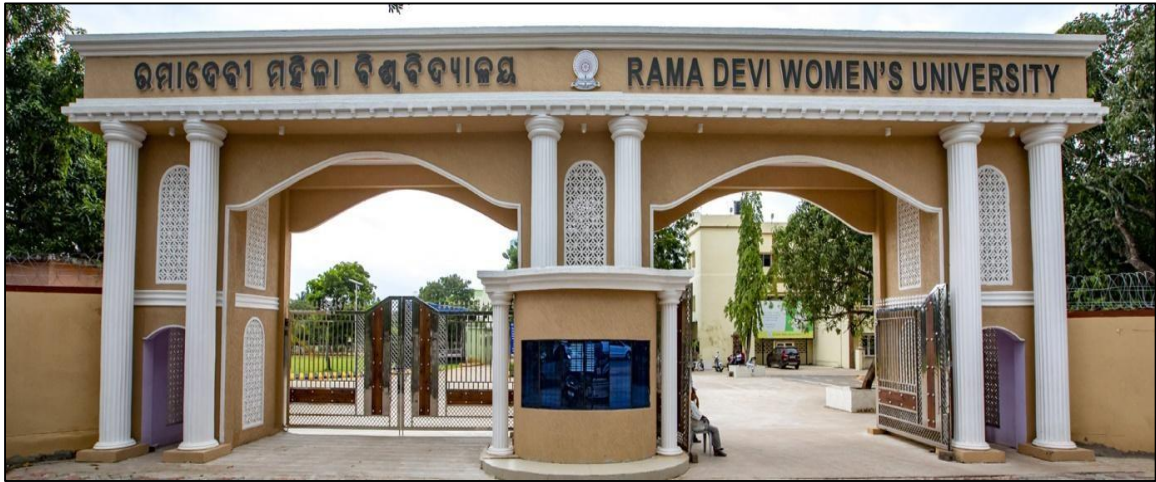


# DEPARTMENT OF PHILOSOPHY

## SYLLABUS OF PG PROGRAMME (M.A.)



**RAMA DEVI WOMEN'S UNIVERSITY**  
Vidya Vihar, Bhubaneswar-751022, Odisha  
Website: <https://rdwu.ac.in>

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



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

*M. Sankar*  
12.10.23  
Controller of Examinations  
R.D. Women's University  
Bhubaneswar

## 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	<b>Practical</b> (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
<b>Total</b>					<b>23</b>	<b>135</b>	<b>315</b>	<b>450</b>

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	<b>Practical</b> (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) <b>OR</b> MOOCs (From SWAYAM/ NPTEL etc.)	--	4	--	50	50
<b>Total</b>					<b>29</b>	<b>150</b>	<b>400</b>	<b>550</b>

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	<b>Practical</b> (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
	<b>Total</b>				<b>28</b>	<b>150</b>	<b>400</b>	<b>550</b>

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	<b>Practical</b> (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
	<b>Total</b>				<b>23</b>	<b>105</b>	<b>345</b>	<b>450</b>

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

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

### 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**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	2	4	2	4	5	5	2	5	2	2
<b>CO2</b>	2	2	2	5	4	2	4	2	4	4
<b>CO3</b>	5	2	4	4	5	4	4	5	5	2
<b>CO4</b>	2	4	5	4	5	4	5	2	5	5

**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, Vaisesika, Samkya and Yoga.

**Unit-I:** The Concept of Reality in the Upanishads: Brahman and Atman, Jainism: Anekāntavāda, Buddhism: Pratityasamutpada, Kṣaṇabhāṅgavāda

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

**Unit-III:** Vedanta: Samkara: 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. Naravane, *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	5	2	2	5	2	4	5	4	2	5
CO2	5	4	5	4	4	4	5	2	2	4
CO3	4	4	4	2	5	2	2	5	4	1
CO4	5	4	5	4	5	2	4	5	2	5

### 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, Varnadharma, 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 andContemporarychallenges
7. Rajendra Prasad, Varnadharma, 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	2	2	4	4	2	2	4	2	4	2
CO2	2	2	2	4	2	4	2	2	5	2
CO3	2	2	2	4	2	4	4	2	4	2
CO4	2	4	4	2	4	4	1	1	1	1

### 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	2	4	4	2	2	4	2	5	2	2
CO2	2	2	4	2	4	2	2	4	2	2
CO3	2	2	4	2	4	4	2	4	2	2
CO4	4	4	2	4	4	4	4	1	5	4

### 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 ofMS 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) OpenEducation 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	4	1	4	2	5	5	4	2	4	4
CO2	4	1	4	1	5	4	4	2	2	4
CO3	4	1	4	1	5	4	4	2	2	4
CO4	4	1	4	1	5	5	4	2	2	4
CO5	4	1	4	1	5	4	4	2	4	4
CO6	4	1	4	1	5	4	4	2	4	4
CO7	4	1	4	1	5	4	4	2	4	4
CO8	4	1	4	1	5	4	4	2	2	4
CO9	4	1	4	1	5	4	4	2	2	4
CO10	4	1	4	1	5	4	4	2	2	4

## **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, Met mathematics*
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	5	5	5	5	5	4	5	2	5	5
CO2	4	5	5	4	4	5	2	5	2	5
CO3	2	4	2	2	4	4	2	4	2	2
CO4	5	5	5	4	5	5	2	5	5	5

**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**

<b>CO/P O</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO1 0</b>
<b>CO1</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>1</b>
<b>CO4</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>1</b>

**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: Cognitivist; Naturalism and Intuitionism

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

**Unit-V:** Meta-ethical theories: Universalism, Cultural Relativism and Supernaturalism, Nihilism

### Basic Study Materials:

1. Aristotle, The Nicomachean Ethics
2. Kant, Critique of Practical Reason
3. J.S Mill, Utilitarianism
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 Right Thing*
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 Agency Philosophical 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	2	4	4	2	2	4	2	2	2	2
CO2	2	2	4	2	4	2	2	5	2	2
CO3	2	2	4	2	4	4	2	4	2	2
CO4	4	4	2	4	4	4	4	1	1	1

**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	4	2	2	2	2	5	4	5	2	2
CO2	2	2	2	4	4	4	2	5	2	2
CO3	4	2	2	4	2	2	4	4	4	2
CO4	4	4	4	4	2	4	1	1	1	4

**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 19<sup>th</sup> 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 Dharma Darsan Tattwa
7. Biswanath Baba Sarva veda- Vedanta Saratattiva-Siromani Alekha
8. Parambrahma Darsanam.
9. Chittaranjan Das; Odishara Mahima Dharma.
10. 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	2	2	2	4	4	4	2	2	2	2
CO2	4	2	4	4	2	4	4	4	4	4
CO3	4	2	4	2	2	2	4	4	2	1
CO4	5	4	2	4	2	4	2	2	5	1

**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 “AReply 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 PhilosophicalReview*, 77:405–424,1968.
14. John Searle, *Speech acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press,1969.
15. John Searle, "What is a Speech Act?" In *Philosophy of Language*. Oxford:Oxford University Press, 1971.

#### **MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>5</b>
<b>CO3</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>CO4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>1</b>

## 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	5	2	5	4	4	2	4	5	2	2
CO2	5	4	5	4	2	4	4	5	4	1
CO3	2	5	2	4	4	2	5	2	5	2
CO4	5	4	5	2	4	4	5	1	4	1

### 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	4	5	5	4	4	4	2	5	1	2
CO2	4	5	2	2	4	4	1	4	2	2
CO3	5	2	5	2	4	2	2	5	2	2
CO4	2	4	5	4	1	4	5	2	2	2

**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	4	4	2	4	2	4	2	5	5	4
CO2	2	4	2	5	4	-	4	5	4	2
CO3	4	2	4	4	4	-	2	4	2	2
CO4	2	2	5	4	2	4	5	4	5	2

**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 Vedanta: Dvaitavada conception of Vedanta

Nimbarka Vedanta: The conception of Dvaitadvaita / Svabhavika-bhedabheda

**Unit-IV:** Vallabha Vedanta: The Conception of Shuddhadvaita, Achintyabhedabheda of SriChaitanya, Pratyabhijna of Kashmiri 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	2	2	4	4	2	5	2	5	4	5
CO2	4	4	4	4	4	4	4	2	2	2
CO3	2	2	4	4	4	5	4	5	2	4
CO4	2	2	2	4	5	4	1	1	2	2

### 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](http://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, Motilal Banarsidass 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**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>
<b>CO2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>2</b>
<b>CO3</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>2</b>
<b>CO4</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>2</b>

### **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- Sevenpillars 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 andRousseau), Socio- economic revolution: Marx- Alienation, Dialectical Materialism, doctrine of Class Struggle, Communism

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

**Unit- V:** Isaiah Berlin: Two concepts of Liberty, Authority, John Rawls: DistributiveJustice

**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*

**MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>
<b>CO4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>1</b>

**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 Conception 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	5	2	4	4	2	2	4	2	2	2
CO2	4	2	2	4	2	4	2	2	2	2
CO3	4	2	2	4	2	4	4	2	4	2
CO4	2	4	4	1	1	4	4	4	1	1

### 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**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>
<b>CO2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>
<b>CO4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>1</b>

**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**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>
<b>CO4</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>1</b>

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

Basic Study Materials:

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 Odisha 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**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>
<b>CO4</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>1</b>

### **PAPER- HC-402**

#### **PHILOSOPHY OF THE UPANISADS: TEXTUAL STUDY OF THE KENA UPANISAD AND THE KATHAUPANISAD 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

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**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>
<b>CO4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>4</b>

**PAPER-CE-403**  
**DISSERTATIO**  
**N**

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.

**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 Material**

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**

<b>CO/P O</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO1 0</b>
<b>CO1</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>
<b>CO4</b>	<b>4</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>1</b>



**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 Gorden, *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**

<b>CO/P O</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO1 0</b>
<b>CO1</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>2</b>
<b>CO3</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>5s</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>2</b>
<b>CO4</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>1</b>

**PAPER - 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 Feticide;** Immoral Trafficking of women; Indecent Representation of Women; Protective Labor 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) 12<sup>th</sup> Edition
2. M.Sen – An Introduction to Critical Thinking (2010)

### MAPPING COURSE OUTCOMES WITH PROGRAMME OUTCOMES

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>1</b>
<b>CO2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>1</b>
<b>CO4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>
<b>CO6</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>