the students can

- Students get a scope to learn the religious concepts from Judaic- Christian Perspective.
- They can compare these concepts with our Indian view point.
- So they can develop the critical so also analytical approach in understanding the religious concepts in general which will help them to become free from dogmatic beliefs.
- Helps students in learning the significance of religious unity.

Unit-I: Judaic- Christian Concept of God (Chapter-1) Introduction to Philosophy of Religion Grounds for belief in existence of God (Chapter- 2)

Unit-II: Grounds for belief against existence of God (Chapter-3)

Unit-III: The Problem of Evil (Chapter- 4)

Unit-IV: Problems of Religious Language

Prescribed Book-

1. John Hick- Philosophy of Religion

Reference Books-

1. Y. Masih-Introduction to Religious Philosophy
2. Arvind Sharma- Philosophy of Religion

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	2	1	3	3	3	3
CO2	2	2	3	3	2	3	3	3	2	3
CO3	3	3	3	1	3	3	2	3	3	3
CO4	1	3	3	3	1	3	3	3	3	3

ETHICS AND VALUE

Course Outcomes:

After reading this paper the students will be able to

- Have changes in their perceptions and practices towards women and develop proper attitude towards women and value their work and contribution.
- Come forward to challenge the unethical treatments against women.
- End gender-based hierarchy and hegemony, remove the feeling that women are counter to men and bring about a complementarity among the hitherto existing gender binary.
- Pioneer in creating a gender equal society where the well-being, happiness and security of the women will be well protected & contributing towards a better and happier society.

SEMESTER-V

Unit-5

Title: -Vulnerable Sections of Society: Understanding their Issues

Total no. of Periods-15

Full mark-25

Credit point -1

5.0 Aims of the Unit:

To create an awareness amongst students about the need for ensuring dignity and equality for the vulnerable sections of the society.

Learning Objectives:

- Students would be able to appreciate values and ethics relating to vulnerable sections of the society.
- Students would learn to practice equality, diversity and social justice.
- Students would become more empathetic and compassionate towards vulnerable sections of the society.

5.1 Issues Relating to Children:

Nutrition and health, Child Exploitation: Child labour, trafficking, Sexual exploitation

5.2 Issues Relating to Elderly Persons:

Abuse of Elders, Financial Insecurity, Loneliness and Social Insecurity, Health Care Issues, Needs for a Happy and Dignified Ageing

5.3 Issues Relating to Persons with disability:

Rights of PWD, affirmative action, Prevention of discrimination, providing equal opportunity, various scheme for empowering PWD and social justice for PWD

5.4 Issues Relating to Third Gender:

Understanding the Third Gender, Social justice for them, Removal of discrimination, Affirmative action and Acceptance of diversity of gender.

Teaching Hours

1-2-3-4

5-6-7-8

9-10-11-12

13-14-15

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	2	3	1	2	2	2	1	1	2
CO2	-	2	2	1	1	1	2	-	-	2
CO3	-	2	1	1	1	1	1	-	-	1
CO4	-	2	3	-	1	1	2	1	1	2

SEMESTER-VI

CCXIII: SOCIAL & POLITICAL PHILOSOPHY

Course Outcomes:

After studying this paper, the students can

- It will help the students to appear for civil service examination.
- Proper understanding the above concepts will help the students to become a good citizen being aware of his duties and responsibilities for his self and the society.
- As a result, the dream of an ideal society (Ramarajya) can be materialised.
- Develops critical thinking.

Unit-I: Sociality, Social science & Social laws, Philosophy of Social Science-Relation Between Individual & Society (Mechanical, Organic & Idealistic view)

Unit- II: Political Ideals- Justice, Liberty, Equality
Political Doctrines- Humanism, Secularism, Feminism.

Unit- III: Democratic Ideals- Democratic Government, Conditions for Successful Functioning of Democracy, Human Rights

Unit-IV: Political Ideologies- (a) Anarchism (b) Marxism (c) Sarvodaya

Prescribed Book-

1. O.P. Gauba - An Introduction to Political Philosophy

Reference Books-

1. Mackenzie: Social & Political Philosophy
2. Sukhvir Singh- Social and Political Philosophy
3. Sushila Ramaswamy- Political Theories: Ideas & Concepts

4. D.D. Raphael- Problems of Political Philosophy
5. Patitapaban Das- Social and Political Philosophy

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	1	3	1	3	2	3
CO2	2	1	3	3	2	2	2	1	2	1
CO3	1	3	2	2	2	3	3	2	3	3
CO4	3	2	3	2	3	3	3	3	1	3

CCXIV: APPLIED ETHICS

Course Outcomes:

After studying this paper, the students can

- It helps the students to distinguish between universal values and customary values.
- It will help the students to become value oriented in their approach from practical point of view.
- It will help them to modify their attitudes towards the society and nature in large, for the benefit of all.
- Imparts human values to students.

Unit-I: What is Applied Ethics: Nature & Scope of Applied Ethics- Ethical Theories- Deontology, Utilitarianism, Relativism & Subjectivism

Unit-II: Taking Life: Animals- Animals rights, Reverence for life
Taking Life: Humans- Types of Euthanasia, Abortion

Unit-III: Environmental Ethics: Anthropocentrism, Non anthropocentrism, Deep Ecology

Unit-IV: Professional Ethics: (a) Business Ethics- Rights and Obligations, Justice & Honesty in Ethics. (b) Bio-medical Ethics- Hippocratic Oath, Rights and Obligations of Health- Care Professionals, Doctor- Patient-Relationship

Prescribed Book-

1. Peter Singer- Practical Ethics

Reference Books-

1. J. Jagadeb- Bio-medical Ethics
2. Tom Regan - Animal Rights
3. J. P. Theroux- Ethics: Theory & Practice
4. P.K Mohapatra :Ethics and Society

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	1	2	1	2	1	1	2
CO2	3	2	3	1	2	3	3	3	3	3
CO3	2	1	2	3	2	2	3	2	3	3
CO4	3	3	3	2	3	3	3	3	3	3

DSE -III: GANDHIAN STUDIES

Course Outcomes:

After studying this paper, the students can

- Students will definitely be benefited from the Philosophical ideas of Gandhi.
- They will be inspired by Gandhi's ideal which is the outcome of his own experiments.
- Particularly Gandhi's concept of Democratic socialism, Truth and ahimsa will influence the students to lead a perfect social moral and spiritual life.
- Develops critical thinking.

Unit-I : Gandhi's concept of a Just society. Basic Ideals- Truth, Non-violence, Equality and Human Freedom.

Unit-II: Gandhi's idea of Social Engineering, Constructive Programme. Fight against social Evils(Injustice, Caste system, Untouchability) upliftment of Women.

Unit-III: Social Ideals of Gandhi Sarvodaya, Criticism of industrial civilization, Grama Swaraj, Anarchism, Trusteeship.

Unit -IV: Method of Social Action, Satyagraha- Kinds of Satyagraha, Methods of Satyagraha. Mercy- Killing, Ideals of Basic Education. Basic Norms & Method of Education, Education for a Happier & Peaceful Society. World Peace.

Prescribed Book-

1. The Philosophy of Mahatma Gandhi, by D.M Datta

Reference Books-

1. Social & Political Thought of M.K. Gandhi- Jaya Tanuja Bandopadhyay
2. Mahatma Gandhi- R.R. Diwakar

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	3	3	3	2	3	1	3	3
CO2	3	1	3	2	3	3	3	1	3	3
CO3	3	3	2	3	3	3	2	3	3	3
CO4	3	2	1	3	2	3	3	3	2	3

DSE-IV: RECENT WESTERN PHILOSOPHY
(RECENT WESTERN PHILOSOPHY/ PROJECT)

Course Outcomes:

After studying this paper, the students can

- Students will be familiarized with recent development of Philosophy, its problems and methods.
- Being acquainted with modern western Philosophy students will definitely develop an approach of comparative study with Indian Philosophy.
- Helps students in learning about new methods in philosophy.
- Develops critical thinking.

Unit-I: A. J. Ayer : The Verification Principle, Emotivism.

Unit-II: Nietzsche: Critique of enlightenment Perspectivism, concept of superman

Unit-III: J.P Sartre : Concept of Man, Freedom and Bad-faith

Unit-IV: William James: Truth, Radical Empiricism

Prescribed Book-

1. B.A.G Fuller & McMurrin , A History of Philosophy
2. D.M.Datta Chief Currents of Contemporary Philosophy
3. Frank Thilly, History of Western Philosophy

Reference Book

1. M.K. Bhadra, A critical Survey of Phenomenology & Existentialism
2. H.J. Blackham, Six Existential Thinkers
3. W.Mc. Neil& K.S. Feldman, Continental Philosophy: An Anthology

Project (Optional)

Course Outcomes:

After studying this paper, the students can

- Helps the students to undertake research in systematic way in their higher studies.
- Helps them in selecting a topic with social relevance for writing an article.
- Helps them to become critical in their thought and actions.
- Develops critical thinking.

Eligibility:

Students who have scored more than 60% marks in Semester -I, II, III &IV are eligible to opt for project paper. The student has to prepare a project of his own selecting a topic from philosophical perspective (For example-some broad themes are given below). The dissertation carries 60 marks which will be evaluated by an external examiner and he / she will face a viva-voice test of 40 marks by an external examiner along with his / her supervisor of the concerned project.

1. Philosophy, value and culture
2. Existentialism and Phenomenology
3. Philosophy of religion
4. Philosophy of Language
5. Socio-Political Philosophy
6. Indian Philosophy/ Contemporary Indian Philosophy
7. Ethics/ Applied ethics
8. Philosophy of Mind

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	1	3	2	1	2	3	3	3
CO2	3	2	3	3	2	3	1	3	3	3
CO3	2	3	2	1	3	3	3	2	3	3
CO4	3	2	3	3	2	3	1	3	3	3

ETHICS AND VALUE

Course Outcomes:

After reading this paper the students will be able to

- Have changes in their perceptions and practices towards women and develop proper attitude towards women and value their work and contribution.
- Come forward to challenge the unethical treatments against women.
- End gender-based hierarchy and hegemony, remove the feeling that women are counter to men and bring about a complementarity among the hitherto existing gender binary.
- Pioneer in creating a gender equal society where the well-being, happiness and security of the women will be well protected & contributing towards a better and happier society.

SEMESTER-VI

Unit-6

Title: - Environmental & Techno Ethics

Total no. of Periods-15

Full mark-25

Credit point -1

Aims of the Unit:

- To develop awareness and sensitize students about the importance of environment for a sustainable earth and to bring Green Technology into action
- To focus their attention towards cleanliness, preservation of biodiversity and practice of conservation of natural resources
- To make them understand the judicious use of modern technology strictly on need basis
- To use science and technology for preservation of environment and its sustainable development but not for destruction.

Learning Objectives:

- Develop an understanding of environmental ethics and work towards sustainable development
- Commitment to Green Technology for sustainable future
- Understand ethical issues relating to use of digital medium

Teaching Hours

6.1 Environmental Ethics:

Types of Ecological Values, Environmental Values & Valuing Nature, Equitable use of Resources, Role of Individual in the conservation of resources for future generation, Bio-Ethics-Genetic manipulation in plants and animals for benefit of society and cruelty against animal.

1-2-3

6.2 Promotion of Green Technology:

Goal of Green Technology: Reduce recycling, **Renew** (removal of chemicals), **Refuse** and **Responsibility**.

Green Technology in relation to: -Energy and Construction.

4-5-6-7

6.3 Ethics and Technology with reference to Science, gadget, machine etc. and interaction with each other;

Agricultural, Industrial, Digital, Globalized Age etc

8-9-10-11

6.4 Judicious Use of Technology:

Judicious use of Mobile Phones, Electrical machines, Plastics, Television, Computers and their harmful effects

Ethics and Use of Digital Technology: Cyber ethics- Crimes and Ethical hacking,

Ethics of social media: WhatsApp, Facebook, Twitter and others.

12-13-14-15

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	2	3	1	2	2	2	1	1	2
CO2	-	2	2	1	1	1	2	-	-	2
CO3	-	2	1	1	1	1	1	-	-	1
CO4	-	2	3	-	1	1	2	1	1	2

DEPARTMENT OF PHILOSOPHY
COURSE STRUCTURE AND SYLLABUS FOR
P.G. PROGRAMME

	Professional Ethics
	Gender
	Human Values
	Environment
	Sustainability



RAMA DEVI WOMEN'S UNIVERSITY, VIDYA VIHAR,
BHUBANESWAR-751022, ODISHA

STRUCTURE

Semester-I								
Sl. No.	Nature of Course	Course Code	Paper Title	Units	Credits	Marks		
						Mid-Sem.	End-Sem.	Total
1	Hard Core	HC-101	Theory	5	5	30	70	100
2	Hard Core	HC-102	Theory	5	5	30	70	100
3	Hard Core	HC-103	Theory	5	5	30	70	100
4	Hard Core	HC-104	Practical (Theory for non-practical subjects)	--	5	30	70	100
5	Allied Core	AC-101	Computer Application Course by e-learning centre	3	3	Mid-Sem10 + Practical10= 20 marks	30	50
Total					23	135	315	450

Semester-II								
Sl. No.	Nature of Course	Course Code	Paper Title	Units	Credits	Marks		
						Mid-Sem.	End-Sem.	Total
6	Hard Core	HC-201	Theory	5	5	30	70	100
7	Hard Core	HC-202	Theory	5	5	30	70	100
8	Hard Core	HC-203	Theory	5	5	30	70	100
9	Hard Core	HC-204	Practical (Theory for non-practical subjects)	--	5	30	70	100
10	Core Elective	CE-201	Theory (Options will be given to choose any one out of 2 or 3)	5	5	30	70	100
11	Open Elective	OE-201	Theory (Open for Other PG students) OR MOOCs (From SWAYAM/ NPTEL etc.)	--	4	--	50	50
Total					29	150	400	550

Semester-III								
Sl. No.	Nature of Course	Course Code	Paper Title	Units	Credits	Marks		
						Mid-Sem.	End-Sem.	Total
12	Hard Core	HC-301	Theory	5	5	30	70	100
13	Hard Core	HC-302	Theory	5	5	30	70	100
14	Hard Core	HC-303	Practical (Theory for non-practical subjects)	--	5	30	70	100
15	Core Elective	CE-301	Theory (Options will be given to choose any one out of 2 or 3)	5	5	30	70	100
16	Core Elective	CE-302	Theory (Options will be given to choose any one out of 2 or 3)	5	5	30	70	100
17	Field Internship	FI-201	Field Internship	--	3	--	50	50
	Total				28	150	400	550

Semester-IV								
Sl. No.	Nature of Course	Course Code	Paper Title	Units	Credits	Marks		
						Mid-Sem.	End-Sem.	Total
18	Hard Core	HC-401	Theory	5	5	30	70	100
19	Hard Core	HC-402	Practical (Theory for non-practical subjects)	--	5	30	70	100
20	Hard Core	HC-403	Dissertation	--	5	--	100	100
21	Core Elective	CE-401	Theory (Options will be given to choose any one out of 2 or 3)	5	5	30	70	100
22	Allied Core	AC-401	Theory : 'Women and Society' (For All PG Subjects/Programs)	3	3	15	35	50
	Total				23	105	345	450

HC-Hard Core	14 x 100	1400
CE-Core Elective	4 x 100	400
OE-Open Elective	1 x 50	50
AC-Allied Core	2 x 50	100
FI-Field Internship	1 x 50	50
Total Marks:		2000

Semester	Credits	Total Marks
Sem-I	23	450
Sem-II	29	550
Sem-III	28	550
Sem-IV	23	450
TOTAL	103	2000

FIRST SEMESTER

Course No.	Name of the Course
HC-101	Indian Epistemology
HC-102	Indian Metaphysics
HC-103	Indian Ethics
HC-104	Symbolic Logic
AC-101	Computer Application

THIRD SEMESTER

Course No.	Name of the Course
HC-301	Applied Ethics
HC-302	Post-Kantian and Contemporary Philosophy
HC-303	Philosophy of Vedanta
CE-301	1. Political Philosophy 2. Contemporary Indian Philosophy
CE-302	1. Philosophy of Wittgenstein 2. Critical Thinking
FI-301	Filed Internship

SECOND SEMESTER

Course No.	Name of the Course
HC-201	Western Epistemology
HC-202	Western Metaphysics
HC-203	Western Ethics
HC-204	Comparative Study of Religions
CE-201	1. Philosophy of Mahima Cult 2. Linguistic and Conceptual Analysis
OE-201	Indian Value System

FOURTH SEMESTER`

Course No.	Name of the Course
HC-401	Major Trends in Odishan Philosophy
HC-402	Philosophy of the Upanishads
HC-403	Dissertation
CE-401	1. Philosophy of Mind 2. Philosophy of Social Sciences
AC-401	Women and Society

PROGRAMME OUTCOMES (POs)

- PO 01.** Helps to get mastery over the critical and analytical methods of the study of Philosophical concepts, theories and doctrines.
- PO 02.** Helps the students to acquaint the comprehensive knowledge of various aspects of Philosophy such as Ontology, Epistemology, Aesthetics, Axiology etc.
- PO 03.** Helps to develop the skill of research on key problems of Philosophy following the appropriate methodology.
- PO 04.** Helps one to develop leadership qualities to lead the society in the right direction. Plato for that reason was on the view of a philosopher king.
- PO 05.** Gets the skill to decide one's own duty in a particular situation keeping in view of his own good and the good of the society.
- PO 06.** Tries to solve all sorts of problems pertaining to religion such, religious conflicts, by analyzing the logical geography of such religious concepts.
- PO 07.** Helps to analyze language to determine its appropriate meaning in the context and thereby solves the problem of language.
- PO 08.** It not only deals with the empirical knowledge but also spells out the spiritual wisdom and leads to absolute freedom.
- PO 09.** Helps the students to apply theoretical knowledge to real life situations and make right decisions in right situations.
- PO 10.** Philosophical Counseling can be a better career option in the future.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

- PSO 01.** Understand the key concepts of both Indian and Western philosophy.
- PSO 02.** Critically analyses the socio-political and religious issues and attempts to clarify the misunderstandings related to them.
- PSO 03.** Educate for better life skills by recognizing individual autonomy.
- PSO 04.** Effective on public policy and decision making after cross examining the different available theories.
- PSO 05.** Aims at value-based education which is essential for world-peace and non-violent social order.

SEMESTER-I
PAPER-1- HC-101
INDIAN EPISTEMOLOGY

Course Outcomes:

After studying this paper, the students can

- The knowledge of Indian Epistemology should enhance the students' ability regarding systematic reflection concerning knowledge.
- The course is to understand the distinct sources of knowledge.
- It will provide the students to inculcate in-depth knowledge of Indian Epistemology.
- Broadens analytical ability of the students

Unit-I: Cognition: meaning and nature; Division of cognitions: Prama (Valid Knowledge), Aprama (Invalid Knowledge), Pramanas: Pratyaksa, Anumana

Unit-II: Upamana, Sabda, Arthapatti and Anupalabdhi

Unit-III: Pramanyavada: Pramanya / Apramanya (Svatah and Paratah)

Critique of Pramanyavada: Carvak, Jayarasi Bhatt, Nagarjuna and Sriharsa

Unit-IV: Theories of Error (Khyativada): Prabhakara's theory of error, Kumarila's theory of error, Nyaya theory of error,

Unit-V: Ramanuja's theory of error &

Theory of error in Mahayana and Advaita Vedanta

Basic Study Materials:

1. D. M. Datta, *The Six Ways of Knowing*
2. S.C.Chatterji, *The Nyaya Theory of Knowledge*
3. C. D. Sharma, *A Critical Survey of Indian Philosophy*
4. B. Kar , *Indian Theories of Error*
5. Max Muller, *Six systems of Indian philosophy*
6. J. N. Mohanty , *Classical Indian Philosophy*
7. S.N. Dasgupta , *History of Indian Philosophy*
8. Roy W. Perrett, *An Introduction to Indian Philosophy*

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	1	2	3	3	1	3	1	1
CO2	1	1	1	3	2	1	2	1	2	2
CO3	3	1	2	2	3	2	2	3	3	1
CO4	1	2	3	2	3	2	3	1	3	3

PAPER-HC-102
INDIAN METAPHYSICS

Course Outcomes:

After studying this paper, the students can

- On completion of the course students will understand the interface between the religio-cultural traditions and philosophic enquiry.
- Help them understand the synergy among the orthodox and heterodox schools with regard to the nature of the 'highest good' differently conceived in different systems.
- To discover affinity between orthodox systems and heterodox systems. especially, Buddhism and Jainism.
- To understand how the epistemology and metaphysics remain intertwined in Nyaya, Vaisheshika, Samkhya and Yoga.

Unit-I: The Concept of Reality in the Upanishads: Brahman and Atman, Jainism:

Anekāntavāda, Buddhism: Pratityasamutpada, Kṣaṇabhaṅgavāda

Unit-II: The Concept of Reality in Samkhya: **Prakṛiti** and Purusha, Vaisheshika: Categories.

Unit-III: Vedanta: Samkhya: Brahman, Jiva and Ramanuja: Brahman or God and Jiva.

Unit-IV: The Doctrines of Causality: Satkaryavada, Asatkaryavada, Satkaranavada, Vivartavada and Parinamavada .

Unit-V : The Concept of Liberation: Buddhism, Jainism, Samkhya, Vedanta (Sankara and Ramanuja)

Basic Study Materials:

1. S. Radhakrishnan, *The Principal Upanisads*
2. S. Radhakrishnan, *Indian Philosophy, Vol. I & II*
3. S.N. Dasgupta, *History of Indian Philosophy, Vol. I & II*
4. T.R.V. Murti, *Central Philosophy of Buddhism*
5. N.V. Narayana, *Indian theories of Causation*
6. Mahesh Chandra Bhartiya, *Causation in Indian Philosophy*
7. Sarbani Ganguli, *A Critique of Causality*

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	3	1	2	3	2	1	3
CO2	3	2	3	2	2	2	3	1	1	2
CO3	2	2	2	1	3	1	1	3	2	-
CO4	3	2	3	2	3	1	2	3	1	3

PAPER-HC-103
INDIAN ETHICS

Course Outcomes:

After studying this paper, the students can

- This course should empower students to develop ability for moral reasoning and act with ethical deliberations.
- After studying Indian ethics, one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas in their everyday life.
- Helps the students to understand moral decision making procedure in Indian philosophy.
- Equips the students with decision making tools which they should use to guide their practical life.

Unit-I: Indian Ethics: Meaning and Presuppositions. Dharma: Meaning, Dharma and Religion, Classification of Dharma, Varnadharmas, Asramadharma.

Unit-II: Ethics of the Gita: Concept of Stitaprajna, Karmayoga i.e. Sakama and Niskama karma, Svabhava, Svadharma and Paradharma.

Unit-III: Buddhist Ethics: Four Noble truths, Eight fold Paths, Panchashila, Bramhaviharabhavana.

Unit-IV: Jaina Ethics: Samvara-nirjara, Triratna, Mahavratas, Anuvratas.

Unit-V: Gandhian Ethics: Truth, Ahimsa, Satyagraha, End and Means, Seven Sins.

Basic Study Materials:

1. S.K.Maitra, Ethics of the Hindus
2. Srimad Bhagbad Gita
3. M. Hiriyanna, The Indian Conception of Values
4. SuramaDasgupta, Development of Moral Philosophy in India
5. I.C.Sharma, Ethical Philosophies of India
6. P.Bilimara, J.Prabhu, R Sharma (ed.), Indian Ethics: Classical Traditions and Contemporary challenges
7. Rajendra Prasad, Varnadharmas, Niskamakarma and Practical Morality

8. P. De Silva, "Buddhist Ethics." In A Companion to Ethics, ed. Peter Singer
9. H. S. Prasad, The Centrality of Ethics in Buddhism: Exploratory Essays
10. D.M. Dutta, The Philosophy of Mahatma Gandhi
11. Bhikhu Parekh, Gandhi's Political Philosophy
12. P.K. Mahapatra (ed.), Studies on the Purusarthas
13. H. S. Prasad, The Centrality of Ethics in Buddhism: Exploratory Essays
14. K.N. Tewari, Classical Indian Ethical Thought
15. Rajendra Prasad, Ethics in the Gita-An Analytical Study (pp-119-145)
16. P.K. Sen (ed.), Rta, Satya, Tattva, Tathya, Samiran Chandra Chakraborty in Philosophical Concepts Relevant to Sciences in Indian Tradition, [History of Science, Philosophy and Culture in Indian Civilisation (Vol. VIII, Part 4)]
17. B.K Dash, A Manual of Indian Ethics Gyanayuga Publications, Nayapalli, BBSR.

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	1	2	2	1	1	2	1	2	1
CO2	1	1	1	2	1	2	1	1	3	1
CO3	1	1	1	2	1	2	2	1	2	1
CO4	1	2	2	1	2	2	-	-	-	-

PAPER-HC-104
SYMBOLIC LOGIC

Course Outcomes:

After studying this paper, the students can

- Students will develop interest in logic both as a method of derivation and as a way of finding structure in language.
- Interest will be generated in the relation between natural language and formal languages.
- Students will become adept at truth tables, and methods of derivation like conditional proof, indirect proof, and quantification theory.
- Students will understand the significance of the logics of necessity and possibility and will learn the debates around modalities in philosophy.

Unit-I: Chapter 1 (Introduction to Logic)

Unit-II: Chapter 2 (Introduction to Language)

Unit-III: Chapter 3 (The Method of Deduction) Chapter 4 (Quantification Theory)

Unit-IV: Chapter 4 (Quantification Theory)

Unit-V: Chapter 7 (Set Theory)

Basic Study Materials:

1. I.M. Copi and I. Cohen, *An Introduction to Logic*, Pearson, 2014.
2. Patrick Suppes, *An Introduction to Symbolic Logic*, Affiliated East-West Press, 1957.
3. Basson and O'onnor, *Introduction to Symbolic Logic*, The Free Press of Glencoe, 1960.
4. P.F. Strawson, *Introduction to Logical Theory*, London, 1952.

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	2	1	1	2	1	3	1	1
CO2	1	1	2	1	2	1	1	2	1	1
CO3	1	1	2	1	2	2	1	2	1	1
CO4	2	2	1	2	2	2	2	-	3	2

PAPER- AC- 101
Computer Application

Course Outcomes:

After studying this paper, the students can

- Trains the students – how to read and understand philosophical texts.
- Builds up philosophical ideas and arguments through conceptual analysis.
- Helps the students – how to argue and what to argue.
- Reflects upon the conceptual clarifications and makes the students aware of the epistemological problems and their solutions from western philosophical standpoints.
- As a result, the students get the advantage of a comparative study of Indian and Western knowledge structure.

Unit-I: Basics of Computer Applications(CLO1,CLO2,CLO3,CLO4) Hours15 Basics of

MS Windows: Desktop, Recycle bin, My Computer, Documents, Pictures, Music, Videos, Task Bar and Control Panel.

MS-Word and its features: Creating, Editing, Formatting and Printing of Documents, Inserting, Word Art, Page Numbers, Mail Merge.

MS-Excel and its features: Creating a new worksheet, selecting cells, Entering and editing Text, Numbers, Inserting Rows/Columns, changing widths and heights of rows and columns, Formulae, referencing cells, changing of font sizes and colors.

MS-PowerPoint and its features: Creating, Inserting and Deleting Slides of a Presentation. Adding Pictures, Inserting Objects, Audio, Video, Custom Animation and Hyperlinking of documents.

Unit-II: E-learning and its applications (CLO5, CLO2, CLO3) Hours 15 Concept of e-

learning, Approaches to e-learning: Offline, Online, Synchronous, Asynchronous, Blended learning and Mobile Learning.

Security concerns related to Interactive contents: Viewing, disabling and managing interactive content; securing the computer from viruses and other internet attacks.

Creating and Sharing: (i) G-Suite: Gmail, Drive, Calendar, Meet, Chat, Doc, Sheet, Slides (ii) Surveying: Survey Monkey, Google Forms, online spreadsheets (iii) Google Classroom: conducting classes, assessment and evaluation. Development of self-instructional materials and e-content.

Unit-III: Trends in Teaching Learning Practices (CLO6,CLO7,CLO8,CLO9,C10) Open

Education Resources: Creative Common, Massive Open Online Courses; Creating learners' E-portfolios; Accessing Online Repositories, Online Libraries and E-Resources.

Artificial Intelligence: Concept and its applications in teaching learning practices. Introduction to SPSS and R, Latex. Plagiarism: Regulations, similarity index of the various documents like dissertations, theses etc. through plagiarism testing software. (Mendeley, Zotero)

Transaction Mode

Workshop, ICT-Lab Learning, Lecture Method, Seminar, team teaching, tutoring, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

Basic Study Materials:

1. A. P. Martinich (ed.) *The Philosophy of Language*, Oxford University Press
2. Bhaskar Ch. Sahoo, *Other Minds*
3. Noah Lemos, *An Introduction to the Theory of Knowledge*
4. R.M.Chisolm, *Theory of Knowledge*
5. D.M.Armstrong, *Belief, Truth and Knowledge*
6. A.J. Ayer, *The Problem of Knowledge*
7. A.C.Danto, *Analytical Philosophy of Knowledge*
8. Paul Newall, *An Introduction to Epistemology*
9. Jonathan Dancy, *An Introduction to Contemporary Epistemology*
10. Edmund Gettier, *Is Justified True Belief Knowledge?*
11. Alfred Tarski, *The Semantic Conception of Truth and the Foundations of Semantics*
12. Alfred Tarski, *Logic, Semantics, Metamathematics*
13. Gilbert Ryle, *The Concept of Mind*
14. Anthony Kenny, *The Wittgenstein Reader*

15. *W.V.O. Quine From Stimulus to Science*

Richard Feldman, Naturalised Epistemology

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	-	2	1	3	3	2	1	2	2
CO2	2	-	2	-	3	2	2	1	1	2
CO3	2	-	2	-	3	2	2	1	1	2
CO4	2	-	2	-	3	3	2	1	1	2
CO5	2	-	2	-	3	2	2	1	2	2
CO6	2	-	2	-	3	2	2	1	2	2
CO7	2	-	2	-	3	2	2	1	2	2
CO8	2	-	2	-	3	2	2	1	1	2
CO9	2	-	2	-	3	2	2	1	1	2
CO10	2	-	2	-	3	2	2	1	1	2

SEMESTER-II
PAPER –HC-201
WESTERN EPISTEMOLOGY

Course Outcomes:

After studying this paper, the students can

- Trains the students – how to read and understand philosophical texts.
- Helps the students – how to argue, what to argue and builds up philosophical ideas and arguments through conceptual analysis.
- Reflects upon the conceptual clarifications and makes the students aware of the epistemological problems and their solutions from western philosophical standpoints.
- As a result, the students get the advantage of a comparative study of Indian and Western knowledge structure.

Unit-I: Problems of knowledge: Plato's theory of Knowledge, Belief and Opinion

Unit-II: Gettier's: "Is Justified True Belief Knowledge?"

A.J Ayer- Skepticism

Unit-III: Theories of Truth: Correspondence, Coherence and Semantic

Unit-IV: Problems Concerning perceptual knowledge and memory

Unit-V: Quine's Naturalized Epistemology

Basic Study Materials:

1. P. Martinich (ed.) *The Philosophy of Language*, Oxford University Press
2. Bhaskar Ch. Sahoo, *Other Minds*
3. Noah Lemos, *An Introduction to the Theory of Knowledge*

4. R.M.Chisolm, *Theory of Knowledge*
5. D.M.Armstrong, *Belief, Truth and Knowledge*
6. A.J. Ayer, *The Problem of Knowledge*
7. A.C.Danto, *Analytical Philosophy of Knowledge*
8. Paul Newall, *An Introduction to Epistemology*
9. Jonathan Dancy, *An Introduction to Contemporary Epistemology*
10. Edmund Gettier, *Is Justified True Belief Knowledge?*
11. Alfred Tarski, *The Semantic Conception of Truth and the Foundations of Semantics*
12. Alfred Tarski, *Logic, Semantics, Metamathematics*
13. Gilbert Ryle, *The Concept of Mind*
14. Anthony Kenny, *The Wittgenstein Reader*
15. W.V.O. Quine *From Stimulus to Science*
16. Richard Feldman, *Naturalised Epistemology*

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	2	3	1	3	3
CO2	2	3	3	2	2	3	1	3	1	3
CO3	1	2	1	1	2	2	1	2	1	1
CO4	3	3	3	2	3	3	1	3	3	3

PAPER –HC-202
WESTERN METAPHYSICS

Course Outcomes:

After studying this paper, the students can

- The students would understand how certain epistemological assumptions give rise to metaphysical models and vice-versa.
- To develop the capacity to understand the logic of the fundamental concepts and how a metaphysical system is an elaboration of the foundational concepts along with certain fundamental assumptions.
- To understand how the metaphysical models constitute the basis of the ethical paradigms.
- To understand the nature of absolutism or reductionism in the respect of the metaphysical thinking in the west.

Unit-I: **The Conceptions of Reality:** Monism, Dualism and Pluralism

Unit-II: Substance: Aristotle's view of Substance & properties, the debate between rationalism & empiricism, process view of reality.

Unit-III: Universals& Particulars: Distinction, varieties, abstract entities, nominalism, resemblance, classes, realism, classical and contemporary

Unit-IV: **Hume:** Rejection of Metaphysics, Skepticism, **reason and passions**

Kant: **Categories of understanding**, the metaphysical and the transcendental deduction of the categories, phenomenon and noumena

Unit-V: **Problems Concerning relation between **Body and Mind****

Basic Study Materials:

1. D.W.Hamlyn,*Metaphysics*
2. Richard Taylor, *Metaphysics*
3. G.W.Patrick, *An Introduction to Philosophy*
4. G.T.W. Cunningham, *Problems of Philosophy*
5. (Ed.) David Halis, *Metaphysics: Contemporary Readings*

6. C.Dennet and Hofstades, *Mind's*
7. David Chalmers, *Self and Its Brain*
8. Gilbert Ryle, *The Concept of Mind*
9. John Hospers, *An Introduction to Philosophical Analysis*
10. David Hules (ed), *Metaphysics : Contemporary Readings*
11. D.M. Armstrong, *Universal: An opinionated introduction*
12. A.C. Greying (ed.), *Cambridge Companion to metaphysics*
13. Richard Taylor, *Metaphysics*
14. Immanuel Kant, Critique of Pure Reason
15. Bertrand Russell, A History of Western Philosophy
16. David Hume, *An Enquiry Concerning Human Understanding*
17. David Hume, *Enquires: Concerning the Human Understanding*
18. Y. Mashi, *A Critical History of Western Philosophy*
19. Hrudananda Ray, *Kant*

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	2	1	1	2	1	3	1	1
CO2	1	1	2	1	2	1	1	2	1	1
CO3	1	1	2	1	2	2	1	2	1	-
CO4	2	2	1	2	2	2	2	-	-	-

PAPER-HC- 203
WESTERN ETHICS

Course Outcomes:

After studying this paper, the students can

- This course addresses everyday life issues through theoretical concepts and, hence, it is one of the courses that require a practical interface of theory and real-life situations.
- It will enable the students to develop skills to help them taking decisions in a morally sticky situations or what is called a dilemma.
- Students need to be initiated into deliberating upon some viable models/planners to suggest a resolution of these issues. An engagement with other institutions like hospitals, business organizations, old age homes, NGOs etc. and use of Ted talks, social media as pedagogical tools will certainly add value to this course.
- Develops moral reasoning in students.

Unit-I: Ethical Theories: Consequentialism and Teleological theories

Unit-II: Ethical theories: Deontology and Virtue ethics

Unit-III: Meta-ethical theories: Cognitivism; Naturalism and Intuitionism

Unit-IV: Meta-ethical theories: Non-cognitivism- Emotivism and Prescriptivism; Descriptivism, Subjectivism

Unit-V: Meta-ethical theories: Universalism, Cultural Relativism and Super-naturalism, Nihilism

Basic Study Materials:

1. Aristotle, The Nicomachean Ethics
2. Kant, Critique of Practical Reason
3. J.S Mill,Utitarianism
4. Shelly Kegan, Normative Ethics
5. William K.Frankena, Ethics
6. Bernard Williams, Ethics and the Limits of Philosophy
7. L.M. Hinman, Ethics: A Pluralistic approach to Moral Theory
8. Barry Schwartz and Kenneth Sharpe, *Practical Wisdom: The Right Way to Do the RightThing*
9. Samuel Scheffler, *Consequentialism and Its Critics*
10. R.M.Hare, *Language of Morals*
11. J.J.Mittler, *Relativity Theory of Ethics*
12. A.J.Ayer, "A Critique of Ethics", in *Language, Truth and Logic*
13. Frank Jackson, *From Metaphysics to Ethics*
14. Philippa Foot, *Virtues and Vices*
15. "Modern Moral Philosophy," by G.E.M.Anscombe
16. Rosaline Hursthouse, *Virtue Ethics*
17. Alsdair MacIntyre, *After Virtue*
18. John F. Fitzgibbon, *Ethics: Fundamental Principles of Moral philosophy*
19. Justine D'Arms & Daniel Jacobson (ed), *Moral Psychology & Human AgencyPhilosophical Essays on the Science of Ethics*
20. Julia Driver, *Ethics-The Fundamentals*
21. R. Sullivan, *An Introduction to Kant's Ethics*
22. T.L. Beauchamp (ed.), *Philosophical Ethics-An Introduction to Moral Philosophy*

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	2	1	1	2	1	1	1	1
CO2	1	1	2	1	2	1	1	3	1	1
CO3	1	1	2	1	2	2	1	2	1	1
CO4	2	2	1	2	2	2	2	-	-	-

PAPER-HC-204
COMPARATIVE STUDY OF RELIGIONS

Course Outcomes:

After studying this paper, the students can

- By studying a variety of religions, students gain a broad understanding and appreciation of mechanism for enhancing cross-cultural religious communication.
- It will further benefit towards the realization of peace, harmony and co-existence in the society.
- Develops virtues like equality, empathy and tolerance in students.
- Paves way for a secular and value added society.

Unit-I: Meaning, necessity, aims and purpose of comparative study of religions, Distinction between theology and philosophical study of religion

Unit-II: Basic tenets of Hinduism, Buddhism and Jainism

Unit-III: Basic tenets of Sikhism, Christianity and Islam

Unit-IV: Religious conflicts, Unity of religions, Inter-religious dialogue, Secularism, Conversion and Proselytization

Unit –V: Secularism, Conversion, Proselytization

Basic Study Materials:

1. Y. Masih, *A Comparative Study of Religions*
2. Huston Smith, *The World's Religions*
3. Daniel L Pals, *Eight Theories of Religion*
4. Robert A. Segal (Ed.) , *The Blackwell Companion to the Study of Religion*
5. S.N. Dasgupta, *Religion and Rational Outlook*
6. K.N. Tiwari , *Comparative religion*
7. M.L. Ahuja, *Perspectives of World Religions*

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	1	1	1	3	2	3	1	1
CO2	1	1	1	2	2	2	1	3	1	1
CO3	2	1	1	2	1	1	2	2	2	1
CO4	2	2	2	2	1	2	-	-	-	2

PAPER- CORE ELECTIVE (CE) 201(I)
THE PHILOSOPHY OF MAHIMA CULT

Course Outcomes:

After studying this paper, the students can

- It preaches universal love, brotherhood and peace.
- Students can realize the altruistic outlook of Bhima Bhoi which they can utilize in their life.
- It will clarify why Mahima cult is rightly called spiritual humanism.
- Develops spirituality and compassion in students.

Unit-I : Mahima Cult: Introduction, The religio-cultural scenario during 19th century in Odisha.
Influence of other religions on Mahima Cult

Unit-II : Mahima metaphysics.

Unit-III: Mahima Sadhana.(Practices)

Unit-IV: Universal human appeal.

Unit-V: Spiritualistic Humanism.

Basic Study Materials:

1. Bhima Bhoi; Stuti Chintamani
2. S.C. Panigrahi; Bhima Bhoi and Mahima Darsana.
3. Satrugan Nath; Mahima Dharmadhara.
4. Studies in Mahima Dharma and Minor religious cults of Eastern India. Edited and Published by – Institute of Odisha's Culture, BBSR.
5. A Eschmann; Mahima Dharma: An autonomous Hindu reform movement in the cult of Jagannath, Ed. By H. Kulke and Manekav, N.Delhi 1981
6. Biswanath Baba; Satya Mahima DharmaDarsan Tattwa
7. Biswanath Baba Sarva veda- Vedanta Saratattiva-Siromani Alekha

ParambrahmaDarsanam.

8. Chittaranjan Das; Odishara Mahima Dharma.
9. Biswanath Baba; Satya Mahima Dharma Itihas, Mahima Dharma Alochana Samitte,Cuttauk – 1978.

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	1	1	2	2	2	1	1	1	1
CO2	2	1	2	2	1	2	2	2	2	2
CO3	2	1	2	1	1	1	2	2	1	-
CO4	3	2	1	2	1	2	1	1	3	-

PAPER-CE-201(II)
LINGUISTIC AND CONCEPTUAL ANALYSIS

Course Outcomes:

After studying this paper, the students can

- Introduces the basic notion of language-analysis as a tool against speculative metaphysics.
- Sensitizes students to the very notion of analysis - its importance and drawbacks.
- Enables students to develop an insight into the relation between language and reality.
- Makes students aware of the analytical method.

Unit-I: G. Frege: “On Sense and Reference”, G.E. Moore: A Defense of Common Sense

Unit-II: B. Russell: “On Denoting”, P.F. Strawson: “On Referring” and B.Russell “A Reply to Strawson”

Unit-III: A.J. Ayer: The Verification Principle, W.V.O. Quine: “Two Dogmas of Empiricism”

Unit-IV: J.L. Austin: Speech Act Theory, John Searle: Speech Act theory

Unit-V: G. Ryle: Philosophical Analysis, J.C Austin: A plea for excuses

Basic Study Materials:

1. Alexander Miller, *Philosophy of Language*, Routledge,1998.
2. A. P. Martinich (ed.) *The Philosophy of Language*, Oxford University Press,1990.
3. Michael Beaney (ed.), *The Frege Reader*, Blackwell,1997
4. A.J. Ayer, *Language, Truth and Logic*, Penguin,1971.
5. J. L. Austin, *How to Do Things with Words*, Oxford University Press,1983
6. J. L. Austin, *Philosophical Papers*, Oxford University Press,1979.

7. John Passmore: *A Hundred Years of Philosophy*, London,1957.
8. A.J. Ayer (ed.), *The Revolution in Philosophy*, London,1956.
9. R.C. Pradhan, *Recent Developments in Analytic Philosophy*, ICPR,2001.
10. Richard Heck & Robert May, *Frege’s Contribution to Philosophy of Language*
11. Robert R. Ammerman (ed.), *Classics of Analytic Philosophy*, Tata McGraw-Hill,1965.
12. P.K. Mohapatra and S.C. Panigrahi(ed.), *Perspective in Analytic Philosophy*, Cuttak,1992.
13. Searle, J. “Austin on locutionary and illocutionary acts,” *The Philosophical Review*, 77:405–424,1968.
14. John Searle, *Speech acts: An Essay in the Philosophy of Language*. Cambridge: CambridgeUniversity Press,1969.
15. John Searle, “What is a Speech Act?” In *Philosophy of Language*. Oxford: OxfordUniversity Press, 1971.

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	1	2	1	1	2	2	1	2	1
CO2	1	2	2	2	2	1	1	2	1	3
CO3	1	2	1	-	1	1	1	1	1	-
CO4	2	1	1	-	2	2	2	2	-	-

PAPER-OPEN ELECTIVE (OE)-(201)

Indian Value System

Course Outcomes:

After studying this paper, the students can

- They will know about the goal of life and the means to realize it. They can realize vivekajnana i.e discriminating knowledge.
- As a result of which one can live in the world with heavenly peace.
- This *core value* manifests in all indic religions – Hinduism, Jainism, Buddhism (even with its atheistic overtones), Sikhism and the hundreds of sects within and outside.
- This is the thread that has weaved India into a spiritual, cultural and even a geographical.

Unit-I :- Indian Value System: meaning and presuppositions, Basic value concepts: Rta, Rna, Sreya and Preya, Pravrti and Nivriti.

Unit-II :- Other Value Concepts: Vidya and Avidya, Sakama and Niskama Karma, Abhyudaya and Nishreyasah.

Unit-III :- Purusartha: Dharma, Artha, Kama, Mokhsa.

Basic Study Materials :-

1. Swami Ranganathananda, The Eternal Values of Changing Society, Vol-I.
2. I.C. Sharma, Ethical Philosophy of India.
3. Surama Dasgupta, Development of Moral Philosophy in India.
4. S.K. Maitra, Ethics of the Hindus.
5. B.K Dash, A Manual of Indian Ethics.
6. P.K Mohapatra(Ed), Purusartha.
7. S.C. Panigrahi; Issues in Indian Ethics.

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	3	2	2	1	2	3	1	1
CO2	3	2	3	2	1	2	2	3	2	-
CO3	1	3	1	2	2	1	3	1	3	1
CO4	3	2	3	1	2	2	3	-	2	-

SEMESTER-III

PAPER- HC -301

APPLIED ETHICS

Course Outcomes:

After studying this paper, the students can

- The course will help students to understand the nature of value and moral judgment.
- Why be moral?
- How can there be transition between the knowledge of good to the practice of goodness, i.e. from paradigm to praxis.
- Will sensitize students to perceive different moral issues which are to be attended with priority in different contexts.

Unit-I: Theories of Ethics: Normative Ethics, Meta-ethics and Applied Ethics

Unit-II: Environmental ethics: Shallow Ecology and Deep Ecology, Anthropocentrism, Biocentrism, Eco-centrism & Cosmo-centrism

Unit-III: Medical Ethics: Surrogacy, Abortion, Euthanasia and Assisted Suicide. Doctor-Patient relationship

Unit-IV: Business Ethics: Profit-making in Business, Business Advertisement, Corporate Social Responsibility, Consumer Rights

Unit-V: Media Ethics: ethical issues in privacy, Social media and cyber ethics
Legal Ethics: Law and morality, legal obligation

Basic Study Materials:

1. Peter Singer, *Applied Ethics*
2. R.G. Frey and C.H. Wellman (ed.), *A Companion to Applied Ethics*
3. R.F. Chadwick(ed.), *Encyclopedia of Applied Ethics*
4. Clifford Christian and lee Wilkins(ed.). *The Handbook of Mass Media Ethics*
5. Patrick Lee Plaisanca, *Media Ethics: Key Principles for Responsible Practice*
6. Jacques Thiroux, *Ethics: theory and practice*
7. Aditya Kumar Mohanty, *Philosophy of Value: Central Issues*

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	2	2	2	1	3	-	1
CO2	2	3	1	1	2	2	-	2	1	1
CO3	3	1	3	1	2	1	1	3	1	1
CO4	1	2	3	2	-	2	3	1	1	1

PAPER- HC-302
POST-KANTIAN AND CONTEMPORARY
PHILOSOPHY

Course Outcomes:

After studying this paper, the students can

- Becomes familiar with major philosophical problems and the methods
- Identifies and discuss the role and importance of epistemology in the domain of philosophy
- Comprehends and explains some important concepts from philosophical point of view
- Offers the critical understanding of modern western philosophy from diverse vantage points such as modernism and postmodernism. These thinkers were not only contested the tenets of western philosophy but also make us aware of other ways of reading western philosophy. The methodologies and tools provided by these thinkers have their own philosophical significance and social implication.

Unit-I: Hegel: **The Dialectical Method**, Concepts of being, non-being and becoming
Bradley: **Appearance and Reality**

Unit-II: Pragmatism: Willam James: Theory of Knowledge, **Theory of Truth**. Logical
Positivism: **Conception of Meaning**, Elimination of Metaphysics

Unit-III: Existentialism: Jean Paul Sartre: Concept of Freedom, Bad-faith, **Humanism** and
Phenomenology

Unit-IV: Heidegger: The Concept of Being (Dasein), **Man as being in the world**

Unit-V: Post-modernism: Derrida: Deconstruction Theory and Foucault: **Power and Knowledge**

Basic Study Materials:

1. D.M.Datta, *Chief Currents of Contemporary Philosophy*
2. W.T.Stace, *Philosophy of Hegel*
3. Peter Singer, *Hegel: A Very Short Introduction*
4. F.H.Bradley, *Appearance and Reality*
5. Richard Wollheim, *Bradley*
6. William James, *Pragmatism*
7. A.J.Ayer, *Logical Positivism*
8. Jean-Paul Satre, *Existentialism and Humanism*
9. Edmund Husserl, *Phenomenology and the Crisis of Philosophy*, (Tr.) Quentin Lauer
10. Martin Buber, *I and Thou*
11. Robert Solomon, *From Rationalism to Existentialism*
12. Dermot Moran, *An Introduction to Phenomenology*
13. M.K.Bhadra, *A Critical Survey of Phenomenology and Existentialism*
14. Quentin Lauer, *Phenomenology: Its Genesis and Project*
15. Roy Boyney, *Foucault and Derrida*
16. Francois Cusset, *French Theory: How Foucault, Derrida and Deleuze & Co Transformed the Intellectual Life of the United States*

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	1	2	1	2	1	3	3	2
CO2	1	2	1	3	2	-	2	3	2	1
CO3	2	1	2	2	2	-	1	2	1	1
CO4	1	1	3	2	1	2	3	2	3	1

**PAPER- HC-303
PHILOSOPHY OF VEDANTA**

Course Outcomes:

After studying this paper, the students can

- It is hoped that Advaita Vedanta will help students to know the principal concepts in relation to other systems of Indian thought and thereby make for extending the frontiers knowledge.
- Expected that by practical use of the Vedantic knowledge they will be benefited in every steps of life.
- Vedanta teaches you how to manage your emotions to reduce or remove the stress.
- Preaches spiritual consciousness among students.

Unit-I: Shankara Vedanta: Brahman, Atman, Isvara, Jiva, Maya, Bondage and Liberation

Unit-II: Ramanuja Vedanta: Visistadvaita, Isvar, Cit (individual soul), Bondage and Liberation

Unit-III: Madhva Vendanta: Dvaitavada conception of Vedanta

Nimbarka Vedanta: The conception of Dvaitadvaita / Svabhavika-bhedabheda

Unit-IV: Vallabha Vedanta: The Conception of Shuddhadvaita, Achintyabhedabheda of Sri Chaitanya, Pratyabhijna of Kashmira Shaivism and Shakta Schools

Unit-V: Adhyasa

Basic Study Materials:

1. Brahmasutra with Sankara's Commentary, English translation by Swami Gambhirananda.
2. Brahmasutra with Sankara's Commentary, English translation by George Thibaut.

3. C.D. Sharma, *A Critical Survey of Indian Philosophy*
4. S. Radhakrishnan, *Indian Philosophy*, Vol. 1 and 2
5. M. Hiriyanna, *Outline of Indian Philosophy*
6. T.M.P. Mahadevan, *The philosophy of Advaita*

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	1	2	2	1	3	1	3	2	3
CO2	2	2	2	2	2	2	2	1	1	1
CO3	1	1	2	2	2	3	2	3	1	2
CO4	1	1	1	2	3	2	-	-	1	1

PAPER- CE- 301(I)
CONTEMPORARY INDIAN PHILOSOPHY

Course Outcomes:

After studying this paper, the students can

- To introduce the social and political theories of Indian thinkers. The central concern of this paper is to make students aware about the nature of man, society and the state, and the relation between them.
- To make understand the dynamics of Indian social reality and its conceptualization.
- To familiarize the students with the concepts such as colonialism, nationalism, rights and justice from Indian perspective.
- Presents new modern methodology in Philosophy adopted by modern thinkers.

Unit-I: Radhakrishnan: Intellect and intuition, The Idealist view of life, Concept of Universal Religion

Unit-II: Sri Aurobindo: Evolution, Mind and supermind, Integral Yoga

Unit-III: K. C. Bhattacharyya: Swaraj in ideas, Concept of Philosophy (Ch-1 of *Studies in Philosophy*), Subject as Freedom
J. Krishnamurti: Individual and Society, Self-Knowledge, Action and Idea, What is the Self? (Ch-3, 4, 5, 9 of “*The First and the Last Freedom*”)

Unit-IV: D.D. Upadhyaya: Integral Humanism (Lecture-1, Rf. 11), Western Vs *Bharatiya* view (Lecture-2, Rf. 11)
M.N. Roy: Radical Humanism, Materialism (Ch-3 and ch-9 of *New Humanism – A Manifesto*)

Unit-V: B.R. Ambedkar: Annihilation of Caste, Neo-Buddhism, Jyotirao Phule: Critical Understanding of Caste-system

Basic Study Materials:

1. K.C. Bhattacharya, "Swaraj in Ideas."
www.scribd.com/doc/39859006/swaraj-in-Ideas-K-C-Bhattacharya
2. K.C. Bhattacharya, *Subject as Freedom*. London: Unwin, 1933.
3. K.C. Bhattacharya, *Studies in Philosophy*, Gopinath Bhattacharyya (ed.), Vol I & II, MotilalBanarsidass Pvt. Ltd: Delhi
4. J. Krishnamurti, *The First and the Last Freedom*, Rider: London, 2013
5. Ambedkar, B.R. *Essential Writings of Ambedkar*. Edit. with intro. Valerian Roderigues, New Delhi: OUP, 2004.
6. S.K. Maitra, *An Introduction to Philosophy of Sri Aurobindo*
7. Madhusudan Reddy, *Sri Aurobindo's Philosophy of Evolution*
8. Basant Ku Lal, *Contemporary Indian Philosophy*
9. N.K. Devaraja, *Indian Philosophy Today*
10. Ambedkar, B.R. *Annihilation of caste*, Navayana, 2014
11. D.D. Upadhaya, <http://www.chitrakoot.org/download/IntegralHumanism.pdf>
12. D.D. Upadhaya, *Integral Humanism: An Analysis of Some Basic Elements*, PrabhatPrakashan
13. G.P. Despande (ed.), *Selected Writings of Jotirao Phule*, Left word books: New Delhi, 2002
14. O'Hanlon, Rosalind, *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste protest in Nineteenth Century in Western India*, Cambridge University Press:Cambridge, 1985
15. M.N. Roy, *New Humanism – A Manifesto*, Ajanta publications: New Delhi, 1947

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	2	1	2	1	2	1	1	2
CO2	1	2	1	2	2	1	3	2	3	1
CO3	1	2	2	1	2	1	2	3	2	1
CO4	2	1	3	2	3	2	3	-	-	1

PAPER- CE -301 (II)
POLITICAL PHILOSOPHY

Course Outcomes:

After studying this paper, the students can

- The paper is designed to appreciate the profound ideas that sprung from the minds of the great philosophers of the modern western world.
- It also makes students aware that there is no place for superficial approach to the complex questions in life.
- It will make students a better citizen by understanding the notion of democracy.
- This course also offers to know rights of Individuals and communities. Students also learn to live in cohesive manner in a multicultural setup.

Unit-I: Ancient Political Thought: Plato- Ideal State, Education, Communism , Justice, Aristotle:-State, Justice, Family and property, Mixed Constitution, Machiavelli- Statecraft

Unit-II: Indian Political Thought: Mahabharata- Rajadharma, Arthasastra of Kautilya- Seven pillars of State craft, State economy, law and justice, internal security, welfare and external affairs.

Unit-III: Modern Political Thought: Theories of social contract (Hobbes, Locke and Rousseau), Socio- economic revolution: Marx- Alienation, Dialectical Materialism, doctrine of Class Struggle, Communism

Unit-IV: Rationality and Socio-Political thought in the Twenty-first Century: Amartya Sen- Global Justice, Freedom, Well-being and Capabilities

Unit- V: Isaiah Berlin: Two concepts of Liberty, Authority, John Rawls: Distributive Justice

Basic Study Materials:

1. G. Sabine, *History of Political Theory*
2. C.L.Wayper, *Political Thought*
3. E. Barker, *Plato and His Predecessors*
4. Sukhbir sigh, *History of Political Thought*
5. O.P.Gabba, *An Introduction to Political Theory*
6. V.P.Varma, *Ancient and Mediaeval Indian Political Thought*
7. Hobbes, *Leviathan*
8. Rousseau, *The Social Contract*
9. F. Engels, *The theory of Family, Private Property and the State*
10. K. Marx, *Capital*
11. Amartya Sen, *The Idea of Justice*
12. J. Rawls, *Political Liberalism*
13. *Arthashastra*, (Vol. II, Bk VI, VII, ch. 1), trans. R. P.Kangle,
14. Plato, *The Republic*
15. Aristotle, *Politics*
16. Kautiliya: *Arthasastra*- L.N. Rangarajan
17. Mahabharata(Santiparva)
18. Anthony Quinton (ed.), *Political Philosophy*
19. John Rawls, *A Theory of Justice*

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	1	2	2	1	1	2	1	1
CO2	1	2	1	1	2	1	2	1	1	1
CO3	2	1	1	1	2	1	2	2	1	2
CO4	1	1	2	-	1	2	2	-	2	-

PAPER-CE -302 (I)
PHILOSOPHY OF WITTGENSTEIN

Course Outcomes:

After studying this paper, the students can

- Gives the clarity of thought as well as language.
 - Provides analytical ability or analytical approach which makes our understanding clear.
 - Develops the conceptual clarity by linguistic analysis.
 - Develops the critical reasoning ability.
- Enhances the research ability, analytical skill and methodological outlook

Unit-I: Nature of Philosophy, Nature of world and Nature of Language,

Unit-II: Reality, Facts, Objects, Names, Propositions, Picture Theory of Meaning

Unit-III: Nature of other modes of thoughts- Logic, Mathematics, Science, Ethics and religion

Unit-IV: Rejection of Essentialism, Use Theory of Meaning, Language-games, Family Resemblance and Forms of Life.

Unit-V: Solipsism and Private Language, Knowledge of Other minds.

Basic Study Materials:

1. Ludwig Wittgenstein, *Tractatus Logico-Philosophicus*
2. Ludwig Wittgenstein, *Philosophical Investigations*
3. Ludwig Wittgenstein, *Notebooks 1914-16*
4. R.C. Pradhan, *Great Mirror*

5. Anthony Kenny, *Wittgenstein*
6. Anthony Kenny, *The Wittgenstein Reader*
7. George Pitcher, *Philosophy of Wittgenstein*
8. Max Black, *A Companion to Wittgenstein's Tractatus*
9. Suresh Chandra, *Wittgenstein New Perspective*
10. P.M.S. Hacker, *Insight and Illusion*
11. K.T. Fann, *Wittgenstein's Coconception of Philosophy*
12. Robert J. Fogelin, *Wittgenstein*
13. Wittgenstein, *A Lecture on Ethics*

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	2	1	1	2	1	1	1
CO2	2	1	1	2	1	2	1	1	1	1
CO3	2	1	1	2	1	2	2	1	2	1
CO4	1	2	2	-	-	2	2	2	-	-

PAPER- CE-302(II)
CRITICAL THINKING

Course Outcomes:

After studying this paper, the students can

- It will help students to develop the spirit of critical enquiry.
- Cultivates the objective and secular attitude towards problems in life.
- Helps students to listen, understand and re-examine articles of faith by the parameters of reason.
- Brings about clarity in thinking and understanding of issues and avoid confusion or ambiguity.

Unit-I: Rational Belief: Belief, Rationality and Evidence

Unit-II: Arguments: Different types, Impediments to good reasons

Unit-III: The Method of Argument Analysis: Reconstructing Arguments, Details of Argument Reconstruction, Evaluating arguments

Unit-IV: Applications-I Causal Arguments

Unit-V: Applications-II Moral Arguments

Basic Study Materials:

1. Richard Feldman, *Reason and Argument*, Prentice Hall, 1993

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	2	2	1	1	2	1	2
CO2	2	2	1	1	2	2	2	1	1	1
CO3	1	1	1	1	2	1	2	2	1	2
CO4	2	2	2	-	1	2	2	-	2	-

PAPER-FI-201 FIELD INTERNSHIP

Course Outcomes:

After studying this paper, the students can

- Reinforce experiential and contextual learning.
- Enhance classroom learning by making connections with the real world.
- Develop ability to test the theoretical learning in practical situations by accomplishing the tasks assigned during the internship period.
- Hone the skills to apply various soft skills such as time management, positive attitude and communication skills during accomplishment of the assigned tasks. Acquire wider perspectives of a work environment and benefit from a mentor or supervisor's experience and advice.

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	1	1	1	2	1	3	1	1
CO2	1	1	2	1	2	1	1	3	1	1
CO3	1	2	1	1	2	2	1	2	1	1
CO4	2	2	1	2	2	-	2	-	-	-

SEMESTER-IV
PAPER-HC-401
MAJOR TRENDS IN ODISHAN
PHILOSOPHY

Course Outcomes:

After studying this paper, the students can

- It is found from sample study, most the students are inspired both in spirit and practice with academic knowledge of Odishan Philosophy.
- Students are determined to uphold the glory of Odishan Philosophy culture and religion both in ideal and practical level.
- Preaches universal brotherhood.
- Promotes cultural diversity among students.

Unit-I: The social and religious traditions of Odisha, Contribution of Bhima Bhoi to Odishan culture and religion.

Unit-II: Pandit Nilakantha Das on Odishan Culture

Unit-III: Socio-Religious Traditions in Odisha: Santha Traditions – Sarala Dasa, Panchasakhas,

Unit-IV: Sri Jagannath cult : Tradition, Culture and Philosophy

Unit-V: Vaisnavism in Odisha

Basic Study Materials:

2. Pt. Nilakantha Das, *Bhagavad Gita, Pithika* (Introduction)
3. M.N.Das (ed.), *History and Culture of Orissa* (Chapters, 30, 31 and 37)
4. Bhima Bhoi, *Stutichintamani*
5. S.C. Panigrahi, *Bhima Bhoi and Mahima Darsana*

6. Shantilata Dei; Vaishnavism in Odisha
7. Lili Roy; Pandit Nilakantha Das
8. Kumudini Mishra; Pandit Nilakanthanka Srusti O Drusti
9. B. Kar; Major Trends In Odishan Philosophy

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	1	2	1	2	1	1
CO2	1	2	2	1	2	1	1	2	1	1
CO3	1	1	2	1	2	2	1	2	1	1
CO4	2	2	1	2	-	-	2	-	-	-

PAPER- HC-402

PHILOSOPHY OF THE UPANISADS: TEXTUAL STUDY OF THE KENA UPANISAD AND THE KATHA UPANISAD WITH THE COMMENTARY OF SHANKARACARYA

Course Outcomes:

After studying this paper, the students can

- It should also be the endeavor to promote the Indian way of life encapsulating Indian values, ethos and cultural context.
- As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. Unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile.
- The student must fully understand the reverence of the Vedic Values in the contemporary world.
- This course will help developing an understanding about the importance of the Nature (Cosmos) and also help students to pursue a holistic existence.

Unit-I: The Kena Upanisad: Sections 1 and 2

Unit-II: The Kena Upanisad: Sections 3 and 4

Unit-III: The Katha Upanisad: Chapter I, Sections 1

Unit-IV: The Katha Upanisad: Chapter I, Sections 2

Unit-V: The Katha Upanisad: Chapter I, Sections 3

Basic Study Materials:

1. Swami Gambhirananda, *Eight Upanisads, Vol. I*
2. R.D. Ranade, *A Constructive Survey of Upanisadic Philosophy*
3. S. Radhakrishnan, *The Principal Upanisads*

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	1	2	1	2	2	1	3	1	1
CO2	1	1	2	1	2	1	1	3	1	1
CO3	1	1	2	1	2	2	1	2	1	1
CO4	2	1	1	2	2	2	2	-	2	2

PAPER-CE-403

DISSERTATION

Course Outcomes:

After studying this paper, the students can

- Prepares a project proposal
- Organizes and conduct research in a more appropriate manner
- Writes research report and dissertation
- Writes a research proposal for projects, grants, books etc.
- Explains key research concepts and issues
- Reads, comprehends and explains research articles in his academic discipline.
- Understands the importance of research ethics and integrates research ethic into the research process
- Becomes able to assess and critique a published journal article that uses one of the primary research methods in the field.

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	2	1	1	3	1	1	2	2
CO2	2	1	2	-	1	2	1	1	1	2
CO3	2	-	2	1	3	2	1	1	1	2
CO4	2	-	2	2	3	3	1	1	1	2
CO5	2	1	2	1	2	2	2	1	2	3
CO6	2	1	2	1	2	2	2	1	2	2
CO7	2	-	2	-	2	2	2	1	2	2
CO8	2	-	2	-	3	2	2	1	1	-

PAPER-CE-401(I)
PHILOSOPHY OF MIND

Course Outcomes:

After studying this paper, the students can

- Helps the students to know the exact meaning of the mental concepts.
- Distinguishes mental concepts from bodily concepts. So, confusions no longer remain regarding these terms.
- Aspects of the mind that are studied include mental events, mental functions, mental properties, consciousness and its neural correlates.
- Sharpens the critical ability of students.

Unit-I: Chapters I and II

Unit-II: Chapters III and IV

Unit- III: Chapters V and VI

Unit-IV: Chapters VII and VIII

Unit- V: Chapters IX and X

Basic Study Materials:

1. Gilbert Ryle; The Concept of Mind, Penguin Books Ltd., London.

Other Study Materials

1. J.A Shaffer; Philosophy of Mind
2. E.J Lowey; An Introduction to the Philosophy of Mind.

3. John Heil; Philosophy of Mind: A Contemporary Introduction.
4. David Cholmers; Philosophy of Mind: Classical and Contemporary Readings
5. Amy Kind; Philosophy of Mind: The Basics
6. David Cholmers; The Conscious Mind.
7. Jaegwon Kim; Philosophy of Mind.

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	2	1	1	2	2	1	1	2	1
CO2	1	2	1	1	1	2	1	2	1	1
CO3	1	2	2	1	1	2	1	2	2	1
CO4	2	-	2	2	2	1	2	2	-	-

PAPER--CE-401(II)
PHILOSOPHY OF SOCIAL SCIENCES

Course Outcomes:

After studying this paper, the students can

- To provide the knowledge of natural and social environment
- To enhance human qualities in students
- To develop critical thinking and reasoning power among students
- To create awareness towards his duty and responsibility for human society

The Philosophy of Social Sciences examines the concepts, methods and Logic of the Social science. It seeks to enhance students' ability to explain the social world. It is consequently a meta- theoretical endeavor about social life.

Unit-I: What is Social Science? Philosophical Foundations of Social Sciences
(Karl Popper & Thomas Samuel Kuhn)

Unit-II: Explanations of Human Action: Behaviourism, The Concept of Social Action (Max Weber)

Unit-III: Feminism: Status of Women in Indian tradition, Radical Feminism, Liberal Feminism, Socialist Feminism

Unit-IV: Marxist Feminism, Existentialist Feminism & Eco-feminism

Unit-V: Equality and Its Application: The Meaning and Basis of Equality, Social Ontology

Basic Study Materials:

1. Peter Winch, *The Idea of a Social Science and Its Relation to Science*
2. Ian Craib and Ted Benton (ed.), *Philosophy of Social Science*
3. Alexander Rosenberg, *Philosophy of Social Science*
4. Malcolm Williams, *Science and Social Science: An Introduction*
5. Scott Gordon, *The History and Philosophy of Social Science*

6. Clive Lawson, *John Lastsis & Nuno martins(Ed.),Contribution to Social Ontology*
7. Karen J. Warren , *Ecofeminist Philosophy*
8. Maria Mies & Vandana Shiva,*Ecofeminist Philosophy*
9. Nancy Catwright & Eleonora Montuschi (Ed.),*Philosophy of Social Science*
10. Kumkum Roy :*Women in early Indian Society*
11. Alan Ryan (Ed.) *The Philosophy of Social Explanation*

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	1	2	2	2	1	2	2	3	1
CO2	1	1	1	2	1	2	1	1	3	1
CO3	2	1	1	2	1	3s	-	1	2	1
CO4	-	2	2	1	2	2	2	2	-	-

PAPSSER - AC-401
WOMEN AND SOCIETY

Course Outcomes:

After reading this paper, students would be able to;

- Students will familiarize with the women lead environmental movements and women's participation in the climate resilience natural resources management.
- Students will acquire knowledge on the differential impact of climate change disasters.
- Students will be familiar with the role of technology and how has ICT brought about a change in on women's everyday lives and livelihoods.
- It will enhance students' critical thinking in the use and management of technology in different productive sectors across different category of women.
- Students will gain an insight into the women and law from rights and equality of opportunity in the access to justice as well as the nuances involved in it.
- Students will entrust with the duties of framing reports, conducting research and development activities and solving the issues of injustice imparted to the public.

Unit - I: Women and Environment

- **Eco-feminism perspective and gender framework: carbon footprint, GHE & Climate Change**
- **Reclaiming women's environmental rights** - Neem patent victory, living democracy and CHIPKO Movement; Narmada Bachao Aandolan
- **India and International Environmental Policies:** Agenda 21 of Rio Conference, COP 21 and 23; Joint Forest Management Act. Impact of disaster risks and vulnerability: 1999 Super Cyclone in Odisha, Tsunami in Tamil Nadu.

Unit II: Women and Technology

- **Gender and technology an introduction:** Women professionals and entrepreneurs in Technology
- **Impact, Programs and policy measures:** International, National and State Levels on the technology transformation and cybercrimes in India
- **Women in the production and service technologies:** Case study of agricultural mechanization, sexuality, reproduction, education, media, ICT, bio-technology, social media and digital divides

Unit -III: Women and Law

- **Status of women in pre & post-Independence era; CEDAW; Women and Indian Constitution;** Women and Law relating to Marriage; National Commission for Women
- **Women and Criminal Offences: Rape, Adultery, Outraging the Modesty of women; Female Foeticide;** Immoral Trafficking of women; Indecent Representation of Women; Protective Labour Legislation; Equal Remuneration Act; Maternity Benefit Act.; Employee's State Insurance Act.
- **Women and Matrimonial Offences:** Sex Inequality and Inheritance Right, Women and Guardianship of Children, Law relating to Maintenance, Women and divorce Laws, Women and Miscellaneous law; Women and Dowry Prohibition; Sexual Harassment at Workplace; Women and Domestic Violence

Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, collaborative learning, cooperative learning .

Basic Study Materials:

1. H.Patrick, J. – A Concise Introduction to Logic (2015) 12th Edition
2. M.Sen – An Introduction to Critical Thinking (2010)

MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	1	1	2	2	1	1	2	-	-
CO2	1	1	1	2	1	2	2	1	-	-
CO3	1	1	1	1	3	2	1	2	1	-
CO4	1	1	1	1	1	1	1	1	1	-
CO5	1	1	1	-	1	-	1	-	1	-
CO6	1	1	1	1	2	-	1	1	1	1