

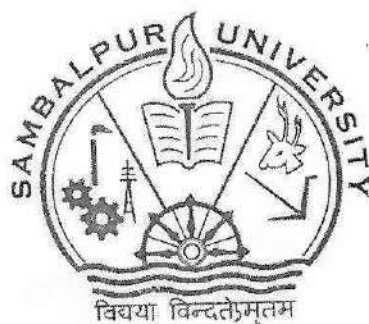
**Model Curriculum for Three Year Degree  
Course (With Multiple Entry/ Exit Option)**

**Based on NEP-2020**

**PHILOSOPHY**

**(Single Major and Two Minors)**

**(For Batch 2024-2027)**



**Sambalpur University**

**Jyoti Vihar, Sambalpur**

## Contents

### **1. Structure and Regulation.....**

### **2. Core Courses (4 Credits each).....**

- a. Major: Core-I (15 Courses total in all semesters)
- b. Minor: Core-II (3 courses in ODD Semester) & Core-III (3 courses in Even Semester)

### **3. Multidisciplinary Courses.....**

*(3 courses to be chosen from the basket of Multidisciplinary, for Semester-II/ V/ VI with 3 credits each provided in the HEI. **Students are advised to opt for courses outside their discipline.**)*

### **4. Ability Enhancement Courses.....**

*(Compulsory Course for Semester-I: Odia/Hindi/Sanskrit/Urdu: Compulsory Course for Semester-II: English, with 4 Credits each)*

### **5. Skill Enhancement Courses (SEC).....**

*(3 courses to be chosen from the basket of SEC for Semester-I/ II/ III respectively with 3 credits each)*

### **6. Value Added Courses (VAC).....**

- a. Environment Studies and Disaster Management Compulsory under Semester-I with 3 Credits.
- b. 3 courses to be chosen from basket of VAC for Semester-III/ V/ VI with 3 credits each.

### **7. Summer Vocational Course.....**

*(Students may choose vocational courses after 2<sup>nd</sup> Semester and 4<sup>th</sup> Semester for Certificate Course or Diploma Course respectively with 4 credit each, **to opt for exit.** Student have to pay additional fees for the purpose as specified by the course provider.)*

### **8. Community Engagement & Services/ Field Work/ Internship-----**

*(Student have to engage in a field- based learning/ Internship under the guidance of an external entity in Semester-IV.)*

## **Programme Outcome**

### **UG Programme in Philosophy**

Philosophy as a programme of study has disciplinary outcomes which are qualitative & humane specific as follows:

- ❖ The study of philosophy exposes students to great debates on deep & important question & builds critical thinking skills.
- ❖ It helps to develop the students ability to assimilate & access new & unfamiliar ideas & information. By practicing these students can learn to construct valid arguments, identify logical fallacies & follow rigorous methods of reasoning.
- ❖ Philosophy provides individuals with a framework for making sound decisions based on careful reasoning & ethical consideration.
- ❖ Students of Philosophy will engage in argumentations which may help to enhance their communication skills.
- ❖ Students will gain on interdisciplinary understanding of philosophy including its connection to their disciplines.
- ❖ This course will foster as attitude for perfection as it helps to learn self-reflection & self-examination.
- ❖ Students pursuing the course will cultivate ethical reasoning abilities & moral sensitivity.
- ❖ By Studying philosophical texts (East & West) & engaging in philosophical discussion it enriches ones intellectual & personal development. It will provide a strong foundation for further higher education.
- ❖ The skills like critical thinking , analyzing, judging, debating & communicating skill enhances the scope for employability, these are not valuable in academic context only but also in everyday life & enabling individuals to engage more effectively with the world around them.



## OUTLINE SYLLABUS PHILOSOPHY

### Three Year Degree Course with Single Major and Two Minors

Semester	Core-I	Core-II	Core-III	Multi-disciplinary	AEC	SEC	VAC	Community Engagement & Services/Field Work/Internship	Total Minimum Credit
I	2 X 4 = 8 Introduction to Philosophy Introduction to Moral Philosophy	1 X 4=4 Logic & Scientific method	—	1 X 3 = 3 Philosophy of Bhagavad Gita	1 X 4=4 Odia/Hindi/Sanskrit/Urdu	—	1 X 3=3 Environmental studies & Disaster Management		22
II	2 X 4= 8 Living Philosophy of Vedas & Upanisads Logic & Scientific method Introduction		1 X 3= 3 Logic & Scientific method	1 X 3 = 3 Vedic Culture	1 X 4= 4 English	Analytic & Logical Thinking ସର୍ବମାତ୍ରମ୍ ୩ ସର୍ବମାତ୍ରମ୍ ଗୋଟି			22
<b>*Vocational Course 1: Applied Ethic-Medical Ethics &amp; Laws (4 Credits)</b>									
III	4 X 3=12 Greek Philosophy Modern European Philosophy Systems of Indian Philosophy	1 X 4= 4 Symbolic Logic		1 X 3= 3 Human Rights			1 X 3= 3 Ethics & Values		22
IV	Ethical Theories Systems Indian Philosophy II Social & Political Philosophy		1 X 4= 4 Symbolic Logic					1 X 4= 4 Field Work/Internship	20
									42



*Vocational Course 2: Applied Ethics: Medic Ethics & Law (4 Credits)									
V	3 X 4=12 Modern European Philosophy	1 X 4=4 Indian Philosophy (I)				1 X 3=3 Yoga in Everyday life	Jagannath Sanskriti		22
VI	2 X 4= 8 Philosophy of Religion		1 X 4= 4 Indian Philosophy			1X3=3 Personality Development	1X3=3 Education in Early Childhood		
	Symbolic Logic								40
Total	15 X 4 = 60	3 X 4=12	3 X 4=12	3 X 3= 9	2 X 4= 8	3 X 3 = 9	4 X 3 =12	1 X 4 = 4	126

**\*Vocational Courses:**

- After 2<sup>nd</sup> Semester: Applied Ethics: Medical Ethics & Laws
- After 4<sup>th</sup> Semester: Applied Ethics: Media Ethics & Laws

(Student may choose vocational courses after 2<sup>nd</sup> Semester and 4<sup>th</sup> Semester for Certificate Course of Diploma Course respectively with 4 credit each opt for exit Student have to pay additional fees for the purpose as specified by the course provider.)

Note:

- One credit is equivalent to one hour of lecturer or tutorials or two hours of Practical work/field work per week in a semester. One credit will be generally equivalent to 15 hours of instructions.
- Each Semester shall comprise of 15 weeks of academic activities with a minimum of 90 working days.

Credit for different classes			
Credit	Theory	Tutorial	Practical/Field Work
1	1 Hour	1 Hour	2 Hour

**Evaluation:**

Distribution of Marks in Semester End and Continuous Evaluation:

(Irrespective of credit in a course/Paper)

Course Type	Maximum Marks	Semester End Theory Marks	Continuous Evaluation Marks/ Sessional	Mid Semester Theory Marks	Semester End and Practical Marks	Mid Semester Practical Marks
Without Practical	100	60	20	20	—	—
With Practical	100	50	10	10	20	10

Distribution of Sessional Marks:

Course Type	Maximum Marks	Mid Semester	Attendance	Surprise Test Quiz	Assignment/ Presentation
Without Practical	40	20	Above 95% :- 5 Marks 85% to 94% :- 4 Marks 75% to 84% :- 3 Marks	10	05
With Practical	30	(Theory-10 + Practical- 10) = 20		05	NIL

<b>COURSE STRUCTURE OF UG PHILOSOPHY (Major) NEP-2020</b>				
Semester	Course Code	Course Name	Credit	Full Marks
I		Introduction to Philosophy	4	100
		Introduction to Moral Philosophy	4	100
II		Living Philosophy of Vedas & Upanisads	4	100
		Logic & Scientific Method Introduction	4	100
III		Greek Philosophy	4	100
		Modern European Philosophy (Bacon, Descartes, Spinoza, Leibnitz)	4	100
		Systems of Indian Philosophy I	4	100
IV		Ethical Theories	4	100
		Systems of Indian Philosophy II	4	100
		Social & Political Philosophy	4	100
V		Modern European Philosophy (Locke, Berkely-kant)	4	100
		Applied Ethics	4	100
		Philosophical Analysis	4	100
VI		Philosophy of Religion	4	100
		Symbolic Logic	4	100

<b>COURSE STRUCTURE OF UG PHILOSOPHY (Minor) NEP-2020</b>				
Semester	Course Code	Course Name	Credit	Full Marks
I		Logic & Scientific Method	4	100
II		Logic & Scientific Method	4	100
III		Symbolic Logic	4	100
IV		Symbolic Logic	4	100
V		Indian Philosophy -I	4	100
VI		Indian Philosophy -II	4	100



<b>MULTIDISCIPLINARY COURSES UNDER NEP-2020</b>				
Semester	Course Code	Course Name	Credit	Full Marks
I		Philosophy of Bhagavad Gita	3	100
II		Vedic Culture	3	100
III		Human Rights	3	100

<b>SKILL ENHANCEMENT (SEC) NEP-2020</b>				
Semester	Course Code	Course Name	Credit	Full Marks
II		ଗଣ ମାଧ୍ୟମ ଓ ଗଣ ଯୋଗା ଯୋଗ	3	100
V		Yoga in Everyday Life	3	100
VI		Personality Development	3	100

<b>VALUE ADDED COURSES UNDER (VAC) NEP-2020</b>				
Semester	Course Code	Course Name	Credit	Full Marks
I		Environmental Studies & Disaster Management	3	100
III		Ethics & Values	3	100
V		Organizational Behaviour	3	100
VI		Education in Early childhood	3	100

<b>SUMMER VOCATION<sup>AL</sup> COURSE</b>				
Semester	Course Code	Course Name	Credit	Full Marks
II		Applied Ethics: Medical Ethics & Laws	4	100
IV		Applied Ethics: Media Ethics & Laws	4	100

**Introduction to Philosophy****Introduction:**

Introduction to Philosophy provides a foundational understanding of the key concepts, methods, and questions central to philosophical inquiry. Through readings, discussions, and critical analysis, students will explore major philosophical traditions and engage with open-ended questions about reality, knowledge, and ethics. This course serves as a gateway to the rich and diverse world of philosophical thought, fostering critical thinking skills and intellectual curiosity.

**Course Outcomes:**

- Familiarize students with major philosophical themes, theories, and thinkers.
- Develop critical thinking skills for analysing and evaluating philosophical arguments
- Understanding of the fundamental concepts in philosophy.
- Cultivate the ability to articulate and defend reasoned positions on philosophical issues.
- Explore the relevance of philosophy to everyday life and contemporary issues in the relation of philosophy with some other disciplines.
- Encourage intellectual curiosity and open-mindedness in approaching philosophical questions.
- Understanding of the theories of reality.
- Understanding of the basic metaphysical, epistemic, and ethical concepts and doctrines.

**Learning Outcome:****Unit-I**

Students will have a basic understanding of Philosophy through the nature, function, and different branches of Philosophy. They will be able to explain the relationship of Philosophy with other modes of thinking.

**Unit-II**

By the end of Unit 2, students will appreciate the Metaphysical branch of Philosophy and related issues. They will have an awareness of different kinds of Metaphysical doctrines like Monism, Dualism, and Pluralism which can help them understand human existence and the world at large.

**Unit-III**

Students will be familiar with the Epistemological branch of Philosophy and sources of knowledge. They will be able to differentiate truth from falsehood and be aware of different doctrines of epistemology, such as Rationalism, Empiricism, and Skepticism.

**Unit-IV**

By the end of Unit 4, Students will have learned about the branch of ethics and various ethical doctrines such as Deontology, Teleology, and Virtue Ethics



## Course Components:

### Unit-I:

Definition, Nature & Function of Philosophy, Branches of Philosophy, Value of Philosophy, Misconceptions about Philosophy, and in relation to other modes of thinking like Science, Social Science & Theology.

### Unit-II:

Introduction to Metaphysical issues: Appearance and Reality, Mind and Matter, Substance and Attribute, Universal and Particular;

### Unit-III:

Introduction to Metaphysical Doctrines: Monism, Dualism, Pluralism, Realism and Idealism.

### Unit-IV:

Basic understanding of Belief, Opinion and Knowledge, Sources of Knowledge, Introduction to Epistemological Doctrines: Skepticism, Empiricism, Rationalism.

## Prescribed Books:

- ✓ *Bertrand Russell, the Problems of Philosophy, Surjeet Kaur Publications.*
- ✓ *John Hospers: An Introduction to Philosophical Analysis, Routledge, India.*

## Reference Books:

- ✓ *G.T.W Patrick, Introduction to Philosophy*
- ✓ *A.C. Ewing, the Fundamental Questions of Philosophy*
- ✓ *G.W Cunningham, Problems of Philosophy*

## E-Resource:

- ✓ <https://en.wikipedia.org/wiki/Philosophy#>
- ✓ [https://issuu.com/showkeenbilal/docs/material\\_b.a\\_1st.docx#:~:text=Philosophy%20provides%20to%20science%20the,critical%20work%20of%20the%20intellect.](https://issuu.com/showkeenbilal/docs/material_b.a_1st.docx#:~:text=Philosophy%20provides%20to%20science%20the,critical%20work%20of%20the%20intellect.)
- ✓ [https://youtu.be/5k\\_omSj7IrQ?si=qq5EZrSM3LUW0wOX](https://youtu.be/5k_omSj7IrQ?si=qq5EZrSM3LUW0wOX)
- ✓ <https://youtu.be/foUbGnsF4zg?si=KCP0cj98wCsdA3L5>
- ✓ *Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Part- III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);*

### Unit-I

1. Logic deals with \_\_\_\_\_.
2. What is the definition of Philosophy? Describe its nature and function.
3. Define how philosophy is related to science, social science & theology.



## **Unit II**

1. What is the distinction between appearance and reality?
2. Define substance.
3. What are attributes?

## **Unit III**

1. Who does advocate the abstract monism?
2. What is realism?
3. How time is different from space? Briefly describe.
4. Critically analyze "idea is only real".

## **Unit IV**

1. Berkley is a \_\_\_\_\_.
2. What is Skepticism?
3. A critical analysis between truth, belief, and opinion ...
4. Briefly discuss empiricism and rationalism.

## **Core II**

## **Introduction to Moral Philosophy**

### **Introduction:**

An Introduction to Moral Philosophy is an engaging study of the realm of ethics, exploring questions about what is right and wrong, good and bad, and how we ought to live our lives. Throughout the course, students will engage in discussions, debates, and critical analyses of ethical theories and their applications to real-world issues. Assignments might include readings from classic and contemporary texts, writing reflections on moral dilemmas, and presentations on ethical topics of interest.

### **Course Outcomes:**

1. Attaining knowledge of the relation between moral philosophy and other important disciplines.
2. Understanding of the basic ethical concepts and theories.
3. Understanding the moral standards and judgments.
4. Understanding of the fundamental concepts in Hindu ethics.

## Learning Outcome :

**Unit-I:** Students will be able to distinguish between Ethics and Morality. They will be able to interpret events with a more rational basis.

**Unit-II:** By the end of Unit 2, Students can analyze the nature of a moral judgment. They will be able to differentiate between moral and other forms of judgment.

**Unit-III:** Students will have an understanding of the evolution of Moral Consciousness. They will be able to trace the development of Moral consciousness from Custom to Conscience

**Unit-IV:** Students will have a familiarity with the Indian tradition of Morality. They will have an awareness of concepts like Dharma, Guṇa-Karma-Svabhāva; Puruṣārtha.

## Course Components:

**Unit-I:** Definition, Nature, and Scope of Moral Philosophy, Distinction between Morality and Ethics; Ethics in Relation to Other Disciplines: Sociology, Politics, Economics, and Theology;

**Unit-II:** Psychological Basis of Ethics: Moral and Non-Moral Actions, Voluntary Actions, Moral Judgement: Nature of Moral Judgement, Moral and other types of Judgments: Logical, Factual and Aesthetic Judgments, Object and Subject of Moral Judgement; Morality and Legality;

**Unit-III:** Moral and nonmoral senses of "Good," Good and its senses, morality and cultivation of traits, morality of traits vs. morality of principles;

**Unit-IV:** Moral concepts: Right, duty and virtue, Moral pathology: Theories of Punishment, capital punishment;

## Prescribed Books:

- ✓ *J. N. Sinha- A Manual of Ethics, New Central Book Agency Pvt. Ltd., Calcutta*

## Reference Books:

- ✓ *N.C. Padhi & S.C. Panigrahi, Ethics: Indian and Western, Ananya Publications, Cuttack.*

## E-Resource:

- ✓ <https://www.distanceeducationju.in/pdf/BA%20Sem%20III%20Course%20No%20PL-301%20Philosophy.pdf>
- ✓ <https://www.thebalancedyoga.com/tby-news/25/1/2018/dharma-yoga-3-types-of-dharma>
- ✓ <https://youtu.be/bK-afeC9TwQ?si=RDDaCxc-UNmnG0Pb>
- ✓ <https://www.lawtool.net/post/moral-judgment->

philosophy#:~:text=A%20moral%20judgement%20presupposes%20a,of%20judging%20or%20moral%20faculty%20.&text=Ethics%20%2C%20Logic%20and%20Aesthetics%20are,norms%20of%20ideals%20of%20life%20

**Sample Questions:** 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

## Unit – I

- (1) Ethics Is Derived From -----Word.
- (2) What Is Ethics?
- (3) Explain the Nature and Scope of Ethics
- (4) Discuss the relationship between Sociology, Ethics, and Politics.

## Unit – II

- (1) What Is Moral Judgment?
- (2) What Is the Nature of Moral Judgement?
- (3) Discuss the Relation to Morality and Legality
- (4) Give An Exposition of Moral Judgement or Explain Logical, Factual, and Aesthetic Judgment.

### Unit – III

- 1- The "Hedonism" Derived from Greek Word "Hedone" Means \_\_\_\_\_
- 2- What Is a Moral Standard?
- 3- What Is Customary Morality and Reflective Personal Morality?
- 4- What Is Utilitarianism? Explain Mill's Utilitarianism.

## Unit – IV

- 1- How Many Purushartha Are Told in Indian Ethics?
- 2- What Is Dharma?
- 3 – Explain Briefly - Svadharma and Sadharana Dharma.
- 4- State and Explain the Definition of Purusharth and Discuss Its Classification.



### Living Philosophy of Vedas and Upanishads

**Introduction:**

Philosophy of the Vedas and Upanishads are living philosophy not only in India but also in some parts of the World. It is living in the sense that Philosophy is alive as the undercurrent of the myriad cultures of India or Indian cultures. Philosophy is the lifeline of great cultures and exhibition of great humanity, and therefore, is a practical philosophy of ideal human life, cultures, and conducts. This may not give direct employment, as all subjects should not be judged similarly on the scale of employability, but it surely enhances the quality of the personality of the individual and, in that way, will indirectly help to gain employment and maintain it in a better way. Studying the philosophy of Vedas and Upanishads can be a profound journey into the rich spiritual and philosophical heritage of India. It may offer insights into the nature of existence, the self, and the ultimate reality, as speculated by the ancient sheers and their way of best life.

**Course Outcomes:**

1. Understanding of some of the basic ideas expressed in the Vedas and Upanishads.
2. Understanding of the issues concerning the origin of life, the aspects of life (karma), death, and rebirth.
3. The knowledge concerning the individual self, Brahman, and the relation between self and Brahman.
4. Understanding of the true Indian way of life.

**Learning Outcome:**

**Unit-I:** The learning outcomes of Unit-I aim is to provide students with a deep understanding of the foundational concepts and philosophical underpinnings of Hinduism as presented in the Vedas and related texts and to foster critical thinking and reflection on their relevance in today's world.

**Unit-II:** The learning outcomes of Unit-II aim is to deepen students' understanding of Vedic cosmology, rituals, philosophical concepts, and moral principles, and to encourage critical analysis and reflection on the nature of existence, karma, and the afterlife as depicted in Vedic literature.

**Unit-III:** The learning outcomes of Unit- III aim here is to deepen students' understanding of the philosophical and spiritual insights presented in the Upanishads, foster appreciation for traditional methods of study and spiritual inquiry, and encourage critical reflection on the nature of the self, reality, and ultimate liberation.

**Unit-IV:** The learning outcomes of Unit- IV the s aim here is to deepen students' understanding of key philosophical concepts, ethical principles, and spiritual practices presented in the Upanishads, fostering critical reflection on the nature of reality, human existence, and the pursuit of ultimate truth and liberation.

### Course Components:

**Unit-I:** Introduction to *Vedas, Śruti, Smṛti and Vedāṅgas*, Veda as *Apauruṣeya*, Vedic Thoughts on Human Action and Destiny, Socio-Religious Systems, *Varṇa Dharma* and *Asrama Dharma, Puruṣārthas*

**Unit-II:** Vedic Cosmology, Important Divine Figures as Cosmic Forces, Karma and its types, Vedic Rituals at Different Stages of Life, *Virāt Puruṣa (Puruṣa Sukta)*, *Yajña* and *Tapasyā*, *Satya and Ṛta*, *Svarga, Narka*, Life, Death and Rebirth.

**Unit-III:** Introduction to *Upaniṣad*: Meaning of 'Upaniṣad' *Guru-Śiṣya* and Āśrama Traditions for Study, Number, and Status of Upaniṣads; Individual Self, Brahman, Ātman, Identity of Brahman and Ātman, Status of Gods and Goddesses, Experience, Reason, Intuition and Revelation.

**Unit-IV:** *Vidyā / Parāvidyā-Avidyā / Aparā Vidyā, Māyā*, Status of Universe; *Karma, Jñāna* and *Bhakti*; *Preyas, Śreyas* and *Niḥśreyas*; Birth-Death-Rebirth and Freedom; Ethics and Religion of Upaniṣads.

### Prescribed Books:

- ✓ *Arthur Berriedale Keith: The Religion and Philosophy of the Veda and Upanishads*
- ✓ *S. Radhakrishnan: Indian Philosophy, Vol .1.*
- ✓ *Paul Deussen: the Philosophy of the Upanishads, A S Geden (Tr.)*
- ✓ *T.M.P. Mahadevan: Invitation to Indian Philosophy*

### Reference Books:

- ✓ *S. Radhakrishnan: The Principal Upanishads.*
- ✓ *Sri Aurobindo: the Secret of the Vedas with Selected Hymns*
- ✓ *Patrick Olivelle: the Early Upanisads, Annotated Text and Translation*
- ✓ *Robert Hume: The Thirteen Principal Upanishads, Oxford University Press, London.*
- ✓ *Mohanty, Aditya Kumar: Upanisads Re-discovered, Elite Publications, Bhubaneswar.*
- ✓ *Swami Ranganathananda, Eternal Values for A Changing Society, 'Philosophy and Spirituality', Vol. I., Bharatiya Vidya Bhavan, Bombay.*
- ✓ *P. T. Raju, the Philosophical Traditions of India, MLBD, Delhi.*

### E-Resource:

- ✓ <https://egyankosh.ac.in/bitstream/123456789/34649/1/Unit-2.pdf>
- ✓ <https://www.britannica.com/topic/Hinduism/Karma-samsara-and-moksha>
- ✓ [https://youtu.be/ZetCDho\\_u7c?si=NGLi\\_4ys0yWw6dCC](https://youtu.be/ZetCDho_u7c?si=NGLi_4ys0yWw6dCC)
- ✓ [https://youtu.be/PvBA7xXfLvk?si=hsrEeDz5Z\\_gV4DwS](https://youtu.be/PvBA7xXfLvk?si=hsrEeDz5Z_gV4DwS)

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);



### **Unit – I**

1. \_\_\_\_\_ Is the Oldest Veda?
2. What Is Different Between Ashram Dharma and Varna Dharma?
3. What Is the Role of Religion In the Social System?
4. What Is Purusharthas Explain the Four Aims of Life.

### **Unit – II**

1. According to Veda There Are \_\_\_\_\_ Types of Karma.
2. What Is Karma?
3. What Is Yajna and Tapashya?
4. Explain the Death and Rebirth System.

### **Unit – III**

1. the Word Upanishad Derived From \_\_\_\_\_ Word?
2. What Is Guru Shishya and Ashrama Tradition?
3. What Is Brahman?
4. Identity: The Relationship Between Brahman and Atman?

### **Unit – IV**

1. Vidya s of \_\_\_\_\_ Kinds?
2. What is Vidya and What is Avidya?
3. What Is Yajna and Bhakti?
4. Explain the Ethics and Religion of the Upanishad.



## **Core IV**

## **Logic and Scientific Method Introduction**

This Course on Logic and Scientific Method provides students with a foundation in critical thinking, reasoning, and the scientific method. Throughout the course, students would engage in theoretical discussions on logical and scientific reasoning and how to apply them to real-world problems with examples. Assignments might include analyzing scientific articles, designing experiments, and critically evaluating research methodologies.

### **Course Outcomes:**

1. Understanding of the nature and scope of Logic.
2. Knowledge of the kinds of propositions and the relationship between them.
3. Ability to construct sound arguments.
4. Testing validity of arguments.
5. Understanding of the role of logic in scientific inquiry.

### **Learning Outcome:**

**Unit-I** The learning outcomes of Unit I aim to equip students with a solid foundation in logical reasoning, critical thinking, and argumentation, providing them with essential skills for analyzing and evaluating information, constructing coherent arguments, and engaging in rational discourse across various domains.

**Unit-II** The learning outcomes of Unit II aim to equip students with the foundational skills necessary for logical analysis and argumentation, enabling them to identify and evaluate propositions accurately, analyze arguments effectively, and communicate ideas clearly and logically.

**Unit-III** The learning outcomes of Unit III aim to equip students with the skills necessary for advanced logical analysis and argumentation, enabling them to identify and evaluate deductive arguments accurately, analyze syllogisms effectively, and apply logical reasoning in various academic and professional contexts.

**Unit-4** The learning outcomes of Unit IV aim to equip students with the skills necessary for effective scientific inquiry, enabling them to apply inductive reasoning methods, evaluate causal claims, and draw informed conclusions based on empirical evidence. Additionally, students should enhance their critical thinking abilities, enabling them to engage critically with scientific literature and make reasoned judgments about the validity and reliability of scientific findings.

### Course Components:

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

**Unit-II:** Sentence and Proposition, Classification of Propositions (from the standpoint of Quality & Quantity), Transforming ordinary sentences to propositions,

Distribution of terms, Seven-fold relation of propositions, Square of opposition of propositions,

**Unit-III:** Inference-Immediate Inference (Conversion and Obversion), Mediate

Inference (Syllogism): Figure & Moods, Testing of Validity of Arguments by Syllogistic Rules.

**Unit-4:** Inductive Reasoning & Scientific Enquiry: Causation, Mill's Five Experimental Methods.

### Prescribed Book:

- ✓ *Morris R. Cohen & Ernest Nagel, Introduction to Logic & Scientific Method, Allied Publishers Ltd., New Delhi.*
- ✓ *Ganesh Prasad Das, Basics of Logic, Pt. I & Pt. II, Pancashila, Bhubaneswar, 2007.*

### Reference Books:

- ✓ *Cohen Copi & Mac Mahan, Introduction to Logic (14th Edition)*
- ✓ *Alex Rosenberg, Philosophy of Science: A Contemporary Introduction.*

### E-Resource:

- ✓ <https://egyankosh.ac.in/bitstream/123456789/37950/1/Unit-1.pdf>
- ✓ <https://egyankosh.ac.in/bitstream/123456789/84670/1/Unit-3.pdf>
- ✓ <https://youtu.be/4TFzqxntqv8?si=4L-gHoffnGG12eGN>
- ✓ <https://youtu.be/Wvae-B0MTSE?si=cWisIEy6mdggNn9G>
- ✓ *Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);*

### Unit-1:

- 1- Truth is the property of a \_\_\_\_\_.
- 2- What Is the Logical Definition of a term?
- 3- What are the principles of logic?
- 4- State and explain the nature and scope of Logic.

### Unit-2

- 1- According to the principle of Quality, there are \_\_\_\_\_ kinds of propositions.
- 2- What is the distribution of terms?
- 3- Discuss the seven-fold relation of propositions.
- 4- What is the square of the opposition of propositions? Discuss.



### Unit -3

- 1- The Obverse of the 'E' proposition is \_\_\_\_\_. 2-
- 2- What Is an inference?
- 3- Explain the rules of conversion.
- 4- What is a Syllogism? Explain all the Syllogistic Rules.

### Unit-4

- 1 - An Inductive Argument passes from known to \_\_\_\_\_.
- 2-What is inductive reasoning?
- 3- Explain the distinction between 'The Law of Uniformity of Nature' and 'The Law of Causation'.
- 4- Explain Mill's Joint Method of Agreement and Difference.

## Core V

### Semester III

## Greek Philosophy

### Introduction:

Greek philosophy is an enriching endeavor that delves into the roots of Western thought. From the pre-Socratic philosophers like Thales and Heraclitus to the towering figures of Socrates, Plato, and Aristotle, Greek philosophy has profoundly influenced various fields such as ethics, metaphysics, epistemology, and politics.

### Course Outcomes:

1. Basic understanding of the philosophical issues, ideas, concepts, etc. of ancient Greek thinkers (as specified in the course)
2. Ability to critically explain the ideas and concepts of the Greek thinkers.
3. Ability to compare, analyze, and evaluate the stands taken by the Greek thinkers.

### Learning Outcome:

**Unit-I** Students will be able to describe the nature and salient features of Early Greek Philosophy. They will be familiar with the theories of the reality of ancient Greek Philosophers like Thales, Anaximander, Anaximenes, Heraclitus, Democritus, Anaxagoras, and Empedocles.

**Unit-II** Students will have a comprehensive understanding of the Problem during Pre-Socrates through the works of Parmenides, and Zeno. They will gain perspective on Socrates' Dialectical Method.

**Unit-III** Students will be able to describe Plato's Theory of Knowledge, Theory of Ideas, World and Soul, Society and Ideal State



**Unit-IV** Students will be able to critically analyze Plato's theory of ideas They will be familiar with Aristotle's work on physics and Metaphysics, Form, and Matter.

**Unit-I:** Nature of Greek Philosophy, Salient features of early Greek Thought; Reality: Thales, Anaximander and Anaximenes, Heraclitus, Democritus, Anaxagoras and Empedocles.

**Unit-II:** Parmenides: Theory of Being and Permanence; Zeno: Arguments against pluralism, (Zeno's) Paradox; Problem before Socrates and his approach, Socratic Dialectical method, Epistemology, Concept of knowledge, Ethics of Socrates.

**Unit-III:** Plato's Theory of Knowledge, Theory of Ideas, Theory of World and Soul, Ethics, Society and Ideal State.

**Unit-IV:** Criticism of Plato's Theory of Ideas; Aristotle's View of Physics and Metaphysics: Form and Matter, Theory of Causation, Philosophy of Nature, God and Soul: Logic and Ethics.

**Prescribed Books:**

- ✓ W. T. Stace, *Greek Philosophy*
- ✓ Frank Thilly, *A History of Philosophy*
- ✓ Y. Mashih, *A Critical History of Western Philosophy: Greek Medieval and Modern*, MLBD, New Delhi.
- ✓ Peter Adamson, *Classical Philosophy: A History of Philosophy without Any Gaps*, Vol. I., Oxford University Press.
- ✓ Dhaneswar Sahoo, *Greek Darshanara Itihasa, (Odia), Text Book Beauru, Odisha Rajya Pathya Pustaka Pranayana O Prakaśana Samsthā, Pustaka Bhavan, Bhubaneswar.*

**Reference Books:**

- ✓ Burnet - *Greek Philosophy*
- ✓ B. A. G. Fuller - *A History of Greek Philosophy*
- ✓ Bertrand Russell - *A History of Western Philosophy*,

**E-Resource:**

- ✓ [https://en.wikipedia.org/wiki/Ancient\\_Greek\\_philosophy#:~:text=The%20early%20Greek%20philosophers%20\(or,in%20favor%20of%20reasoned%20discourse.](https://en.wikipedia.org/wiki/Ancient_Greek_philosophy#:~:text=The%20early%20Greek%20philosophers%20(or,in%20favor%20of%20reasoned%20discourse.)
- ✓ <https://youtu.be/E6peYD9uvQY?si=pVbwHekx3BempztW>
- ✓ <https://youtu.be/-5vnhG50NqU?si=Sm3SFtb7KC3XBCnN>
- ✓ <https://plato.stanford.edu/entries/aristotle-metaphysics/>
- ✓ <https://egyankosh.ac.in/bitstream/123456789/35319/1/Unit-2.pdf>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

### Unit-I

- 1- Thales believed \_\_\_\_\_ to be the basic substance of everything in nature.
- 2- What Is Atomism?
- 3- How Does Heraclitus View the Relationship Between Stability & Change?
- 4- What Role Did Greek Mythology & Religion Play In Shaping the Early Philosophical Inquire of Greek Thinkers?

### Unit-II

- 1- According to Socrates, Knowledge Is \_\_\_\_\_.
- 2- What Is Socratic Method?
- 3- What Are the Central principles of Socrates' Ethical Philosophy?
- 4- How Does Parmenides Critique the Notion of Change & Plurality In His Philosophy?

### Unit-III

- 1- Plato Believed In the \_\_\_\_\_ of the Soul.
- 2- What Is Form?
- 3- According to Plato, What Is the Relationship Between the Material World & the World of the Form? (3),
- 4- What Are the Key Features of Plato's Ideal State As Described In "The Republic"?

### Unit-IV

- 1- Aristotle Combined Both Matter and \_\_\_\_\_
- 2- What Are the Different Types of Soul Aristotle Identifies & How Does He Categorize Them?
1. 3- What Is Aristotle's Main Criticism of Plato's Theory of Form?
2. 4- How Does Aristotle Define Each of the Four Causes: Material, Formal, Efficient & Final?



## Core VI

## Modern European Philosophy

### Introduction:

This course on modern European philosophy encompasses the rich and diverse philosophical movements that emerged from the Renaissance to the contemporary era. Throughout the course, critical analysis of philosophical arguments, and discussions of historical context and intellectual influences can deepen students' understanding of modern European thought and its relevance to contemporary issues.

### Course Outcomes:

1. Ability to mark the development of Western philosophical thought from Bacon to Leibnitz.
2. Ability to understand the basic problems countered by the aforesaid thinkers and their responses to the problems.
3. Ability to see the rationalist current in Western philosophy.
4. Ability to compare and evaluate the common issues undertaken by the thinkers.

### Learning Outcome:

**Unit- I:** The learning outcomes of Unit I aim to equip students with a solid understanding of Francis Bacon's contributions to the reform of science, his theory of idols, and his development of the inductive method. Additionally, students should enhance their critical thinking abilities and scientific inquiry skills, enabling them to engage effectively in empirical research and evidence-based reasoning.

**Unit-II:** The learning outcomes of Unit I aim to equip students with a solid understanding of René Descartes' philosophical contributions, including his methodological skepticism, foundationalism, proofs for the existence of God, mind-body dualism, and rationalist epistemology. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with Descartes' ideas and broader philosophical discourse.

**Unit-III:** The learning outcomes of Unit III aim to equip students with a solid understanding of occasionalism, Spinoza's rationalism, and his metaphysical, epistemological, and ethical ideas. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments.

**Unit- IV** The learning outcomes of Unit IV aim to equip students with a solid understanding of Leibniz's philosophical contributions, including his theory of monads, views on mind and matter, the solution to the mind-body problem through pre-established harmony, and his theodicy. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments.

### Course Components:



**Unit- I:** Francis Bacon: Challenges for Bacon, Reform of Science, Theory of Idolas, Inductive Method.

**Unit-II:** Rationalism, Rene Descartes Problems for Descartes, Method, and Criterion for Knowledge, Universal Doubt and Search for Certainty, Cogito-Ergo-Sum, Proofs for the Existence of God, External World, Mind-Body Dualism, Innate Ideas.

**Unit-III:** Benedict De Spinoza: Rationalism, Methods, Substance, Attribute and Modes, Theory of Knowledge, Concept of God, Monism, and Pantheism.

**Unit- IV:** Gottfried Wilhelm Leibnitz: Theory of Monads, Mind and Matter, Mind-Body problem and Pre-established Harmony, Theodicy.

**Prescribed Book: -**

1. *Ratnakar Pati, History of Modern European Philosophy, A. K. Mishra Agencies, Cuttack.*
2. *Y Masih, A Critical History Of Modern Philosophy, Motilal Banarsidass Publishers, Delhi*

**Reference Books: -**

1. *Ira Sen Gupta: A History of Western Philosophy*
2. *Frank Thilly: History Of Western Philosophy,*
3. *Hrudananda Ray and Ganeswara Das, Pāśchātya Darśanara Itihasa (Ādhunika Yuga) (Odia), Odisha Rajya Pathya Pustaka Pranayana O Prakaśana Samsthā, Pustaka Bhavan, Bhubaneswar.*

**E-Resource:**

1. <https://plato.stanford.edu/entries/francis-bacon/>
2. <https://plato.stanford.edu/entries/descartes-epistemology/>
3. [https://youtu.be/0UCoLSHelkE?si=feeNr-SNIw0XyI\\_g](https://youtu.be/0UCoLSHelkE?si=feeNr-SNIw0XyI_g)
4. <https://youtu.be/JbCm7ecjO6g?si=0qMiunxzLM0obsGN>
5. <https://egyankosh.ac.in/bitstream/123456789/80575/1/Unit-6.pdf>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

**Unit – I**

1. Novum Atlantis Is the Work of \_\_\_\_\_.
2. Write a Short Note On Idola Tribus.
3. Explain Bacon's Theory of Idolas.

- 4 . Discuss the Inductive Method of Bacon.

#### **Unit – II**

1. "I Think Therefore I Exist "Is the Statement of \_\_\_\_\_.
2. What Do You Mean By Idea?
3. Discuss the Relation Between Mind & Body In Descartes Approach?
- 4 . Briefly Explain Cogito-Ergo -Sum?

#### **Unit – III**

1. the Relation Between Mind and Body Is Known An \_\_\_\_\_ For Spinoza.
2. Explain Spinoza's Abstract Monism.
3. Explain the Concept of Substance, Attributes, and Modes In the View of Spinoza.
4. Define the Substance and Explain the Various Nature of Substance In Spinoza's Philosophy

#### **Unit – IV**

1. \_\_\_\_\_ Advocated the Concept of Pre-Established Harmony.
2. Explain, Pre-Established Harmony.
3. Discuss Leibnitz's Explanation of Mind and Matter.
4. Briefly Explain the Theory of Monads

### **Core VII**

### **Systems of Indian Philosophy**

#### **Introduction:**

This course provides an overview of Indian philosophical thought, emphasizing its historical development, cultural context, and distinctive features. It also discusses the importance of dharma (duty/righteousness), karma (action), and moksha (liberation) in Indian philosophical traditions. These issues are perennial in life, and know-how regarding the same will enlighten the students.

#### **Course Outcomes:**

1. Understanding of the basic tenets of Indian Philosophy.
2. Understanding of the philosophy of Charvaka, Jainism, Buddhism, Samkhya, and Yoga from metaphysical and epistemological standpoints.



3. Ability to find out the role of the discussed philosophical systems in guiding our modern life.

### **Learning Outcome:**

**Unit-I** The learning outcomes of Unit-I aim to equip students with a solid understanding of Vaishesika philosophy, including its foundational concepts, metaphysical framework, and ethical principles. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Vaishesika tradition

**Unit-II** The learning outcomes of Unit-II aim to equip students with a solid understanding of Nyāya philosophy, including its epistemological framework, metaphysical principles, ethical teachings, and perspectives on liberation. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Nyāya tradition.

**Unit-III** The learning outcomes of Unit-III aim to equip students with a solid understanding of Pūrva Mīmāṃsā philosophy, including its perspectives on karma, Yajña, Dharma, and epistemology. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Pūrva Mīmāṃsā tradition.

**Unit-IV** The learning outcomes of Unit-IV aims to equip students with a solid understanding of Advaita and Viśiṣṭādvaita Vedānta philosophies, including their metaphysical frameworks, theological perspectives, and paths to liberation. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Vedantic tradition.

### **Course Components:**

**Unit-I:** Salient Features of Indian Philosophy and Basic Concepts,

Carvaka: Epistemology and Metaphysics.

**Unit-II:** Introduction to Jainism: Epistemology: *Syādvāda*, *Anekāntavāda*, Ethics - *Triratna*'s, *Sallekhaṇā*.

**Unit-III:** Introduction to Buddhism: Four Noble Truths, Doctrine of Momentariness, Theory of Dependent Origination, No Soul Theory, Nirvana, Noble Eightfold Paths, Paramitās, Ideals of Pratyeka Buddha, Bodhisattva, and Arhata.

**Unit-IV:** Introduction to Samkhya Yoga: Dualism of Purusa and Prakriti, God and World, Causation, Theory of Evolution, Twenty-Four Tattvas, Liberation according to *Sāṃkhya*, *Aṣṭāṅga Yoga of Patanjali*.



### Prescribed Books: -

- ✓ Dutta & Chatterjee - *An Introduction to Indian Philosophy*
- ✓ Sharma, C. D: *A Critical Survey of Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd., Delhi.

### Reference Books: -

- ✓ S. Radhakrishnan, *Indian Philosophy* (Vol.1 & 2)
- ✓ R. K. Puligandla, *Fundamentals of Indian Philosophy*.
- ✓ M. Hiriyana, *Outlines of Indian Philosophy*.
- ✓ J.N. Mohanty, *Classical Indian Philosophy*, Oxford University Press.
- ✓ J. N. Sinha, *Outlines of Indian Philosophy*, New Central Book Agency.
- ✓ Gauranga Charan Nayak, *Bharatiya Darshan (Odia)*, Odisha Rajya Pustaka Pranayana O Prakāshan Somstha, Bhubaneswar.
- ✓ P. T. Raju, *the Philosophical Traditions of India*, MLBD, Delhi.

### E-Resource:

- ✓ [https://en.wikipedia.org/wiki/Indian\\_philosophy#:~:text=Indian%20philosophies%20share%20many%20concepts,practices%20\(moksha%2C%20nirvana\).](https://en.wikipedia.org/wiki/Indian_philosophy#:~:text=Indian%20philosophies%20share%20many%20concepts,practices%20(moksha%2C%20nirvana).)
- ✓ <https://en.wikipedia.org/wiki/Charvaka#:~:text=The%20Charvaka%20epistemology%20holds%20perception,for%20Charvaka%2C%20external%20and%20internal.>
- ✓ <https://egyankosh.ac.in/bitstream/123456789/34657/1/Unit-4.pdf>
- ✓ <https://www.egyankosh.ac.in/bitstream/123456789/35230/1/Unit-4.pdf>
- ✓ <https://egyankosh.ac.in/bitstream/123456789/38170/1/Unit-3.pdf>
- ✓ <https://egyankosh.ac.in/bitstream/123456789/38171/1/Unit-4.pdf>
- ✓ <https://youtu.be/UI4AfJlD4po?si=9tCA1mtrLVIZhr2K>
- ✓ <https://youtu.be/ARkWgJcnLYo?si=5uYIMQbniLc57ELv>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Part- III Short Type (in 250 Words); Part-IV Long Type (in 800 Words);

### Unit – I

1. Charvaka Philosophy otherwise known as \_\_\_\_\_.
2. Mention the nature of Charvaka's Philosophy.
3. Briefly discuss Charvaka Epistemology.
4. Discuss what are the salient features of Indian Philosophy?

## **Unit – II**

1. Name the Second Jewel of Jainism.
2. Briefly mention the essence of Jaina ethics.?
3. Briefly describe Jaina's Epistemology.
4. Critically discuss Jaina Anekantavada.

## **Unit – III**

1. Liberation in Buddhism is called \_\_\_\_\_?
2. Mention the four Noble Truths of Buddhism.
3. What Is Nirvana and How can It be attained as Per Buddhistic Thought?
4. Discuss the Theory of Dependent Origination.

## **Unit – IV**

1. Who Was the founder of Yoga Philosophy?
2. What is Purusa in Samkhya Philosophy?
3. Briefly mention the relationship Between Purusha and Prakriti.
4. Discuss Astanga Yoga of Patanjali.

## **Core VIII**

## **Semester IV Ethical Theories**

### **Introduction:**

This course on ethical theories would provide students with a comprehensive understanding of various approaches to moral philosophy and the principles that guide ethical decision-making. Throughout the course, readings of primary texts, case studies, ethical dilemmas, and class discussions will help students develop critical thinking

skills and ethical reasoning abilities. Additionally, assignments and projects can encourage students to apply ethical theories to real-world situations and articulate their moral perspectives.

**Course Outcomes:**

1. Understanding of the various ethical theories.
2. Ability to decide a particular course of action that is ethically justifiable in a given context.
3. Ability to compare and evaluate the ethical theories.
4. Knowledge of the theories of punishment

**Learning Outcome:**

**Unit-I** Students will be able to identify different theories of Morality. They will gain a better orientation from the ethical perspective.

**Unit-II** By the end of this unit, students will have a larger awareness of Plato's, Aristotle's, and Kant's theory of Morality.

**Unit-III** Students will be able to reflect on the theory of utilitarian theory the impact of actions guided by it, and the theories of punishment.

**Unit-IV** Students can identify the basics of the Indian Theories of Morals and describe the key characteristics that distinguish for welfare of the individual and society.

**Course Components:**

**Unit-I:** Moral Sense, Moral Sentiments, Springs of Action; Theories of Morality: Hedonism: Psychological and Ethical; Egoism and Altruism;

**Unit-II:** Plato's and Aristotle's Ethics: Virtue Ethics and Eudaemonism, Phronesis; Kant's Ethics - Deontological theory.

**Unit-III:** Theories of Morality: Utilitarianism: Bentham, Mill, Sidgwick and Rashdall. Theories of Punishments.

**Unit-IV:** Indian Ethics: Three Ānandas. The four goals of life (*Puruṣārthas*), Dharma: Nature and Kind, Karma and its divisions, Niskama Karma and Lokasangraha.

**Prescribed Books: -**

- ✓ Sinha, J.N.- *A Manual of Ethics*, New Central Book Agency Pvt. Ltd., Kolkata
- ✓ Lilly, William - *An Introduction to Ethics*, Allied Publishers Ltd., New Delhi

**Reference Books: -**

- ✓ W. Frankena- *Ethics*
- ✓ S.C. Panigrahi, and N.C. Padhi, *Ethics: Indian and Western*, Ananya Publications, Cuttack.



### **E-Resource:**

1. <https://iep.utm.edu/hedonism/>
2. <https://www.britannica.com/topic/intuitionism-ethics>
3. [https://youtu.be/Q5ihj\\_p-p\\_I?si=zLM3OPIO8a2ghJ\\_u](https://youtu.be/Q5ihj_p-p_I?si=zLM3OPIO8a2ghJ_u)
4. <https://youtu.be/rV8f7vrXg94?si=NIf2XrqhnEd7hxYJ>
5. <https://youtu.be/0vNXd9m0fiw?si=zWvsr2Rj7k8pdED7>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

### **Unit-I**

1. Moral sentences arouse moral \_\_\_\_\_ and \_\_\_\_\_.
2. What are the types of hedonism?
3. What is the meaning of ethics of egoism?
4. What is altruism? Explain.

### **Unit-II**

1. What is utilitarianism?
2. What are the types of utilitarianism?
3. What is Bentham's utilitarianism?
4. What is Mill's utilitarianism?

### **Unit-III**

1. What is Eudaimonism?
2. What is Plato's approach to ethics?
3. What are the key ideas of virtue ethics?
4. What is deontological theory?

### **Unit-IV**

1. Dharma is generally understood as \_\_\_\_?

2. What is the theory of Puruṣārtha?
3. How does Karma theory impact on Indian psyche?
4. Describe the Kiskarma Karma?

## **Core IX**

### **Social and Political Philosophy**

This course on social and political philosophy would explore the fundamental concepts, theories, and debates concerning social theories and the exercise of political power. It introduces central questions, such as the nature of justice, the legitimacy of political authority, and the relationship between individuals and society, etc. It also examines theories of the state of nature, which propose hypothetical scenarios to explain the origin and legitimacy of political authority.

The course contains readings of texts, contemporary articles, case studies, and class discussions, which will help students critically engage with social and political issues and develop their informed perspectives on matters of justice, power, and governance. Assignments and projects can encourage students to apply theoretical concepts to real-world contexts and develop practical solutions to social and political problems.

#### **Course Outcomes :**

1. Understanding and justification of the relationship between an individual and society
2. Understanding of the various political ideals, doctrines, and ideologies.
3. Ability to compare and evaluate the ideologies and apply them under appropriate contexts.

#### **Learning Outcome:**

**Unit I** Students will be equipped to handle social issues affecting individual and collective levels.

**Unit II** Students will be able to identify different Political Ideals and inculcate them for protection of rights

**Unit III** Students can contribute as better citizens by understanding the notion of democracy.

**Unit IV** the student will be able to describe the Political ideologies of Marxism, Anarchism, and Sarvodaya and can identify the distinct features between them.

#### **Course Components:**

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

**Unit- II:** Political Ideals and Systems- Justice, Liberty, Equality; Anarchy, Monarchy, Democracy and forms of governance systems.

Introduction to Political Doctrines- Humanism, Secularism, Feminism, Philosophy of Ecology.

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

**Unit-IV:** Political Ideologies- (a) Socialism and Marxism (b) Kautilya on political ideology- Ruler (*Rājā*) and the Ruled (*Prajā*), (c) Sarvodaya (Gandhi and Vinoba), (d) Vasudhaiva kutumbakam.

**Prescribed Books: -**

- ✓ Mackenzie: *Social & Political Philosophy*, Surjeet Publication.
- ✓ Sukhbir Singh- *A History of Political Thought*, Rastogi Publication.
- ✓ O.P. Gauba - *An Introduction to Political Philosophy*

**Reference Books: -**

- ✓ Sushila Ramaswamy- *Political Theories: Ideas & Concepts*
- ✓ D.D. Raphael, *Problems of Political Philosophy*, Humanities Press International.
- ✓ J. P. Suda, *History of Political Philosophy*, K. Nath and Co.

**E-Resource:**

- ✓ <https://iep.utm.edu/soc-sci/>
- ✓ <https://egyankosh.ac.in/bitstream/123456789/53951/1/Block-2.pdf>
- ✓ <https://youtu.be/asdQwSul8Io?si=110IGppZipEiXgQL>
- ✓ <https://nios.ac.in/media/documents/srsec317newE/317EL4.pdf>
- ✓ <https://youtube.com/playlist?list=PL4YBp90QwimiN7x3zWNLVsg2yG7ZTFaVq&si=Pi rZq6Rbi2RPWuIV>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par- III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

**Unit – I**

1. \_\_\_\_\_ Is the Founder of Social Science.
2. What Is Social Science?
3. Explain the Social Law.



4. Explain the philosophy of Social Science & the relationship between individual and society.

## **Unit – II**

1. The word 'Feminism' Is Derived From \_\_\_\_.
2. What Is Justice?
3. What Is Equality? Explain the Types of Equality.
4. Write A Short Essay on Feminism.

## **Unit – III**

Democracy Derives from the Word \_\_\_\_ & \_\_\_\_.

2. What Is Democracy?
3. Explain the Conditions for the Successful Functioning of Democracy.
4. Describe the Human Rights.

## **Unit – IV**

1. The Word Sarvodaya Means \_\_\_\_
2. What Is Socialism?
3. Examine the salient features of Marxism.
4. According to Gandhi, What Is Sarvodaya? Explain.

## **Core X**

### **Systems of Indian Philosophy**

#### **Introduction:**

This course on systems of Indian philosophy would provide a deep dive into the diverse philosophical traditions that have evolved on the Indian subcontinent. Understanding Indian philosophical thought and its enduring effect on students will be beneficial. Assignments and projects can encourage students to apply philosophical concepts to contemporary issues and engage in cross-cultural dialogue.

#### **Course Outcomes:**

1. Understanding of the philosophy of Nyaya, Vaisheshika, Mimamsa, and Vedanta from metaphysical and epistemological standpoints.
2. Understanding of important concepts like self, God, bondage, and liberation

3. Ability to find out the role of the philosophical systems in guiding our modern life.

### **Learning Outcome:**

**Unit-I** The learning outcomes of Unit-I aim to equip students with a solid understanding of Vaishesika philosophy, including its foundational concepts, metaphysical framework, and ethical principles. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Vaishesika tradition.

**Unit-II** The learning outcomes of Unit II aim to equip students with a solid understanding of Nyāya philosophy, including its epistemological framework, metaphysical principles, ethical teachings, and perspectives on liberation. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Nyāya tradition.

**Unit-III** The learning outcomes of Unit- III aim to equip students with a solid understanding of Pūrva Mīmāṃsā philosophy, including its perspectives on karma, Yajña, Dharma, and epistemology. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Pūrva Mīmāṃsā tradition.

**Unit-IV** The learning outcomes of Unit- -IV aims to equip students with a solid understanding of Advaita and Viśiṣṭādvaita Vedānta philosophies, including their metaphysical frameworks, theological perspectives, and paths to liberation. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Vedāntic tradition.

### **Course Components:**

**Unit-I:** Vaishesika: *Dharma*, Categories (*SaptaPadārthas*), Atomism, God, Karma, Adṛṣṭa, Bondage and Liberation.

**Unit-II:** Nyāya: Pramāṇas: Pratyakṣa, Anumāna, Upamāna and Śabda; Pramā and Apramā, Causation, Concept of Self and God, Apavarga.

**Unit-III:** Pūrva Mīmāṃsā: Theory of Karma, Yajña and Svarga, Apurva, Dharma, Epistemology.

**Unit-IV:** Uttara Mīmāṃsā: Śāṅkara' Advaita and Rāmānuja's Viśiṣṭādvaita: Brahman, Īśvara, Jagat and Jīva, Avidyā / Māyā and Liberation, Jñāna and Bhakti as paths for Liberation.

### **Prescribed Books: -**

- ✓ *Sharma, C.D: A Critical Survey of Indian Philosophy, Motilal Banarsidass*



Publishers Pvt. Ltd., Delhi

- ✓ Dutta, D.M and Chatterjee, S.C: *An Introduction to Indian Philosophy*,
- ✓ Hiriyana, M: *Outlines of Indian Philosophy*

**Books for Reference: -**

- ✓ Radhakrishnan, S: *Indian Philosophy (Vol-I and II)*.
- ✓ Sinha, J.N: *Outlines of Indian Philosophy*, New Central Agency Pvt. Ltd., Kolkata
- ✓ Puligandla, R.K: *Fundamentals of Indian Philosophy*. Central Book Agency.
- ✓ Gauranga Charan Nayak, *Bharatiya Darshan (Odia)*, Odisha Rajya Pustaka Pranayana O Prakāshan Somstha, Bhubaneswar.
- ✓ P. T. Raju, *the Philosophical Traditions of India*, MLBD, Delhi.
- ✓ Biranchi Naraayana Sahoo, *Nyāya O Vāśeṣika Darśana*, (Odia), Odisha Rajya Pathya Pustaka Pranayana O Prakaśana Samsthā, Pustaka Bhavan, Bhubaneswar.

**E-Resource:**

- ✓ <https://en.wikipedia.org/wiki/Vaisheshika>
- ✓ <https://youtu.be/G7zpSaRsJJM?si=NqI--xTfQIN-gjJ5>
- ✓ <https://en.wikipedia.org/wiki/Nyaya>
- ✓ <https://youtu.be/xsw6511qDvY?si=WEclckIQXkN5tcgh>
- ✓ <https://www.britannica.com/topic/Indian-philosophy/Purva-Mimamsa-the-Bhatta-and-Prabhakara-schools>
- ✓ <https://youtu.be/X7abfsMK8U0?si=bdPJdtVvUOYIb3Cm>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

**Unit – I**

1. \_\_\_ Is the Founder of Vaisashika Philosophy?
2. Distinction Between Karma and Adrsta?
3. How Many Types of Padaratha and Mentioned In Vaisashika?
4. What is the atomism of Vaisashika Philosophy?

**Unit – II**

1. There Are Five Members of the Nyaya Syllogism. The first Is Called \_\_\_\_.
2. What Are Prama and Aprama?
3. What Are the Five Propositions of the Indian Syllogism?
- 4 . Explain the Nine Arguments to Prove the Existence of God.



### **Unit – III**

- The Word Mimamsa Literally Means \_?
2. What Is the Dharma of Mimamsa School?
  3. What Is Yajna and Svarga?
  4. Explain the Prabhakar Epistemology.

### **Unit – IV**

1. According to Shankara Ultimate Reality Is \_?
2. What Is the Liberation of Sankara?
3. According to Ramanuja What Is Isvara, Jagat, and Maya?
4. Explain, Sankara's Concepts of Maya.

### **Core XI**

### **Semester V Modern European Philosophy**

#### **Introduction:**

Modern European philosophy explores the foundational role of reason in forming beliefs and judgments for all branches of philosophical inquiry. By studying this course, students can recognize the pitfalls

#### **Course Outcomes;**

1. Ability to mark the development of Western philosophical thought from Locke to Kant.
  2. Ability to understand the basic problems countered by the aforesaid thinkers and their responses to the problems.
  3. Ability to see the empiricist current in Western philosophy.
  4. Ability to find a synthetic approach in Kantian philosophy.
- Ability to compare and evaluate the common issues undertaken by the thinkers.

#### **Learning Outcome:**

**Unit- I** The learning outcomes of Unit- I aim to equip students with a solid understanding of John Locke's philosophical contributions, including his empiricist epistemology, theory of

knowledge, and metaphysical concepts. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the empiricist tradition.

**Unit-II** The learning outcomes of Unit-II aim to equip students with a solid understanding of George Berkeley's philosophical contributions, including his rejection of materialism and defense of subjective idealism. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the idealist tradition.

**Unit- III** The learning outcomes of Unit- III aims to equip students with a solid understanding of Immanuel Kant's philosophical contributions, including his response to previous philosophical challenges, his transcendental idealism, and his attempt to reconcile empiricism and rationalism. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within Kant's transcendental philosophy.

**Unit- IV** The learning outcomes of Unit- IV aim to equip students with a solid understanding of Immanuel Kant's continued philosophical contributions, including his analysis of metaphysical illusions the limits of reason, and the possibility of synthetic a priori knowledge. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within

### **Course Components:**

**Unit- I:** John Locke: Refutation of Innate ideas, Sensation, Reflection, Simple and Complex Ideas, Theory of Knowledge and Types of Knowledge; Substance, Modes, and Relations.

**Unit-II:** George Berkeley: Criticism of Lockean Empiricism, Refutation of Abstract Ideas and Matter, Subjective Idealism of Berkeley (*Ese-est-percipi*), Theory of Knowledge.

David Hume: Impression and Idea, Theory of Knowledge, the Ideas of Necessary Relationship and Interpretation of Causality, Skepticism.

**Unit- III:** Immanuel Kant: Problems before Kant, Reconciliation of Empiricism and Rationalism, Copernican Revolution. Kant's System of Knowledge: Transcendental Aesthetics: Space and Time as A-priori Conditions of Perception, Transcendental Logic: Transcendental Analytic (Categories of Understanding), Transcendental Deduction (Synthesis & A-Perception), Schematism of Categories.

**Unit- IV:** Immanuel Kant: Types of Judgments / Propositions: Possibility of Synthetic A-priori Judgment, Introduction to Transcendental Dialectic: Paralogism, Antinomies and Ideals of Pure Reason.



### Prescribed Books: -

- ✓ *Pati, R.K: History of Modern European Philosophy, P.C. Dwadash Shreni & Co. Pvt Ltd., Aligarh.*
- ✓ *Masih, Y: A Critical History of Modern Philosophy, Motilal Banarsidass Publishers, Delhi*

### Reference Books: -

- ✓ *Ira Sen Gupta: A History of Western Philosophy*
- ✓ *Frank Thilly: History of Western Philosophy*
- ✓ *Hrudananda Roy, Kant: An Exposition of Critique of Pure Reason, Akash Publication, Cuttack.*
- ✓ *Hrudananda Ray, Pāśchātya Darśanara Itihasa (Ādhunika Yuga) (Odia), Odisha Rajya Pathya Pustaka Pranayana O Prakaśana Samsthā, Pustaka Bhavan, Bhubaneswar.*

### E-Resource:

- ✓ [https://en.wikipedia.org/wiki/Early\\_modern\\_philosophy](https://en.wikipedia.org/wiki/Early_modern_philosophy)
- ✓ [https://youtu.be/A907p\\_cDQDo?si=Hku80gc33lcIJb4L](https://youtu.be/A907p_cDQDo?si=Hku80gc33lcIJb4L)
- ✓ <https://youtube.com/playlist?list=PLXg2akZbOGjkSVPAy65NctIxJkqmFQt3v&si=DV8tCW0O9i9kwAI>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par- III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

### Unit – I

- 1) \_\_\_\_\_ Refuted the Innate Ideas of Descartes.
- 2) What Is a Simple Idea According to Locke?
- 3) Why Locke's Theory Is Called Representational Realism?
- 4) Critically Examine the Importance of Locke's Theory of Knowledge.

### Unit – II

- 1) \_\_\_\_\_ Is Regarded as the Founder & Father of Idealism.
- 2) What Is Secondary Quality According to Berkeley?



- 3) Explain the Chief Characteristics of Subjective Idealism.
- 4) What Is "Esse-Est-Percipii"? Discuss How Berkeley's Idealism Is Different From Solipsism.

### **Unit – III**

- 1) For \_\_\_\_\_ Space and time Are Only Appearances.
- 2) Briefly Explain Space and Time According to Kant.
- 3) Why Kant Stated That Knowledge Is the Joint Venture of Sensibility?
- 4) Critically Examine Kant's Account of the Copernican View of the Revolution.

### **Unit- IV**

- Causality' According to Kant Is \_\_\_\_.
- 2) What Is the Ideal of Pure Reason?
  - 3) What Is Kant's Paralogisms?
  - 4) Discuss Kant's Transcendental Dialectical Method.

## **Core XII**

## **Applied Ethics**

### **Introduction:**

This course on applied ethics delves into the real-world application of ethical theories and principles across various fields like medicine, business, technology, and politics. In such a course, students might explore case studies, engage in debates, and analyze ethical dilemmas to understand how ethical frameworks can be used to address complex issues in practical settings. Topics could range from bioethics (e.g., end-of-life care, genetic engineering) to environmental ethics (e.g., climate change, conservation), to ethical considerations in artificial intelligence and data privacy. It's a crucial subject for anyone interested in understanding how ethics shapes decision-making and behavior in today's world.

### **Course Outcomes:**

1. Attaining a basic understanding of the philosophy behind the ethical theories.
2. Attaining the basic ability to critically explain the different ethical issues, concepts, principles, theories, etc.
3. Ability to evaluate and apply an appropriate ethical theory in the given context/situation in areas of environmental, bio-medical, business, and media ethics.

**Learning Outcome:**

**Unit- I** Students will be familiarized with the practical aspect of ethics so that they can achieve clarity and rationality concerning their decisions and actions.

**Unit-II** By the end of Unit 2, students will be able to value Environmental Ethics and incorporate it into their day-to-day activities to ensure sustainable development

**Unit-III** Students will gain awareness of Medical Ethics through issues like euthanasia, Abortion, Privacy, etc. This will help them in forming a decision considering the pros and cons of the given dilemma.

**Unit-IV** Students will be able to understand the value of ethics in business. They can incorporate the learning to deal with the evolving issues in the field of business such as Confidentiality, Whistleblowing, and Cyber security.

**Course Components:**

**Unit- I:** Introduction to Applied Ethics: Nature and Scope of Applied Ethics; Moral Status of Animals: All Lives are Equal, Animals Rights, Reverence for life.

**Unit-II:** Environmental Ethics: Anthropocentrism, Non-anthropocentrism: Bio-Centrism, Eco-centrism, Shallow and Deep Ecology;

**Unit-III:** Medical Ethics (Bioethics): Right to Life, Hippocratic Oath, Sanctity of Life, Euthanasia; Abortion, Surrogacy: Patient-Doctor Relationship,

**Unit-IV:** (a) Business Ethics- Rights and Obligations of Stake Holders, Corporate Social Responsibility; Ethics of Promotion / Advertisement; (b) Media Ethics –Anonymity and Confidentiality, Privacy, (c) Cyber-Security, Challenges of Artificial Intelligence.

**Prescribed Books: -**

1. *Theroux, J.P, Ethics: Theory & Practice*
2. *Singer, Peter: Practical Ethics*
3. *Singer, Peter: Animal Liberation*

**Reference Books: -**

- ✓ *Jagadeb, Jayanti: Bio-medical Ethics, Utkal Studies in Philosophy: M 5, Dept., of Philosophy, Utkal University.*
- ✓ *Tom Regan - Animal Rights,*

**E-Resource:**

- ✓ <https://youtube.com/playlist?list=PLFAD37CC113DAA688&si=34paalFF35QQOfMd>
- ✓ <https://www.egyankosh.ac.in/bitstream/123456789/82253/1/Unit-1.pdf>
- ✓ <https://youtu.be/wbIUfZ00eMI?si=jAFpFJCZEGbvHFSz>

- ✓ <https://youtu.be/ltW7KVYJlgo?si=EC0AtuO0-fvb8NMd>
- ✓ [https://youtu.be/q28EnXH8pQ8?si=MJUe4\\_9UL23fgAxj](https://youtu.be/q28EnXH8pQ8?si=MJUe4_9UL23fgAxj)
- ✓ <https://youtu.be/4QzBdeUQ0Dc?si=accAVhCdonBuKysp>
- ✓ <https://youtu.be/I9FOswjTSGg?si=-9GwNTRhIUtjJd84>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words)

#### Unit-1

1. Applied ethics otherwise called \_\_\_\_.
2. What is animal rights?
3. Discuss the views of different thinkers about animal rights.
4. Define what is applied ethics. What are the different branches of applied ethics?

#### Unit-2

1. The word Anthropos means \_\_\_\_?
2. what is Bio-centrism?
3. What is the difference between deep ecology and shallow ecology?
4. Discuss what is environmental ethics? What is the need for such ethics in present-day society?

#### Unit-3

1. Etymologically the term euthanasia means \_\_\_\_?
2. what is the Hippocratic oath?
3. Discuss the doctor-patient relationship.
4. Define what is medical ethics? What are the rights and obligations of healthcare professionals?

#### Unit-4

1. \_\_\_\_ is the full form of CSR?
2. What is media ethics?
3. Describe justice and honesty in business ethics.
4. Discuss what is cyber security. What are the challenges of artificial intelligence?



## Core XIII

## Philosophical Analysis

### Introduction:

This course on philosophical analysis introduces methods and tools that analytical philosophers use to critically examine and analyze concepts, arguments, and theories. It's often foundational in philosophy programs and serves as a basis for more specialized studies in various philosophical fields.

In this course, students may explore different approaches to philosophical analysis, such as logical analysis, conceptual analysis, linguistic analysis, and argument analysis. They might also study key philosophical texts and engage in close readings and discussions to understand how philosophers have historically approached problems and constructed their arguments.

### Course Outcomes:

1. Ability to know the fundamental elements in the usage of language.
2. Attaining knowledge of different kinds of definitions.
3. Knowing the criteria of sentence meaning.
4. Knowledge of different truth possibilities.

Knowledge of theory and law and their role in explanation

### Learning Outcome:

**Unit-I** This unit will make students' communication easy and precise without any linguistic confusion in practical life.

**Unit- II** This unit clarifies the relation between a word and what it means, which will make the way for the use of language clearly in real life.

**Unit- III** Without any vagueness, making a sentence is not an easy task. This unit is helpful for students to make meaningful sentences which is useful in practical life.

**Unit-IV** This unit makes a clear distinction between linguistic truth, logical truth, and practical truth. Which will shape a mind to use language appropriately.

**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: Sentence and Proposition; Word Meaning and sentence meaning, Criteria of sentence meaning, Basic fathers of Senence meaning in Indian Philosophy- *Akāṅkṣā*, *yogyatā*, *Sannidhi* and *Tātparya*, *Anvitābhīdhāna Vāda* and *Abhihitānvaya Vāda*.

**Unit-IV** Analytical Truth and Logical Possibility; Theories of Truth- correspondence, coherence, and truth as works, Theory, Law, and Explanation.

**Prescribed book: -**

- ✓ *John Hospers, An Introduction to Philosophical Analysis, Allied Publishers Pvt. Ltd., New Delhi.*

**Reference Books: -**

- ✓ *Alston: Philosophy of Language*

**E-Resource:**

- ✓ <https://semantics.uchicago.edu/kennedy/docs/ambivague.pdf>
- ✓ <https://plato.stanford.edu/entries/definitions/>
- ✓ <https://philarchive.org/archive/KUCLM>
- ✓ <https://plato.stanford.edu/entries/truth-correspondence/>
- ✓ <https://youtu.be/nWCI6hR9g4s?si=xgS8Z85viDy-hsfa>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

**Unit-1**

1. what is word?
2. what are the differences between natural signs and conventional signs? explain with examples.
3. Narrate the reason for the vagueness of a word.
4. what is ambiguity and how many types of ambiguity are there? Explain with proper examples.

**Unit-2**

- 1 what do you mean by Ostensive definition?
- 2 Give an example of a reportive definition.
- 3 what is the difference between the stipulative definition and the reportive definition?
- 4 Narrate the scope denotational definitions

**Unit-3**

- 1 the meaning of a sentence is called \_\_\_\_\_
- 2 what is semantic ambiguity?
- 3 Difference between proposition & sentence.
- 4 what are the criteria for a meaningful Sentence according to Indian Philosophy?

#### **Unit IV**

1. An analytic proposition is a proposition whose negation
2. what is the coherence theory of truth?
3. what is a Synthetic proposition? give 2 examples of synthetic propositions.
4. what is possibility? Discuss different types of possibilities.

#### **Core XIV**

#### **Semester VI**

### **Philosophy Of Religion**

#### **Introduction:**

This course on the philosophy of religion contains philosophical inquiry into religious beliefs and practices. It delves into questions concerning the nature, existence, and meaning of God or the divine, as well as the relationship between religion and other aspects of human experience such as morality, knowledge, and existence. In this course, students will examine various arguments for and against the existence of God, such as the cosmological argument, the teleological argument, and the problem of evil. They will also explore different conceptions of the divine across different religious traditions and philosophical perspectives, from monotheism to polytheism to non-theistic philosophies.

#### **Course Outcomes:**

1. Attaining the basic knowledge of the philosophical issues, concerns, positions, and arguments concerning religion.
2. Able to explain and also critically analyze the chief issues, concerns, positions, and arguments in the philosophy of religion.
3. Able to critically evaluate the main philosophical positions and arguments therein to have a balanced view of religion and religious ideas.

#### **Learning Outcome:**

**Unit-I** Religion gives meaning and purpose to life, reinforcing social unity and stability, serving as an agent of social control of behavior, promoting physical and psychological well-being, and motivating people to work for positive social change.



**Unit-II** This unit gives the right to atheists to make their points against theists. It can dominate the argument on God which justifies the point of secularism given by the Indian constitution.

**Unit-III** Augustine Philosophy gives more important to faith over reason which makes the way to God which is a supreme authority.

**Unit-IV** Religion is a diverse and conflict topic. It is not an easy task to select the proper language for communication. This unit shows what is the problem in religious language by this someone can choose the proper language for religious discourse.

### **Course Components:**

**Unit-I:** Introduction to Philosophy of Religion; Concept of God; Proofs for the belief in the existence of God.

**Unit-II:** Proofs against the belief in the existence of God; Religion and Morality.

**Unit-III:** the Problem of Evil: Augustinian Theodicy, Irenaean Theodicy, Process Theodicy, Reason, Revelation, and Faith.

**Unit-IV:** Problems of Religious Language: Cognitive and Non-Cognitive; Verification and Falsification Theory; Karma, Rebirth and Reincarnation.

### **Prescribed Book:-**

- ✓ *Hick, John- Philosophy of Religion, Prentice-Hall of India Pvt. Ltd., New Delhi*

### **Reference Books:-**

- ✓ *Masih, Y - Introduction to Religious Philosophy, Motilal Banarsi Dass Publishers Pvt. Ltd., Delhi*
- ✓ *Arvind Sharma- Philosophy of Religion, Rupa Publisher.*

### **E- Resource:**

- ✓ <https://youtu.be/39t1FmBiT9w?si=aKlSoRlhp3adYe0r>
- ✓ <https://youtu.be/bqTv7gOLXXE?si=fRSypwoPSNklPc9>
- ✓ <https://iep.utm.edu/religion/#:~:text=Philosophy%20of%20religion%20is%20the,to%20the%20various%20theistic%20religions>
- ✓ <https://www.britannica.com/topic/existence-of-God>
- ✓ <https://egyankosh.ac.in/bitstream/123456789/35477/1/Unit-2.pdf>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Part- III Short Type (in 250 Words); Part-IV Long Type (in 800 Words);

### **Unit – I**

044

1. Religion Is Derived From \_\_ Word.
2. What Is Polytheism?
3. What Is the Concept of God In the Philosophy of Religion.?
4. What Is the Philosophy of Religion? Discuss its nature and Scope.

#### **Unit – II**

1. the Distance Between God and Man Is\_\_.
2. What Is Morality?
3. Discuss the Distinction Between Religion and Morality.
4. Discuss the Proof of Disbelief In the Existence of God.

#### **Unit III**

1. Evil Is Due to Misuse of \_\_\_\_.
2. What Is Free Will?
3. What Is the Problem of Evil?
4. Discuss the Existence of God and Evil.

#### **Unit – IV**

1. Religion Is the "Form of Life With Its Own Language Game" Is Written By \_\_\_\_.
2. What Is Cognitive Religious Language?
3. What Is Non-Cognitive Religious Language?
4. Explain Rebirth and Reincarnation.

#### **Core XV**

#### **Symbolic Logic**

##### **Introduction:**

This course on symbolic logic is a preliminary study of the formal systems used to represent and analyze logical reasoning. It's a foundational subject in philosophy and mathematics, providing tools for precise reasoning and argumentation. In this course, students learn about propositional logic, which deals with the logical relationships between propositions (statements). They study the syntax and semantics of propositional logic, learning how to symbolize statements using logical connectives, and how to evaluate the validity of arguments.

##### **Course Outcomes:**

1. Ability to translate the arguments in ordinary language to their respective symbolic forms by the use of propositional variables and logical constants.
2. Gaining knowledge of the rules of logic and their symbolic forms.



Ability to know different types of truth functions and the distinction between valid and invalid arguments.

3. ability to derive conclusions from the given set of premises
4. Ability to prove the validity or the invalidity of the given argument

### **Learning Outcome:**

**Unit-I** Sometimes, arguments formulated in English or any other natural language are often difficult to understand, because of the ambiguity & vagueness of the words. and to solve these difficulties, Symbolic logic is the best medium to put the arguments in a symbolic form & comprehend it very easily.

**Unit- II** Propositional calculus is the part of symbolic logic. In Propositional calculus, we can determine whether the given proposition is tautology or not.

**Unit-III** Also, there are certain truth tables, which can evaluate whether the given proposition is valid or not. & the Predicate calculus appreciates how argument involving predicates can be formalized semantically & syntactically & how these are connected.

**Unit-IV** In this unit, we deal with certain formulas & basic concepts prescribed by George Boole to solve algebraic problems.

### **Course Components:**

**Unit-I:** Chapter- I- Introduction (Sections 1 to 4).

Chapter- II- the Calculus of Propositions (Sections 1 to 5).

**Unit- II:** Chapter-III - Calculus of Propositions (Sections 1 to 6).

**Unit-III:** Chapter-IV - Calculus of Propositions (Sections 7 to 9).

Chapter- V = the Elements of Predicate Calculus (Sections 1 to 9).

**Unit-IV:** Appendix (Sections: 1 to 4).

### **Prescribed Book: -**

1. *Basson & O' Corner: Introduction to Symbolic Logic, Oxford University Press*

### **Reference Books: -**

- ✓ *Das, Ramesh Chandra: Basics of Symbolic Logic, Utkal Studies in Philosophy-25, Centre for Advanced Study, Utkal University. Bhubaneswar.*

### **E-Resource:**

- ✓ <https://www.encyclopedia.com/science/encyclopedias-almanacs-transcripts-and-maps/symbolic-logic-0>
- ✓ <https://youtube.com/playlist?list=PLdaynbt2YwqHqbeCCDstZwkmkwI2zdsNS&si=bKr>



8wbDZ8p6eWS7Z

- ✓ [https://youtu.be/7owHn2UDivw?si=gDcfKbNKF8w\\_sLXt](https://youtu.be/7owHn2UDivw?si=gDcfKbNKF8w_sLXt)
- ✓ [https://en.wikipedia.org/wiki/Propositional\\_calculus](https://en.wikipedia.org/wiki/Propositional_calculus)

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

### Unit-1

1. Logic deals with-----
2. According to relation how many kinds of propositions? and what are they?
3. Distinguish between sentence and proposition.
4. What is an argument? Discuss the distinction between Deductive and Inductive arguments.

### Unit-2

1. The converse of an E-proposition is -----proposition
2. What is the Ostensive definition?
3. Write ten General syllogistic Rules.
4. Explain with a diagram the meaning of the traditional square of opposition.

### Unit-3

1. In which type of logic the conclusion is more general than the premises?
2. Give an example of a valid argument.
3. What is Disjunctive function? Give an example.
4. State and explain fundamental principles of logic.

### Unit-4

- 1.-----tried to solve the problem of induction by an inductive syllogism.
2. Construct the truth tables for this formula and point out in this case whether the formula is tautologous, self-contradictory, or contingent.  
A)  $(P \supset Q) \supset (\sim Q \supset \sim P)$   
B)  $[(P \supset Q) \cdot (Q \supset R)] \supset (P \supset R)$
3. What is syllogism?
4. State and Explain the dictum de omni et nullo?

COVIE - 11/11

Semester 1/11

ALENDN - 1

## Logic and Scientific Method Introduction

This Course on Logic and Scientific Method provides students with a foundation in critical thinking, reasoning, and the scientific method. Throughout the course, students would engage in theoretical discussions on logical and scientific reasoning and how to apply them to real-world problems with examples. Assignments might include analyzing scientific articles, designing experiments, and critically evaluating research methodologies.

### Course Outcomes:

1. Understanding of the nature and scope of Logic.
2. Knowledge of the kinds of propositions and the relationship between them.
3. Ability to construct sound arguments.
4. Testing validity of arguments.
5. Understanding of the role of logic in scientific inquiry.

### Learning Outcome:

**Unit-I** The learning outcomes of Unit I aim to equip students with a solid foundation in logical reasoning, critical thinking, and argumentation, providing them with essential skills for analyzing and evaluating information, constructing coherent arguments, and engaging in rational discourse across various domains.

**Unit-II** The learning outcomes of Unit II aim to equip students with the foundational skills necessary for logical analysis and argumentation, enabling them to identify and evaluate propositions accurately, analyze arguments effectively, and communicate ideas clearly and logically.

**Unit-III** The learning outcomes of Unit III aim to equip students with the skills necessary for advanced logical analysis and argumentation, enabling them to identify and evaluate deductive arguments accurately, analyze syllogisms effectively, and apply logical reasoning in various academic and professional contexts.

**Unit-4** The learning outcomes of Unit IV aim to equip students with the skills necessary for effective scientific inquiry, enabling them to apply inductive reasoning methods, evaluate causal claims, and draw informed conclusions based on empirical evidence. Additionally, students should enhance their critical thinking abilities, enabling them to engage critically with scientific literature and make reasoned judgments about the validity and reliability of scientific findings.



### Course Components:

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

**Unit-II:** Sentence and Proposition, Classification of Propositions (from the standpoint of Quality & Quantity), Transforming ordinary sentences to propositions.

Distribution of terms, Seven-fold relation of propositions, Square of opposition of propositions.

**Unit-III:** Inference-Immediate-Inference (Conversion and Obversion), Mediate Inference (Syllogism), Figure & Moods, Testing of Validity of Arguments by Syllogistic Rules.

**Unit-4:** Inductive Reasoning & Scientific Enquiry: Causation, Mill's Five Experimental Methods.

### Prescribed Book:

- ✓ *Morris R. Cohen & Ernest Nagel, Introduction to Logic & Scientific Method, Allied Publishers Ltd., New Delhi.*
- ✓ *Ganesh Prasad Das, Basics of Logic, Pt. I & Pt. II, Pancashila, Bhubaneswar, 2007.*

### Reference Books:

- ✓ *Cohen Copi & Mac Mahan, Introduction to Logic (14th Edition)*
- ✓ *Alex Rosenberg, Philosophy of Science: A Contemporary Introduction.*

### E-Resource:

- ✓ <https://egyankosh.ac.in/bitstream/123456789/37950/1/Unit-1.pdf>
- ✓ <https://egyankosh.ac.in/bitstream/123456789/84670/1/Unit-3.pdf>
- ✓ <https://youtu.be/4TFzqxntqv8?si=4L-gHoffnGG12eGN>
- ✓ <https://youtu.be/Wvae-B0MTSE?si=cWisIEy6mdqgNn9G>
- ✓ *Sample Questions: I for Part- I Objective; Part- II Very Short Type (in 50 Words); Part- III Short Type (in 250 Words); Part-IV Long Type (in 800 Words);*

### Unit-1:

- 1- Truth is the property of a \_\_\_\_\_.
- 2- What Is the Logical Definition of a term?
- 3- What are the principles of logic?
- 4- State and explain the nature and scope of Logic.

### Unit-2

- 1- According to the principle of Quality, there are \_\_\_\_\_ kinds of propositions.
- 2- What is the distribution of terms?
- 3- Discuss the seven-fold relation of propositions.
- 4- What is the square of the opposition of propositions? Discuss.



( Menor - II )

Semester III / IV

## Symbolic Logic

### Introduction:

This course on symbolic logic is a preliminary study of the formal systems used to represent and analyze logical reasoning. It's a foundational subject in philosophy and mathematics, providing tools for precise reasoning and argumentation. In this course, students learn about propositional logic, which deals with the logical relationships between propositions (statements). They study the syntax and semantics of propositional logic, learning how to symbolize statements using logical connectives, and how to evaluate the validity of arguments.

### Course Outcomes:

1. Ability to translate the arguments in ordinary language to their respective symbolic forms by the use of propositional variables and logical constants.
2. Gaining knowledge of the rules of logic and their symbolic forms.

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- Ability to know different types of truth functions and the distinction between valid and invalid arguments.
3. ability to derive conclusions from the given set of premises
  4. Ability to prove the validity or the invalidity of the given argument

### **Learning Outcome:**

**Unit-I** Sometimes, arguments formulated in English or any other natural language are often difficult to understand, because of the ambiguity & vagueness of the words, and to solve these difficulties, Symbolic logic is the best medium to put the arguments in a symbolic form & comprehend it very easily.

**Unit- II** Propositional calculus is the part of symbolic logic. In Propositional calculus, we can determine whether the given proposition is tautology or not.

**Unit-III** Also, there are certain truth tables, which can evaluate whether the given proposition is valid or not. & the Predicate calculus appreciates how argument involving predicates can be formalized semantically & syntactically & how these are connected.

**Unit-IV** In this unit, we deal with certain formulas & basic concepts prescribed by George Boole to solve algebraic problems.

### **Course Components:**

**Unit-I:** Chapter- I- Introduction (Sections 1 to 4).

Chapter- II- the Calculus of Propositions (Sections 1 to 5).

**Unit- II:** Chapter-III - Calculus of Propositions (Sections 1 to 6).

**Unit-III:** Chapter-IV - Calculus of Propositions (Sections 7 to 9).

Chapter- V = the Elements of Predicate Calculus (Sections 1 to 9).

**Unit-IV:** Appendix (Sections: 1 to 4).

### **Prescribed Book: -**

1. *Basson & O' Corner: Introduction to Symbolic Logic, Oxford University Press*

### **Reference Books: -**

- ✓ *Das, Ramesh Chandra: Basics of Symbolic Logic, Utkal Studies in Philosophy-25, Centre for Advanced Study, Utkal University, Bhubaneswar.*

### **E-Resource:**

- ✓ <https://www.encyclopedia.com/science/encyclopedias-almanacs-transcripts-and-maps/symbolic-logic-0>
- ✓ <https://youtube.com/playlist?list=PLdaynbt2YwqHqbeCCDstZwkmkwI2zdsNS&si=bKr>

8wbDZ8p6eWS7Z

✓ [https://youtu.be/7owHn2UDivw?si=gDc/KbNKF8w\\_sLXI](https://youtu.be/7owHn2UDivw?si=gDc/KbNKF8w_sLXI)

✓ [https://en.wikipedia.org/wiki/Propositional\\_calculus](https://en.wikipedia.org/wiki/Propositional_calculus)

Sample Questions: I for Part- I Objective; Part- II Very Short Type (in 50 Words); Par  
III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

#### Unit-1

1. Logic deals with-----
2. According to relation how many kinds of propositions? and what are they?
3. Distinguish between sentence and proposition.
4. What is an argument? Discuss the distinction between Deductive and Inductive arguments.

#### Unit-2

1. The converse of an E-proposition is -----proposition
2. What is the Ostensive definition?
3. Write ten General syllogistic Rules.
4. Explain with a diagram the meaning of the traditional square of opposition.

#### Unit-3

1. In which type of logic the conclusion is more general than the premises?
2. Give an example of a valid argument.
3. What is Disjunctive function? Give an example.
4. State and explain fundamental principles of logic.

#### Unit-4

1. -----tried to solve the problem of induction by an inductive syllogism.
2. Construct the truth tables for this formula and point out in this case whether the formula is tautologous, self-contradictory, or contingent.  
A)  $(P \supset Q) \supset (\sim Q \supset \sim P)$   
B)  $[(P \supset Q) \cdot (Q \supset R)] \supset (P \supset R)$
3. What is syllogism?
4. State and Explain the dictum de omni et nullo?



**NEP 2020**  
**SUBJECT: PHILOSOPHY**  
**MINOR -II/III**  
**SYSTEM OF INDIAN PHILOSOPHY-I**

Unit-I

Sailent features of Indian Philosophy, basic concept like RTA, RNA  
Charvak- apistomology and metaphysics

Unit-II

Jainism- Syadvade, Anekantavada, Jaina Ethics

Unit-III

Buddhism – Four Noble truth Doctrine of Momentariness, Dependents  
origination, No soul theory, Nirvana

Unit-IV

Sankhya – Dualistic System, Purusa, Prakriti, Theory of Causation, Theory  
of Evaluation

Prescribed Books

1. Dutta & Chatarjee & Introduction to Indian Philosophy
2. C.D. Sharma, A critical survey of Indian Philosophy

**Reference Books**

- J.N. Sinha, Indian Philosophy
- S. Radhakrishnan, Indian Philosophy Vol-I & II
- M. Hiriyana outlines of Indian Philosophy
- R.K. Puligandla, Fundamental of Indian Philosophy

**MULTIDISCIPLINARY COURSES UNDER NEP 2020**  
**SEMESTER -1 PHILOSOPHY OF BHAGAVAD GITA**  
**FOR STUDENTS OF OTHER SUBJECT**

The Bhagavad Gita is a timeless & revered scripture that contains profound teaching & insight of life, duty and simplicity. The Gita provide invaluable guidance for people of all ages, especially students who are navigating complexity of education, relationship & self discovery.

**Course Outcome:**

1. Scientific and Logical Knowledge of Ancient- Indian wisdom
2. Knowledge of understanding of the different concepts of Gita Sloves many problem in the world.
3. To import knowledge of different sanskaras & philosophies

**Unit-1**

- i. History and Background od Srimad Bhagavad Gita, Varna Dharma, Swabhava, Swadharma-Paradharma.
- ii. Concept of Karma, Classification of Karma, Contemporary relevance of karmayoga, Kiskarma Karma

**Unit-II**

- i. Jnana: way to gain knowledge, Distinction between Jnana & Vijuana, Criteria of True Knowledge, Kshetra, Kshetranjna, sattwik, Rajasika & Tamashik Jnana
- ii. Bhakti Yoga: Four kinds of devotees, Characteristics of Ideal Bhakti, Saranagati & Prapattikrupa (grace), Relation between Yoga and Jnana

**Learning Outcome:**

- i. After studying the Unit-I the students will be able to understand the history & background of Gita
- ii. It will provide practical guidance for navigating the challenges of life & finding meanings & purpose in our action.
- iii. By embracing our duties, cultivating determent overcoming doubts, seeking knowledge & practicing mindfulness, they will apply the lessons of the Gita to our modern lives.

**Text Books:**

The Bhagavad Gita – S. Radhakrishnan (Trs & Ed)

**Reference Books:**

Concept of Yoga in the Gita. Dr. S.C. Panigrahi  
Bhagavad Gita & modern Life- K.M. Mounshi & R.R. Diwakar  
Srimad Bhagavad Giota Bhasya of Sri Sankaracharya- A.G.K. Warriar (Trs)  
Essay in the Gita – Sri Aurobinda ashram, Punduchery

**Multi disciplinary Course**  
**Vedic Culture**

Sem - II

**Introduction:-**

In UG level this program will equip the students to understand the ancient Indian culture & vedic texts. A student will be able to inculcate & develop creative intellectual capabilities & enhance observation power.

**Course outcome:-**

- ❖ Widen their perspective about the intellectual heritage of India.
- ❖ Develop holistic understanding with respect to vedic thinking.

**Unit-I**

1. The meaning of Veda, History of Vedic Literatures & main features of Vedic Societies.
2. Relevance of vedas in Indian culture.

**Unit-II**

1. Vedic Systems of values
2. The value of organizations of personal life (Asram)

**Text Books:-** Vadika Sahitya & Sanskruti- Baladeva Upadhyaya, varanasi

Vaidika Sahitya O Sanskruti- A.C. Das, Grantha Mandir, Cuttack.

**Reference:-** Outlines of Indian philosophy- M. Hiriyana

London: George Allen & Unwin-1952

Fundamentals of Hinduisim- S.C. Chatterjee, Calcutta.

Indian Philosophy- C.D. Sharma.

Indian Philosophy- S. Radhakrishnan, Vol-I.



# MULTIDISCIPLINARY COURSES UNDER NEP-2020

## Sem. III - HUMAN RIGHT

### INTRODUCTION TO HUMAN RIGHTS

Introduction: This course attempts to build and understanding of human rights among students through a study of specific issues in comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a boarder comparative frame.

Human Rights: Theory and Institutionalization

Unit-I:

- i. Understanding Human Right
- ii. Three Generation of Rights

Unit-II

- i. Universal Declaration of Human Rights

Unit-III

- i. Rights in National Constitutions: South Africa and India

Unit-IV

- i. International Refugee Law, International Humanitarian law

#### Text Books

- Alston Philip(1995), "The United nation and Human Rights- A Critical Appraisal, Oxford, Carendon
- Baxi, Upendra (1995) (ed). " The Rights to be Human", Delhi, Lancer
- Beetham , David (1987)(ed) " Politics and Human Rights", Oxford Blackwell
- Desai, A.R.(1986)(ed)," Violation of Democratic Rights in India" Bombay, Popular Prakashan
- Evan, Tony (2001), " The Politics of Human Rights : A Global Prospective", London Pluto Press
- Hargopal. G (1999) "Political Economy of Human Rights" Hyderabad , Himalaya
- J. Hoffman and P. Graham (2006) " Introduction to Political Theory", Delhi, Pearson

#### Reference Books

- Kathori, Smitu and Sethi, Harsh (1991) (eds) " Rethinking Human Rights" Delhi, Lokayan
- Saksena, K.P. (1999) (ed.) " Human Rights: Fifty years of India's Independence", Delhi Gyan
- Subramanian. S. (1997) " Human Rights: International Challenges" Delhi Manas Publications

**ଦକ୍ଷତା ବିକାଶମୂଳକ ପାଠ୍ୟକ୍ରମ**  
**Skill Enhancement Course (SEC)**  
**ଦ୍ୱିତୀୟ ପତ୍ର**

Sem II

**ଗଣମାଧ୍ୟମ ଓ ଗଣଯୋଗାଯୋଗ**

**Course Outcome (ପାଠ୍ୟକ୍ରମ ଫଳଶ୍ରୁତି) :**

ସାମ୍ପ୍ରତିକ ସମୟରେ ଗଣମାଧ୍ୟମର ଭୂମିକା ମଧ୍ୟ ଖୁବ୍ ପ୍ରଭାବଶାଳୀ । ତେଣୁ ସ୍ନାତକଶ୍ରେଣୀର ଛାତ୍ରଛାତ୍ରୀ ଗଣମାଧ୍ୟମ ସମ୍ପର୍କରେ ଅବଗତହେଲେ ସେମାନଙ୍କ ଦକ୍ଷତା ବୃଦ୍ଧିରେ ସହାୟକ ହେବ । ସେ ଦୃଷ୍ଟିରୁ ଏହିପାଠ୍ୟ ପତ୍ରଟି ହେବ ଉପାଦେୟ ।

**Unit wise Learning Outcome (ପ୍ରତି ଏକକର ଅଧ୍ୟୟନ ଫଳଶ୍ରୁତି) :**

- ୧ମ ଏକକ : ଗଣମାଧ୍ୟମ ଓ ତାର ବିବିଧରୂପ ସମ୍ପର୍କରେ ଜାଣିବାପାଇଁ ଏହି ଏକକ ସହାୟତା କରିବ ।
- ୨ୟ ଏକକ : ଗଣମାଧ୍ୟମଗୁଡ଼ିକ ସମାଜର ବାସ୍ତବତାକୁ ପରିପ୍ରକାଶ କରିବାସହ ଜନସମାଜକୁ ସଚେତନ କରେ । ସୁତରାଂ ଗଣମାଧ୍ୟମର ସାମାଜିକ ଦାୟିତ୍ୱବୋଧ କିପରି ହେବା ଆବଶ୍ୟକ, ତାହା ଏହି ଏକକର ଅଧ୍ୟୟନରୁ ଶିକ୍ଷାର୍ଥୀ ଜାଣିପାରିବେ ।
- ୩ୟ ଏକକ : ଗଣଯୋଗାଯୋଗ କଣ, ସେ ସମ୍ପର୍କରେ ଅବଗତ ହୋଇ ତାର ସ୍ୱରୂପ ଓ ଉପାଦେୟତା ସମ୍ପର୍କରେ ଛାତ୍ରଛାତ୍ରୀ ଶିକ୍ଷାଲାଭ କରିବେ ।

**ପାଠ୍ୟ ବିଷୟ**

- ୧ମ ଏକକ: ଗଣମାଧ୍ୟମ ଓ ତାର ପ୍ରକାରଭେଦ
- ୨ୟ ଏକକ: ଗଣମାଧ୍ୟମର ସାମାଜିକ ଦାୟିତ୍ୱବୋଧ
- ୩ୟ ଏକକ: ଗଣଯୋଗାଯୋଗର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ଉପାଦେୟତା

**ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (Book of references):**

୧. ସମ୍ବାଦ ପତ୍ର ଓ ଗଣମାଧ୍ୟମ - ମୃଣାଳ ଚାଟାର୍ଜୀ, ଶେଫାଳୀ କମ୍ୟୁନିକେସନ, ଦେକାନାଲ
୨. ଗଣମାଧ୍ୟମ ଓ ଗଣଯୋଗାଯୋଗ - ଶିଶିର ବେହେରା, ପ୍ରେସ୍‌ସ ପବ୍ଲିକେଶନ୍, କଟକ
୩. ଯୋଗାଯୋଗର ଭାଷା ଓଡ଼ିଆ - ଓଡ଼ିଆ ଭାଷା ପ୍ରତିଷ୍ଠାନ, ଭୁବନେଶ୍ୱର
୪. ଯୋଗାଯୋଗ ମୂଳକ ମାତୃଭାଷା - ବିରଞ୍ଚି ନାରାୟଣ ସାମଲ, ସତ୍ୟ ନାରାୟଣ ବୁକ୍ ଷୋର, କଟକ

**ନମୁନା ପ୍ରଶ୍ନ (Sample Questions):**

୧. ସମାଜ ଉଦ୍‌ବେଗକୁ କେଉଁ ପ୍ରକାର ଗଣମାଧ୍ୟମ? (୧ ମାର୍କ)
୨. ପାଞ୍ଚଗୋଟି ବୈଦ୍ୟୁତିକ ଗଣମାଧ୍ୟମର ନାମ ଲେଖ । (୨ ମାର୍କ)
୩. ଗଣମାଧ୍ୟମର ପାଞ୍ଚଗୋଟି ସାମାଜିକ ଦାୟିତ୍ୱ ଲେଖ । (୫ ମାର୍କ)
୪. ଗଣଯୋଗାଯୋଗର ସ୍ୱରୂପ ଓ ବିଶେଷତ୍ୱ ଲେଖ । (୮ ମାର୍କ)



## **Skill Enhancement course**

### **Yoga in Everyday life**

Semester V:-

Introduction:

Yoga an ancient practice originating in India has emerged as a beacon of hope & holistic well being for millions around the globe. Beyond being a physical exercise, yoga is a way of life that touches every aspect of human life.

Course Outcome:

- ❖ It is a comprehensive system that nurtures physical health, mental clarity, emotional balance & spiritual growth.
- ❖ By embracing Yoga practitioners develop a greater appreciation for the environment & cultivate practices that promote sustainability and healthy living.

Unit-I

1. The definition & Essence of Yoga.
2. Patanjali's Astanga Yoga marga.

Learning Outcome:-

1. Understand the basic concepts of self (Body, Mind & Spirit) & enhance their self-awareness skill.
2. It demonstrate the basic skills associated with Yoga activities including strength & flexibility, balance & co-ordination.

Unit-II

1. Difference between Yoga Asana & physical exercise.
2. Importance of Yoga in daily life, Therapeutic values of Yoga & Yoga & Health.

Learning Outcome:-

1. It demonstrate on understanding on health related fitness components as well as sound nutritional practices on related to health & physical performance.
2. It explains how holistic focus of Yoga therapy encourages the integration of mind, body & spirit.

Text Books:-

1. The Yoga Sutra of Patanjali.
2. Light on Yoga:- By B.K.S I Yengar.

Reference:-

1. Patanjali's Yoga Sutra- Swami Vivekananda.
2. Synthesis of Yoga- Sri Aurobindo



# SKILL ENHANCEMENT COURSE

## SEM-VI: Personality Development

(3 Credit, Theory: 45hrs)

### Learning Outcomes:

1. Comprehending the scope of personality and its development.
2. Enabling development of core skills for development of self.
3. Understanding positive personality traits
4. Cultivating skills for successful life

### Unit-I: Personality Development

- Personality-Concept, nature, traits of Personality, Social etiquettes and manners
- Determinants of personality- physical, intellectual, emotional, linguistic and cultural
- Importance of personality development, Factors influencing Personality Development
- Self-confidence – Meaning and building techniques, Willpower-Increasing the Willpower for self-improvement.

### Unit-II: Attitude and Motivation

- Attitude – Concept and types
- Developing a positive attitude in life and factors affecting attitudes
- Motivation– Concept, significance and type
- Importance of self-motivation and factors leading to de-motivation

### Unit-III: Career planning activities

- Time management skills
- Resume building, Art of Facing Interviews
- Significance of personality Test & Aptitude tests
- Mock Interview Sessions

### Suggested readings:

1. Andrews, Sudhir (1988). How to Succeed at Interviews. 21st (rep.) New Delhi, Tata McGraw-Hill.
2. Barun K. Mitra, Personality Development and Group Discussions, Oxford University Press Career Digest

3. Chandra, M.S. Satish (1999). Conflict Management. Delhi. Rajat publication.
4. Hurlock Elizabeth B. Personality Development Tata Mcgraw Hill, New Delhi
5. Jaikishan Roy (2015). Improve your Personality, Mark Publishers, Jaipur.
6. Jegadeesan, M., S.R. Padma, M.R. Naveen kumar (2021). Communication Skills and Personality Development. New India Publishing Agency, New Delhi.
7. Mile, D.J (2004). Power of positive thinking. Delhi. Rohan Book Company.
8. Pravesh Kumar (2005). All about Self- Motivation. New Delhi. Goodwill Publishing House.  
37
9. Sabharwal, D. P. (2021). Personality Development Handbook Paperback, Fingerprint Publishing, New Delhi.
10. Shankar, Uday (1981). Personality Development. Delhi Smith, B (2004). Body Language. Delhi: Rohan Book Company.
11. Swami Vivekananda (2011) Personality Development published by Ramakrishna Math and Ramakrishna Mission.
12. Yadav, R. N. Singh (2016). The Dynamics of Successful personality, Mount Hill Publishing Company, New Delhi.

**VALUE AIDED COURSES (VAC) UNDER NEP – 2020**

**ENVIRONMENTAL STUDIES**

**&**

**DISASTER MANAGEMENT**

**SEMESTER-1**

**(FOR UNDER GRADUATE COURSES ARTS, SCIENCE AND COMMERCE)**

**FULL MARK-100 (Credit-4)**

**Unit 1: Multidisciplinary nature of environmental studies (12 Period)**

Definition, scope and importance

Need for public awareness

**Environmental Pollution**

Definition

• Cause, effects and control measures of:-

- a) Air pollution
- b) Water pollution
- c) Soil pollution
- d) Marine pollution
- e) Noise pollution
- f) Radiation pollution

**Unit 2: Natural Resources:**

**(12 Period)**

**Renewable and non-renewable resources:**

Natural resources and associated problems.

- a) Forest resources: Use and over-exploitation, deforestation, case studies.  
Timber extraction, mining, dams and their effects on forest and tribal people.
- b) Water resources : Use and over-utilization of surface and ground water,  
floods, drought, conflicts over water, dams-benefits and problems.



- c) Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- d) Food resources : World food problems, changes caused by agriculture and Overgrazing, effects of modern agriculture, fertilizer-pesticide problems, waterlogging, salinity, case studies.
- e) Energy resources : Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies.

### **Biodiversity:-**

Introduction-Definition; Biogeographically classification of India

India as a mega diversity nation. Hot spots of biodiversity, Threats to biodiversity. Endangered and endemic species of India. Conservation of biodiversity. In Situ and Ex-situ conservation of biodiversity

### **Unit-3: Disaster Management**

**(12 Period)**

1. **Disaster Management:** Types of disasters (natural and Man-made) and their causes and effect)
2. **Vulnerability Assessment and Risk analysis:** Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves, Desertification and Lightning)
3. **Institutional Framework:** Institutional arrangements for disaster management (National Disaster Management Authority (NDMA), State Disaster Management Authority (SDMA), Disaster Management Act, 2005, District Disaster Management Authority (DDMA), National Disaster Response Force (NDRF) and Odisha Disaster Rapid Action Force (ODRAF)
4. **Preparedness measures:** Disaster Management cycle, Early Warning System, Pre-Disaster and Post-Disaster Preparedness, strengthening of SDMA and DDMA, Community Preparedness for flood cyclone, heat waves, fire safety, lightening and snake biting. Stake holders participation, Corporate Social Responsibility (CSR)
5. **Survival Skills:** Survival skills adopted during and after disaster (Flood, Fire, Earthquake, Cyclone and Lightening), Disaster Management Act-2005, Compensation and Insurance

### **Unit 4: Social Issues and the Environment**

**(9 Period)**

**A.**

- a) Environmental Ethics: Issues and possible solutions.
- b) Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies
- c) Environment Protection Act
- d) Air (Preservation Control of Pollution) Act
- e) Water (Preservation Control of Pollution) Act
- f) Wildlife Protection Act
- g) Forest Conservation Act
- h) Solid waste management Cause, effect and Control Measure of Urban and Industrial waste  
(Role of each individual in conservation of Natural resources and prevention of pollution)

**B. Human Population and the Environment**

**Population Ecology:** Individuals, species, population, community

Human population growth, population control method

Urbanisation and its effect on society

**Unit 5: Field work**

**(15 Periods of 30 hrs)**

- Visit to an area to document environmental assets: river/forest/flora/fauna, etc.
- Visit to a local polluted site- Urban/Rural/Industrial/Agricultural
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems-pond, river, Delhi Ridge ,etc.

**Values Aided Course**  
**SEM-III: Organizational Behaviour**  
*(3 Credit, Theory: 45hrs)*

**COURSE OUTCOME**

After completion of this course, students will be able to

- Analyse the behaviour of individuals and groups in organisation
- Manage conflict in organizational context.
- Understand the motivational factors for better productivity in organisation
- Analyse individual personality, attitude and behaviour in work place
- Handle the organisational stress and maintain work life balance

**COURSE CONTENTS**

**UNIT 1: INTRODUCTION TO ORGANIZATIONAL BEHAVIOR** [12 hours]

✓ *Learning Outcome: The students will be able to gain an understanding about the concept, factors and fundamentals of organizational behaviour*

- Concept of Organisational Behaviour (OB)
- Factors influencing Organisational Behaviour.
- Disciplines contributing to OB and Challenges of OB
- Learning Styles and Processes

**UNIT 2: FOUNDATIONS OF INDIVIDUAL BEHAVIOR** [11 hours]

✓ *Learning Outcome: The students will learn the importance of personality and attitude in individuals behaviour*

- Personality, meaning, determinants and traits of personalities
- Attitudes, Formation of attitude.
- Perception and Factors Influencing Perception
- Job Satisfaction, Factors influencing job satisfaction.



### UNIT 3: MOTIVATION

[11 hours]

✓ *Learning Outcome: The students will understand the factors influencing motivation.*

- Motivation cycle and outcome
- Maslow's and Herzberg's theory of motivation
- Leadership and styles of leadership and types of leadership
- Role of Leader in minimising conflict and types and process of conflict Management

### UNIT 4: STRESS MANAGEMENT AND CONTEMPORARY ISSUES

[11 hours]

✓ *Learning Outcome: The students will understand how stress affects the effectiveness of the employees and work life balance*

- Stress Management Techniques,
- Contemporary Issues in Organizational Behavior
- Work-Life Balance and Diversity of work force
- Quality of work life

#### **Suggested Text Books:**

- Organizational Behavior by K. Aswathappa (HPH)
- Organizational Behavior by Kavita Singh (Vikas Publications)

#### **Suggested Reference Books:**

- Organizational Behavior by Robbins, Timothy Judge, Seema Sanghi (Pearson Prentice Hall)
- Organizational Behavior by Fred Luthans (McGraw Hill Inc.)
- Managing Individual and Group Behavior in Organizations by Daniel C. Feldman, Hugh Arnold (McGraw Hill)
- Organizational Behavior by Stephen McShane, Mary Von Glinow (Tata McGraw Hill)
- Organizational Behaviour by L.M. Prasad (Sultan Chand & Sons)
- Organizational Behavior: Text, Cases & Games by K. Aswathappa (Himalaya Publishing House)

#### **Sample Question**

1. What do you mean by organisational behaviour? [1mark]

2. Outline the factors influencing organisational behaviour. [2 marks] [50 word]
3. Explain the determinants and traits of personalities.[5 marks] [300 words]
4. Discuss about the Maslow's and Herzberg's Theory of Motivation.[ 8 marks]  
[Within 800 words]

**Values Aided Course**  
**SEM-V: Ethics and Values**  
*(3 Credit, Theory: 45hrs)*

**COURSE OUTCOME**

- Development of a good human being and a responsible citizen
- Developing a sense of right and wrong leading to ethically correct behavior
- Inculcating a positive attitude and healthy work culture
- To equip the students to prepare themselves national and state level civil service and other competitive examination.

**COURSE CONTENTS**

**UNIT-I- ETHICS AND HUMAN INTERFACE**

**[5 Hours]**

**Learning Outcome-**

- ✓ *Understand the basic concept of ethics and its relevance in life*
- Ethics and Human Interface: Essence, Determinants and consequence of ethics and human action.
- Dimensions of Ethics in private and public relationship
- Human Values: Tolerance, Compassion, Rationality, Objectivity, Scientific Attitude Integrity, Respecting conscience and Empathy etc.
- Mahatma Gandhi and Ethical Practices: Non-Violence, Truth, Non-hatred and love for all, concern for the poorest, objective Nationalism and Education for man making. Relation between Ends and Means.

**Subject Teacher: Philosophy/Political Science or Any other Teacher.**

**UNIT-II- ETHICS AND MAJOR RELIGIONS AND CIVILIZATIONS**

**[7 hours]**

**Learning Outcome-**

- ✓ *Be familiar with ethical principles and values promoted by major religious traditions and civilization*
- Hinduism- Dharma and Mokhya (out of 4 goals of life Dharma, Artha, Kama and Mokhya), Concept of Purusartha, Nisakama Karma(work without attachment to results), Concept of Basudev Kutumba and Peace ( Whole world including all animals, plants, inanimate beings and human form one world )



- Ten Commandments: (Christianity and Judaism Tradition)
- Islamic Ethics: Justice, Goodness, Kindness, Forgiveness, Honesty, Purity and Piety
- Egyptian- Justice, Honesty, Fairness, Mercy, Kindness and Generosity
- Mesopotian-Non-indulgence in lying, stealing, defrauding, maliciousness, adultery, coveting possession of others, unworthy ambition, misdemeanors and injurious teaching.
- Buddhism-Arya Astangika Marg: Right View, Thought, Speed, Action, Livelihood, Efforts, Attention and Concentration.
- Jainism-Right faith, knowledge and conduct( Triratna)
- Chinese-Confucianism- Respect for Autonomy, Beneficence, non-maleficence and justice. Taoism: No killing, No stealing, No sexual misconduct, No false Speech and No taking of intoxicants.

**Subject Teacher: History/Philosophy/Political Science or Any other Teacher.**

### **UNIT-III- CONSTITUTIONAL VALUES, GOOD CITIZENSHIP, PATRIOTISM AND VOLUNTEERISM**

**[10 Hours]**

#### **Learning Outcome-**

- ✓ *Students Learn about constitutional values of India, Civic Sense and good Citizenship (both National and International) Patriotism and need for Volunteerism*
- Salient Values of Indian Constitution: Sovereign, Socialist, Secular, Democratic, Republic, Justice, Liberty, Equality and Fraternity
- Patriotic values and ingredients of National Building, Examples of great Patriots, Rani Laxmi Bai, Bhagat Singh, Mangal Pandey, Birsa Munda, Laxman Naik, Subhas Chandra Bose and Khudiram Bose.
- Law abiding citizenship
- Concept of Global citizenship in contemporary world
- Volunteerism- concept and facts of Volunteerism, building a better society through Volunteerism, Blood Donation, Social work, Helping the Aged, Promotion of Green Practices and Environment protection.

**Subject Teacher: Philosophy/Political Science /History/ or Any other Teacher.**

### **UNIT-IV- WORK ETHICS**

**[6 hours]**

#### **Learning Outcome-**

✓ *Understand the concept of work ethics, ethics in work place and ethical practices to be adopted by various professionals*

- The concept of professionalism.
- Professional ethics at work place
- Core values needed for all professionals. Reliability, Dedication, Discipline, Productivity, Co-operation, Integrity, Responsibility, Efficiency, Professionalism, Honesty, Purity and Time Management, Accountability, Respect Diversity, Gender Sensitivity, Respect for others, Cleanliness, Rational Thinking, Scientific Attitude, Clarity in Thinking . Diligence, cleanliness and Environment Consciousness.
- Codes of conduct for Students (both in College and Hostels), Teachers, Business professional, Doctors, Lawyers, Scientist, Accountants, IT professionals and Journalist.
- Practical ethics in day-to-day life.

**Subject Teacher: Commerce/Philosophy/Education/History/ or Any other Teacher.**

#### **UNIT-V-ETHICS AND SCIENCE AND TECHNOLOGY**

**[7 Hours]**

##### **Learning Outcome-**

- ✓ *Understand how Science is related to ethics and values has ethical implications.*
- Ethics of Science and Technology. Are science and Technology ethically neutral? Are Science and Technology Value Free?
- Ethics of scientific Research ,Innovation and Technology
- Ethics of Social Media, Modern Gadgets
- AI and Ethics

**Subject Teacher: Philosophy or Any Science Teacher**

#### **UNIT-VI- ETHICS AND VULNERABLE SECTIONS OF SOCIETY**

**[10 hours]**

##### **Learning Outcome-**

- ✓ *Understand how various vulnerable sections of our society are treated unequally and what needs to be done to address their inequality*
  - ✓ *Understand dimensions of substance abuse*
1. **Women and family-**Gendered practices in the family, marriages ( dowry, child marriage, women's consent).



**Women and work-** women's work at home and at work place, pay gap, gendered roles, harassment at work place and working women and role conflict.

**Women and Society-** Gender sensitive language, property right, marriage-divorce/Separation and women's right; violence against women

2. **Issues Relating to Children:** Nutrition and health , Child Exploitation: Child labour ,trafficking, sexual exploitation
3. **Issues Relating to Elderly Persons :** Abuse of Elders, Financial insecurity, Loneliness and Social insecurity, Health Care Issues, Needs for a happy and Dignified Ageing
4. **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. **Issues Relating to Third Gender:** Understanding LGBTQ, Social justice for them, Removal of discrimination, Affirmative action and Acceptance of diversity of gender.

**Subject Teacher: Sociology/political Science /Anthropology or Any Science Teacher**

**Sample Questions-**

1. Birsa Munda belongs to which state of India? [1 mark]
2. Recall at least 4 constitutional values from the preamble to India constitution. [2 marks]
3. Explain utility of being Punctual. [5 marks]
4. Explain the ethical principles a scientist should follow. [8 marks]

**Course material:** To be developed by OSHEC and DDCE, Utkal University. Video Lectures will be also prepared by OSHEC and VTP, Utkal University. There shall be no internal examination for this course. The Term End Examination shall be conducted by the respective Universities. Student would engage in self-study and colleges shall conduct at least 4 doubt clearing session for each unit by engaging subject teachers as indicated above. The Principal may assign responsibility to any teacher.



## **Values Aided Course**

### **SEM-VI: Education in Early Childhood**

*(3 Credit, Theory: 45hrs)*

#### **Course Outcomes:**

The completion of this course will result in understanding of fundamental learning processes and mechanisms involved during early childhood years that has important repercussion on cognitive, linguistic, and psychosocial maturity of a child. Since it is important for both parents and teachers to understand their role in early stimulation without burdening the young mind, this course is meant for all students in general and aspiring preschool professionals in particular.

#### **Unit-I: Introduction to Early Childhood Education**

- Meaning, significance and objectives of Early Childhood Education (ECE); Issues Influencing the Practice of Early Childhood Education, Understanding child's rights to recognize young children as participants in their own development to create responsive environments
- Significance of Play; Programme planning and evaluation in early childhood education  
Learning Outcome: The knowledge regarding background and concept of ECE will be acquired along with child right perspective.

#### **Unit –II: Role of family and teacher in childhood**

- Role of parents: Critical years of learning of a child; preparing enriched environment for infants and toddlers; children with disabilities; culturally appropriate practices.
- Role of Teachers: Preschool years and goals of preschool, school readiness and holistic development of a child; children with special needs and inclusive classroom  
Learning Outcome: Students will be clear about the role and contribution of family and teachers during childhood.

#### **Unit-III: Assessment and use of Technology for children**

- Assessment and Its Purpose; Developmentally appropriate classroom assessment, reporting to and communicating with Parents and Families, Types and Methods of Assessment, Assessment for School Readiness; Purposes of Observation.
- Children of the Net Generation: Technological Integration in Educational Settings; Digital Literacy, Supporting Children's Technology Use; Developmentally Appropriate Technology Use for Young Children  
Learning Outcome: Students will understand the role and contribution of assessment and technology during childhood.

**Text Books:**

✓ Fundamentals of Early Childhood Education, 9th Edition, G. S Morrison, and Mary Jean Woke, L. Griffin, Pearson Education, 2021.

✓ Introduction to Early Childhood Education: Preschool Through Primary Grades, by Jo Ann Brewer, Sixth Edition, Pearson New International Edition, 2014  
[https://api.pageplace.de/preview/DT0400.9781292052113\\_A24582025/preview9781292052113\\_A24582025.pdf](https://api.pageplace.de/preview/DT0400.9781292052113_A24582025/preview9781292052113_A24582025.pdf)

✓ Early Childhood Education: An Introduction, R.Kapoor, R.Soni & K.K. Vasishtha, 2021 o  
<https://ncert.nic.in/dee/pdf/Earlychildhood.pdf> . NCERT, New Delhi

**Reference:**

✓ National Early Childhood Care and Education (ECCE) Curriculum Framework, Ministry of Women and Child Development, Govt of India, 2023  
[https://wcd.nic.in/sites/default/files/national\\_ecce\\_curr\\_framework\\_final\\_03022014%20%282%29\\_1.pdf](https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29_1.pdf)