KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMME

BACHELOR OF ARTS IN PHILOSOPHY

(As per NEP-2020, NCrF, NHEQF)

Academic Session 2024-2025



DEPARTMENT OF PHILOSOPHY

SCHOOL OF TRIBAL CULTURE, PHILOSOPHY AND ECO-SPIRITUALISM

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)

DEEMED TO BE UNIVERSITY

Higher Education Campus, KISS Campus-3, Bhubaneswar, Odisha, 751024

https://university.kiss.ac.in | https://kiss.ac.in

About the School

The School of School of Tribal Culture Philosophy, and Eco-Spiritualism, KISS Deemed to be University, established in 2017, addresses emerging academic, developmental, and societal needs through interdisciplinary and multidisciplinary programmes. The school strives to meet local, regional, national, and global standards while advancing tribal resource management, indigenous knowledge systems, and sustainable development.

About the Department

The Department of Philosophy, under the School of Tribal Culture Philosophy, and Eco-Spiritualism, KISS Deemed to be University, established in 2017, addresses emerging academic, developmental, and societal needs through interdisciplinary and multidisciplinary programmes. The school strives to meet local, regional, national, and global standards while advancing tribal resource management, indigenous knowledge systems, and sustainable development.

Vision and Mission of the School

Vision-

The Program of Philosophy aims to make the students aware about the philosophy of western and Indian philosophers from the past to contemporary times. We think that only a critical understanding of the philosophical concepts will enable the students to understand the present and help them look towards the future.

Mission-

1. The program seeks to transform the students into citizens who can be able to critically analyse the different aspects of life and its consequences.

2. The program wants to empower students to cope with the challenges of globalization by instilling in them a life-long passion for learning about philosophers.

3. We believe that knowledge about the interconnections between the western and Indian philosophical thoughts will equip the students to face the challenges with confidence.

Programme Overview

Programme Title:

Name of Programme: B.A. (Hons.) Philosophy

Programme Type:

Undergraduate (Honours)

Programme Description

The Four-Year Undergraduate Programme in Philosophy at KISS Deemed to be University is designed in accordance with the National Education Policy (NEP) 2020. The programme consists of eight semesters with a total of 55 papers, including 24 Major Courses, 16 Minor Courses, 03 Multidisciplinary Courses (MDC), 04 Ability Enhancement Courses (AEC), 03 Skill Enhancement Courses (SEC), 04 Value Added Courses (VAC), Internship, Dissertation. The total credits for the programme are 162 (Single Major) and 194 (Double Major).

The Program of Philosophy aims to make the students aware about the philosophy of western and Indian philosophers from the past to contemporary times. We think that only a critical understanding of the philosophical concepts will enable the students to understand the present and help them look towards the future.

Process of Curriculum Development

The curriculum has been developed following the standard KISS-DU curriculum development protocol:

1. Formation of Syllabus Committee with domain experts.
2. Consultation with stakeholders (students, alumni, employers, community).
3. Review and approval by School faculty.
4. Vetting by Board of Studies (BoS) with external experts.
5. Final approval by Academic Council.
6. Integration of NEP-2020, CBCS, NCrF, and NHEQF guidelines.

Definitions of Components

Component	Definition
Ability Enhancement Courses (AEC)	Courses enhancing competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills.
Academic Bank of Credits (ABC)	A UGC initiative to facilitate academic mobility of students with the freedom to study across HEIs with an appropriate credit transfer mechanism.
Academic Year	Two consecutive semesters constitute one academic year.

Component	Definition
Choice Based	Students select courses from prescribed courses i.e., Major, Minor, Multidisciplinary, AEC, SEC, VAC, Summer Internship/Lab/Research.
Major	The subject of main focus.
Credit Based Semester System (CBSS)	The requirement for awarding a degree/diploma/certificate is prescribed in terms of number of credits to be earned.
Credit	One credit is equivalent to one hour of lecture or tutorials or two hours of practical work/field work per week in a semester.
Minor Course	Helps a student to gain a broader understanding beyond the major discipline. Offered only if a minimum of 10 students opt for the subject.
Multidisciplinary	Courses that a student can opt from other disciplines to broaden intellectual experience.
Skill Enhancement Courses (SEC)	Courses aiming at imparting practical skills, hands-on training, soft skills, etc., to enhance employability.
Summer Internship	Experiential exposure of 6-8 weeks duration after the fourth semester, followed by a project report and viva-voce during the fifth semester.
Research	Provided in the Eighth semester (for students securing 7.5 CGPA or above) involving application of knowledge in exploring/critical analysis/solving issues.
Value Added Courses (VAC)	Courses enabling students to acquire and demonstrate knowledge and understanding of contemporary society.

NCrF-Aligned Components (National Credit Framework)

1. Operational Definition of Credit (NCrF Standard)

"1 Credit = 30 Notional Learning Hours."

A standard 4-credit course = 120 Notional Learning Hours.

NCrF-Compliant Course Engagement Table

Component	Operational Definition	Hours (Example for 4-credit course)
Face-to-Face Lectures	Concept delivery, interactive instruction	45
Tutorials / Labs / Field	Hands-on practice, experimentation	30
Independent Self-Study	Pre-reading, journal review	20
Continuous Assessment	Assignments, quizzes, mid-term	12
Final Semester Exam Preparation	Revision, project completion	13
Total Notional Hours	**Must equal 30 hours × credits**	**120**

Courses (SWAYAM and SWAYAM Plus)

According to the UGC guidelines integrated into the new curriculum structures, Higher Education Institutions (HEIs) are permitted to allow students to take up to 40% of their total courses in a semester through the national MOOC platform, SWAYAM (or SWAYAM Plus for industry-aligned courses).

Credits earned via SWAYAM are mapped directly against the appropriate NHEQF academic level and digitally stored in the student's Academic Bank of Credits (ABC) to count toward their final degree, diploma, or certificate.

NCrF Category Wise Credit Distribution (UGC CCFUP Compatible) (for UG Programme)

Semester	Discipline Specific courses- core		Minor		MDC/IDC		AEC		SEC/ Internship/Dissertation		VAC		Grand Total Credits
	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credit	
I	1	4	1	4	1	3	1	2	1	3	2	4	20
II	1	4	1	4	1	3	1	2	1	3	2	4	20
III	2	8	1	4	1	3	1	2	1	3			20
IV	4	14	1	4			1	2					20

V	4	16	1	4					1	2			22
VI	4	16	1	4									20
VII	4	16	1	4									20
VIII	1	4	1	4					1	12			20
Total Credits for the Course		80		32		9		8		23		12	162

These exit awards correspond to progressive NHEQF / NSQF levels and are fully NCrF-compliant for credit accumulation, mobility and re-entry through the Academic Bank of Credits.

Skill Enhancement Courses (SEC), Multidisciplinary Courses (MDC), value-added courses and internships are creditised as per NCrF, recognising vocational, experiential and community-based learning alongside academic coursework. These courses are designed at appropriate NSQF levels, with clear competency descriptors and notional hours.

Eligibility for Admissions with No. of Seats

As per the admission guidelines and brochure of the KISS Deemed to be University.

Examination Pattern:

The medium of examination is English which will be reflected in their final grade sheet/certificate. Provided that for a language subject answers are to be in that language. Sanskrit may be written in Odia script but language has to be Sanskrit

Duration of the Examinations-Mid Semester and End Semester:

Duration of examination for all term End examination shall be for 2.5 hours and for all Mid Term examination for 1 hour irrespective of full marks in the course/subjects and irrespective of credit. The practical examinations shall be of 2 hours duration.

Each School shall have a designated faculty as Examination Coordinator to be decided by the Vice Chancellor in addition to the Controller of Examinations of the University.

Continuous Evaluation and Mid Semester Examination:

a) Mid semester examination will be of 1-hour duration for 20/10 marks (20 for subjects having no practical and 10 for subjects with practical papers). There shall be no pass mark in Mid Semester examination.

b) The Mid-Semester Examination shall be conducted and valued by the faculty who are teaching the corresponding paper. A student who fails to appear in a Mid-Semester

Examination will be allowed one more chance to take the same examination before appearing the concerned term-end examination. There will be no provision to re-appear in the Mid-Semester Examination for improvement.

c) For subjects with practicals there will be a Mid-Semester practical examination carrying 10 marks.

d) The University authority of the valuation zones will preserve the answer Script of the End Semester examination for 06 months from the date of publication of the result for reference.

e) A student has to appear for the mid semester examination positively. Absence in the mid semester examination will be considered as fail however the candidate may be allowed to appear the mid semester examination before commencement of the concerned Term-End examination under special case duly considered by the HoD *(for the candidates who represent the University or State for Inter- University or inter-state competitions in Games and Sports or attending different recognized National level camps/any critical medical case duly certified by the designated medical officer).*

Distribution of Marks in End Semester and Continuous Evaluation:

(Irrespective of credit in a course/Paper)

Course Type	**Maximum Marks**	**Semester- End theory Mark**	**Continues Evaluation Marks /Sessional**	**Mid Semester theory Mark**	**Semester-End and Practical mark**	**Mid Semester Practical Mark**
Without Practical	100	60	20	20	----	--
With Practical	100	50	10	10	20	10
Only Practical	100	------	-------	-------	60	40

Distribution of Sessional Marks:

Course Type	Maximum Mark	Mid Semester	Attendance	Surprise Test/Quiz/Viva	Assignment/ Presentation
Without Practical	40	20	Above 95%- 85%-94%- 75%-84%-	10	05
With Practical	30	(Theory 10 + Practical 10)=20		05	Nil
Only Practical	40	Practical 30		5	

Examination Question Pattern of End Term Examination:

The evaluation process may cover summative and formative aspects and assess understanding applications, articulation, program and course outcome.

Question Pattern		With Practical	Without Practical
Part-I –Objective	Answer in MCQ/ in one word/in one sentence as directed	1x5=5	1x6=6
Part-II- Very Short Type	Answer within 50 words. Answer any 3 out of 5 questions (with practical) and answer any 5 out of 7 questions (without practical)	2x3=6	2x5=10
Part-III- Short Type	Answer within 250 words Answer any 3 out of 5 questions (with practical) and answer any 4 out of 6 questions (without practical)	5x3=15	5x4=20

Part-IV- Long Type	Answer within 800 words. Answer any 3 out of 5 questions	8x3=24	8x3=24
Total		50	60
For Practical Paper		One Major Experiment-10 Record-05 Viva voce-05	---------

Examination Question Pattern of Mid Semester Examination:

Question Pattern		**With Practical**	**Without Practical**
Part-I –Objective	Answer in MCQ/ in one word/in one sentence as directed	1x3=3	1x6=6
Part-II- Very Short Type	Answer within 50 words. Answer any 1out of 2 questions (with practical) and answer any 2 out of 3 questions (without practical)	2x1=2	2x2=4
Part-III- Short Type	Answer within 250 words Answer any 1 out of 2 questions (with practical) and answer any 2 out of 3 questions (without practical)	5x1=5	5x2=10
Total		10	20
For Practical Paper		One Major Experiment -5 Record-02 Viva voce-03	---------

Award of Degree:

A Degree certificate under the official seal of the university and signed by the Vice-Chancellor shall be presented at the Convocation or in absentia to each of the successful students of particular degree. The Controller of Examinations shall issue the mark/grade sheet of each semester to the candidates in the sheet of each semester to the candidates in the prescribed format.

Duration and Types of Courses and Process of Multiple Entry and Exit

NHEQF-Aligned Components (National Higher Education Qualifications Framework)

1. NHEQF Level Mapping for Multi-Entry / Multi-Exit

"This programme is structured according to the multi-entry, multi-exit parameters defined by UGC. The progressive qualification bands map directly onto the National Higher Education Qualifications Framework (NHEQF)."

Insert the following table:

Milestone / Year Completed	**Exit Award**	**NHEQF Level**	**Standard Credit Range**
Year 1 (Sem I–II)	UG Certificate	Level 4.5	~40 + 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.
Year 2 (Sem III–IV)	UG Diploma	Level 5.0	~80 + 4 credit in skill based vocational courses offered during first year or second year summer term
Year 3 (Sem V–VI)	UG Degree (3-Year)	Level 5.5	~120
Year 4 (Sem VII–VIII) Year 1(Sem I-II)	UG Honours / Honours with Research Post-Graduate Diploma	Level 6.0	~160
Year 2(Sem III-V)	Master's degree (e.g. M.A., M.Com., M.Sc., etc.)	Level 6.5	80 Credits
	Doctoral Degree	Level 8.0	Credits for coursework and, a thesis and published work

Programme Educational Objectives (PEO)

PEO1: Enable students to build successful careers in public/private sectors, entrepreneurship, or community development.

PEO2: Promote interdisciplinary and multidisciplinary learning and research.

PEO3: Develop entrepreneurial, analytical, and problem-solving skills.

PEO4: Prepare students for higher education, professional certifications, and research.

PEO5: Foster lifelong learning, ethical conduct, and social responsibility.

NHEQF-Aligned Programme Educational Objectives (PEOs)

*PEOs must describe achievements expected **5–6 years after graduation**, aligned to:*

- *Employability*
- *Entrepreneurship*
- *Research readiness*
- *Social responsibility*
- *Indigenous knowledge integration*

Programme Outcomes (PO)

PO1. Disciplinary Knowledge: To acquire knowledge about different concepts in philosophy both in Indian and western traditions and to have an in-depth understanding of main issues in metaphysics, epistemology, logic and ethics.

PO2. Critical Thinking: To demonstrate a critical aptitude and reflective thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge. It will enable the students to acquire analytic and critical thinking skills.

PO3. Effective Communication: For the effective communication, the programme will provide a Communicative English paper for students to speak, read, write and listen clearly in person, and through electronic media in English and in one Indian Language i.e. Odia, and make meaning of the world by connecting people, ideas, books, media and technology.

PO4. Social Interaction: Internship paper of the programme will provide the way of social interactions of students as well as local informants. Elicit views of others, mediate disagreements will help to reach conclusions in group settings.

PO5. Effective Citizenship: To produce the effective citizenship and to develop and formulate logically correct arguments by the study of western philosophers regarding

different problems of mind, existence, necessity, evidence, belief, substance, beauty, truth etc.

PO6. Moral and Ethical awareness: To know the moral and ethical codes of different philosophers and political thinkers of past, in which a student of this programme can learn some valuable ethical ideas like different moral dimensions like justice, equality, liberty and fairness.

PO**7. Environment and Sustainability:** To know and understand the issues of environmental contexts and its sustainable development under the title Environmental ethics.

PO8. Self-directed and Life-long Learning: To acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

PO9: Analytical Reasoning: To enable the students to acquire the analytical and critical thinking skills.

PO10. Inter-disciplinary Approach: To conduct research in terms of interaction with other social sciences for the attainment of certain level of interdisciplinary approach and also students will have an understanding of Indian Tribal culture, Philosophy and Eco-Spiritualism.

PO11. Multicultural Competence: To become inspired by fiction, inculcate critical thinking, and stimulate the sympathetic/empathic imagination by allowing them to see the world through other's eyes as well to cultivate intercultural conversation.

PO12. Job Potentialities: Pass out students of Philosophy can work in the field of academic institutions, administrative services and cultural resource management.

Programme Specific Outcomes

PSO-1. To speak and write clearly and cogently.

PSO-2. To think creatively and independently, exploring possibilities beyond those entrenched in prevailing opinion and practice.

PSO-3. To learn about the beginning and importance of Indian Philosophy right from ancient times up to contemporary period.

PSO-4. To learn the art of putting right thought in clear terms by learning Logic. It makes their reasoning ability string.

PSO-5. To learn about the importance and role of Religion in society and how it

evolved the basic tenets of religion like compassion, harmony etc. are all very necessary for our understanding of society and social progress.

PSO-6. To learn about the significance of values. Values form the very basis of society. Life is essentially a life of values, as distinguished from animal life. Rationally they will be destroyed.

PSO-7. To understand the aspects of social, political, economic, religious beliefs and practices of the tribals of India.

PSO-8. To acquire specific Skill education on tailoring, preparing distilled water, preparation of phenyl, making of candle, carpentry, art and craft, fishery, pickle making, etc.

Programme Pedagogy

1. This program has been designed in such a way to make use of different teaching methods by properly sequencing and organizing the course contents. It provides enough opportunity to the students to acquire knowledge on general ability to contribute to society with proper acquisition of program-specific skills.
2. For this program the Instructional design depends on the subject matter to be taught and the understanding of diverse needs of different learners attending the courses.

The faculties adopt an effective pedagogy in this program which can lead to both academic achievement and social-cum-emotional development.

Syllabus
For
Four Years Under Graduate Programme (FYUGP) in Philosophy
(As per NEP-2020)
Academic Session-2024-2025
KISS Deemed to be University, Bhubaneswar

SEMESTER -I

Structure of First Certificate Course

Course Category	Course Code	Course Title	Weekly Contact			Total Credit
			L	T	P	
Major Paper-I	PI10001	Fundamentals of Philosophy	3	1	0	4
Minor Paper-I (Offered by other Dept.)	PI12001	Basics of Logic	3	1	0	4
Multidisciplinary Course (MDC) Paper-I (Offered by other Dept.)	PI13001	Introduction to Philosophy	2	1	0	3
Ability Enhancement Courses (AEC) - I M.I.L – Odia/ Hindi/Santali/Sanskrit/English (Choose any one)	AE14001	Modern Indian Language (Odia)	2	0	0	2
	AE14003	Modern Indian Language (Hindi)				
	AE14005	Modern Indian Language (Sanskrit)				
	AE14007	Modern Indian Language (Santali)				
	AE14009	Alternative English				
Skill Enhancement Courses (SEC)-I	CS15001	Information Technology and Communication	2	1	0	3
Value Added Courses-I Common paper for all UG Students	VA16201	Environment Education and Disaster Management	3	1	0	4
						Total-20

SEMESTER-II

Course Category	Course Code	Course Title	Weekly Contact			Total Credits
			L	T	P	

Major Paper-II	PI10002	Fundamental of Ethics	3	1	0	4
Minor Paper-II (Offered by other Dept.)	PI12002	Basics of Indian Philosophy	3	1	0	4
Multidisciplinary Course (MDC) Paper -II (Offered by other Dept.)	PI13002	Introduction to Ethics	2	1	0	3
Ability Enhancement Courses (AEC)-II Common paper for all UG Students (Choose anyone)	AE14002	Translation Studies (Odia)	2	0	0	2
	AE14004	Translation Studies (Hindi)				
	AE14006	Translation Studies (Sanskrit)				
	AE14008	Translation Studies (Santali)				
	AE14010	Translation Studies (English)				
Skill Enhancement Courses (SEC)-II	PI15002 SE-2	Philosophy and Life	2	1	0	3
Value Added Courses-II	VA16104	Radical Philosophy of Bhima Bhoi: Ideas and Issues	2	0	0	2
Value Added Courses-III	VA16408	Yoga for Health and Holistic Well-being	2	0	0	2
						Total-20

SEMESTER – III

Structure of Diploma Course

Course Category	**Course Code**	**Course Title**	**Weekly Contact**			**Total Credit**
			L	T	P	

Major Paper-III	PI20001	Greek Philosophy	3	1	0	4
Major Paper-IV	PI20003	Fundamentals of Indian Philosophy	3	1	0	4
Minor Paper-III (Offered by other Dept.)	PI22001	Basics of Ethics	3	1	0	4
Multidisciplinary Course Paper-III	PI23001	Systems of Indian Philosophy	2	1	0	3
Ability Enhancement Courses (AEC)-III	AE24001	Communicative English	2	0	0	2
Skill Enhancement Courses (SEC)-III	PI25001	Critical Thinking and Applied Reasoning	2	1	0	3
						Total-20

SEMESTER – IV

Course Category	**Course Code**	**Course Title**	**Weekly Contact**			**Total Credit**
			L	T	P	
Major Paper-V	PI20002	Modern European Philosophy	3	1	0	4
Major Paper-VI	PI20004	Truth Functional Logic	3	1	0	4
Major Paper-VII	PI20006	Fundamentals of Contemporary Indian Philosophy	3	1	0	4
Major Paper-VIII	PI20082	Philosophical Perspectives: Course-Based Presentation	2	0	0	2
Minor Paper-IV (Offered by other Dept.)	PI22002	Basics of Modern Indian Philosophy	3	1	0	4
Ability Enhancement Courses (AEC)-IV	AE24002	Professional Communication (Common for all Students)	2	0	0	2
						Total-20

SEMESTER – V (Single Major)

Structure of Degree Course

Course Category	Course Code	Course Title	Weekly Contact			Total Credit
			L	T	P	
Major Paper-IX	PI30001	Analytic Philosophy	3	1	0	4
Major Paper-X	PI30003	Continental Philosophy	3	1	0	4
Major Paper-XI	PI30005	Applied Ethics	3	1	0	4
(Major Paper-XII	PI30007	Philosophy of World Religions	3	1	0	4
Minor Paper-V (Offered by other Dept.)	PI32001	Social and Political Philosophy	3	1	0	4
Internship	IP37081	Internship	0	0	2	2
						Total-22

SEMESTER-V (Double Major)

Course Category	Course Code	Course Title	Weekly Contact			Total Credit
			L	T	P	
Major Paper-IX	PI30001	Analytic Philosophy	3	1	0	4
Major Paper-X	PI30003	Continental Philosophy	3	1	0	4
Major Paper-XI	PI30005	Applied Ethics	3	1	0	4
Major Paper-XII	PI30007	Philosophy of World Religions	3	1	0	4
Minor Course Paper-V (Offered by other Departments)	PI32001	Social and Political Philosophy	3	1	0	4
Minor Course Paper-VI (Offered by other Departments)	PI32003	Western Ethics	3	1	0	4

Minor Course Paper-VII (Offered by other Departments)	PI32005	Indian Ethics	3	1	0	4
Minor Course Paper-VIII (Offered by other Departments)	PI32007	Indian Epistemology	3	1	0	4
Internship	IP37081	Internship	0	0	2	2
						Total-34

SEMESTER – VI (Single Major)

Course Category	**Course Code**	**Course Title**	**Weekly Contact**			**Total Credit**
			L	T	P	
Major Paper-XIII	PI30002	Philosophy of Religion	3	1	0	4
Major Paper-XIV	PI30004	Philosophy of Language	3	1	0	4
Major Paper-XV	PI30006	Philosophy of Srimad Bhagavad Gita	3	1	0	4
Major Paper-XVI	PI30008	Feminism	3	1	0	4
Minor Paper-IX (Offered by other Dept.)	PI32002	Business Ethics	3	1	0	4
						Total-20

Three Years Grand Total Credit= 122

SEMESTER-VI (Double Major)

Course Category	**Course Code**	**Course Title**	**Weekly Contact**			**Total Credit**
			L	T	P	
Major Paper-XIII	PI30002	Philosophy of Religion	3	1	0	4
Major Paper-XIV	PI30004	Philosophy of Language	3	1	0	4

Major Paper-XV	PI30006	Philosophy of Srimad Bhagavad Gita	3	1	0	4
Major Paper-XVI	PI30008	Feminism	3	1	0	4
Minor Paper-X (Offered by other Dept.)	PI32002	Business Ethics	3	1	0	4
Minor Paper-XI (Offered by other Departments)	PI32004	Philosophy of Trial Religion	3	1	0	4
Minor Paper-XII (Offered by other Departments)	PI32006	Philosophy in Vedas and Upanishads	3	1	0	4
Minor Paper-XIII (Offered by other Departments)	PI32008	Yoga Philosophy	3	1	0	4
						Total-32

SEMESTER – VII (Single Major)
(Without Research/With Research)

Structure of Degree Honours with Research

Course Category	**Course Code**	**Course Title**	**Weekly Contact**			**Credit**
			L	T	P	
Major Paper-XVII	PI40001	Philosophical Research Methodology	3	1	0	4
Major Paper-XVIII	PI40003	Contemporary Political Philosophy	3	1	0	4
Major Paper-XIX	PI40005	Indian Metaphysics	3	1	0	4
Major Paper-XX	PI40007	Symbolic Logic	3	1	0	4
Minor Paper-XIV (Offered by other Departments)	PI42001	Environmental Ethics	3	1	0	4
						Total-20

SEMESTER – VII (Double Major)
(Without Research/With Research)

Course Category	Course Code	Course Title	Weekly Contact			Credit
			L	T	P	
Major Paper-XVII	PI40001	Philosophical Research Methodology	3	1	0	4
Major Paper-XVIII	PI40003	Contemporary Political Philosophy	3	1	0	4
Major Paper-XIX	PI40005	Indian Metaphysics	3	1	0	4
Major Paper-XX	PI40007	Symbolic Logic	3	1	0	4
Minor Paper-XV (Offered by other Departments)	PI42001	Environmental Ethics	3	1	0	4
Minor Paper-XV (Offered by other Departments)	PI42003	Study of Bhagavad Gita	3	1	0	4
						Total-24

SEMESTER – VIII (Single Major)
(Without Research)

Course Category	Course Code	Course Title	Weekly Contact			Total Credit
			L	**T**	**P**	
Major Paper- XXI	PI40002	Western Metaphysics	3	1	0	4
Major Paper- XXII	PI40004	Worldview among Tribals	3	1	0	4
Major Paper- XXIII	PI40006	Scientific Inquiry and Philosophical Thinking	3	1	0	4
Major Paper- XXIV	PI40008	Introduction to Social	3	1	0	4

		Philosophy				
Minor Paper- XV I (Offered by other Departments)	PI42002	Gandhian Philosophy: Theory and Practice	3	1	0	4
						Total-20
The student can choose the Dissertation paper or the last three major papers from the Semester-VIII as per his/her choice.						
Exit Point: Bachelor's Degree with a 4-year bachelor's degree (honours) after eight semesters programme of study. If the student completes a rigorous research project in their major area(s) of study in the 4th year of a bachelor's degree (honours with research).						

SEMESTER – VIII (Single Major)
(With Research)

Course Category	Course Code	Course Title	Weekly Contact			Credits
			L	T	P	
Major Paper-XXI	PI40002	Western Metaphysics	3	1	0	4
Minor Paper- XV I	PI42002	Gandhian Philosophy: Theory and Practice	3	1	0	4
Research and Dissertation	RD40082	Research and Dissertation	0	0	12	12
						Total-20
The student can choose the Dissertation paper or the last three major papers from the Semester-VIII as per his/her choice.						
Exit Point: Bachelor's Degree with a 4-year bachelor's degree (honours) after eight semesters programme of study. If the student completes a rigorous research project in their major area(s) of study in the 4th year of a bachelor's degree (honours with research).						

SEMESTER – VIII (Double Major)
(Without Research)

Course Category	Course Code	Course Title	Weekly Contact			Total Credit
			L	T	P	

Major Paper- XXI	PI40002	Western Metaphysics	3	1	0	4
Major Paper- XXII	PI40004	Worldview among Tribals	3	1	0	4
Major Paper- XXIII	PI40006	Scientific Inquiry and Philosophical Thinking	3	1	0	4
Major Paper- XXIV	PI40008	Introduction to Social Philosophy	3	1	0	4
Minor Paper- XV I (Offered by other Dept.)	PI42002	Gandhian Philosophy: Theory and Practice	3	1	0	4
Minor Paper- XVII (Offered by other Dept.)	PI42004	Philosophical Reasoning and Critical Analysis	3	1	0	4
						Total-24
The student can choose the Dissertation paper or the last three major papers from the Semester-VIII as per his/her choice.						
Exit Point: Bachelor's Degree with a 4-year bachelor's degree (honours) after eight semesters programme of study. If the student completes a rigorous research project in their major area(s) of study in the 4th year of a bachelor's degree (honours with research).						

SEMESTER – VIII (Double Major)
(With Research)

Course Category	**Course Code**	**Course Title**	**Weekly Contact**			**Total Credit**
			L	**T**	**P**	
Major Paper-XXI	PI40002	Western Metaphysics	3	1	0	4
Minor Paper- XV I (Offered by other Dept.)	PI42002	Gandhian Philosophy: Theory and Practice	3	1	0	4
Minor Paper-XVII (Offered by other Dept.)	PI42004	Philosophical Reasoning and Critical Analysis	3	1	0	4

Research and Dissertation	RD40082	Research and Dissertation	0	0	12	12
						Total-24
The student can choose the Dissertation paper or the last three major papers from the Semester-VIII as per his/her choice.						
Exit Point: Bachelor's Degree with a 4-year bachelor's degree (honours) after eight semesters programme of study. If the student completes a rigorous research project in their major area(s) of study in the 4th year of a bachelor's degree (honours with research).						

SEMESTER – I

FUNDAMENTALS OF PHILOSOPHY
Major Paper-I
Paper Code: PI10001
Nature of Course: CORE

Full Mark: 60+40
Total Credits: 4

Course Objectives:

The objectives of this Course are:

- ❖ Critical study of the distinct nature, method, and the relevance of Philosophy
- ❖ Comprehension of the relation of Philosophy with other Sciences
- ❖ Comprehend and examine the philosophical enquiry of knowledge, reality, truth, and value
- ❖ Exposure and critical study of the texts on basics of Philosophy
- ❖ Understand the significance of Philosophy as an academic discipline as well as in solving real life problems

Course Outcomes:

On completion of this Course, the students will be able to-

CO-1: Understand the nature, method and the relevance of Philosophy, its relation with different Sciences
CO-2: Analyse the nature of knowledge from empirical, rational, and critical perspectives
CO-3: Critically evaluate the nature of the object of knowledge from the perspectives of both Realism and Idealism.
CO-4: Understand the theories of the nature of reality and truth

CO-5: Appreciate the nature of value as intrinsic or extrinsic, absolute or relative

Course Contents

UNIT- I	Definition, Nature, Scope, Branches and Relevance of Philosophy Methods of Philosophy: Sceptic and Dialectic Method Relation between Philosophy and Science
UNIT- II	Theories of Knowledge: Rationalism, Empiricism, Critical theory. Categories of Knowledge: Space, Time, Substance, Causality
UNIT- III	Theories of the object of Knowledge: Realism - Naive Realism and Scientific Realism Idealism -Subjective and Objective Idealism
UNIT- IV	Theories of Reality: Monism, Dualism and Pluralism
UNIT- V	Theories of Truth: Correspondence, Coherence, Pragmatic, Self-Evident and Semantic Theory Theories of Value: Intrinsic and Extrinsic, Subjective and Objective, Absolute and Relative

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3
Avg	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Critical inquiry, truth-seeking methods, and the evaluation of intrinsic values.
Gender	Low	Foundational ontological inquiries into the nature of the

		human person.
Human Values	High	Specific unit on theories of value (Intrinsic/Extrinsic) and ethics.
Environment and Sustainability	Medium	Epistemological and metaphysical understanding of reality and space/time.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Developing critical thinking, rational inquiry, and fundamental knowledge of truth and values.
SDG 16	Peace, Justice, Strong Institutions	Encouraging dialectic methods and the search for objective truth to foster transparent institutions.

Suggested Readings:

1. Ewing, A.C. (1980): Fundamental Questions of Philosophy, Allied publishers Ltd. Delhi: 110002
2. Russell, B. (1927): An Outline of Philosophy, London: George Allan and Unwi n Ltd.
3. Russell, B. (1995): The Problems of Philosophy, Bombay: Oxford University Press
4. Taylor, A.E. (1924): An Introduction to Metaphysics, Methuen: University Paper Backs
5. Connor, D.J. (1985): A Critical History of Western Philosophy, New York; Free Press
6. Chakravarty, D.K. (2000): Fundamental Questions of Epistemology and Metaphysics, New Delhi: Omsons Publications
7. Singh, S.S.K. (1987): An Analysis of Knowledge, Guwahati: University Book Service
8. Sinha, J.N. (1991): An Introduction to Philosophy, Calcutta: New Central Book Agency
9. Chakrovarty, S.P. (1): Introduction to General Philosophy, New Delhi: Omsons Publications.
10. Thilly, Frank (1914): A History of Philosophy, New York: H Holt and Company
11. Masih, Y (2017): A Critical History of Western Philosophy, New Delhi: Motilal Banarsidass.
12. Bhattacharjee, Jyotsna (1985): Darshanar Parichay, Guwahati: Nilgiri Mansion
13. Baruah, Girish (1993): Paschatya Darshan (Part-I and II), Guwahati: Bhagaboti Prakashan
14. Dutta, Lakhida (1974): Paschatya Darshan, Dibrugarh: Dibrugarh University
15. Pujari, Bandana (2011): Paschatya Darshanat Abhumuki, Guwahati: Students'

BASICS OF LOGIC
Minor Paper-I

Paper Code: PI12001

Full Mark: 60+40
Total Credits: 4

Course Objectives:
The objectives of this Course are:

- Introduction of the basic concepts of Classical and Symbolic Logic
- Clear acquaintance of the nature and structure of argument
- Application of logical technique for testing syllogistic arguments as well presenting truth function
- Comprehension of inductive methods, formation of valid Hypothesis for scientific methods

Course Outcomes:
On completion of this Course, the students will be able to:
CO-1: Understand the basic concepts of Logic, both Classical and Modern
CO-2: Apply logical technique for testing arguments and identify logical fallacies
CO-3: Comprehend inductive methods, formation of valid Hypothesis for scientific enquiry and experiment.
CO-4: Develop reasoning ability, logical competency for solving problems.
CO-5: To develop good intellectual enterprise.
Course Content:

UNIT-I	Basic Logical Concepts: - Sentence and Proposition; Argument, and Inference, Truth, Validity and Soundness, Argument and Explanation, Deduction and Induction.
UNIT-II	What is a word? Definition of a term. Denotation of a term and their relationship Uses of Language: Three basic functions of Language, Definition
UNIT-III	Categorical Proposition and Immediate Inferences. Square of Opposition, The problem of Existential Import. Translating Categorical Propositions into Standard form
UNIT-IV	Immediate Inference: Conversion and Obversion, Mediate Inference: Categorical Syllogism: Mood, Figure
UNIT-V	Validating/ Invalidating Categorical Syllogism through syllogistic rules, Special Theorems and Venn Diagrams

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	1	1	1	1	1	2	1	3	3	2	2	3	2
CO	3	3	3	3	1	1	1	1	1	2	1	3	3	3	2	3	2

2																	
CO3	2	3	2	3	1	2	3	2	2	2	2	3	2	2	3	2	3
CO4	3	3	3	3	2	2	2	2	2	2	1	3	3	3	2	3	3
CO5	2	2	2	2	1	2	2	3	3	3	2	3	2	2	2	2	3
Avg	2.8	2.8	2.4	2.6	1.2	1.6	1.8	1.8	1.8	2.2	1.4	3.0	2.6	2.4	2.2	2.6	2.6

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Avoiding logical fallacies, ensuring soundness in arguments, and intellectual integrity.
Gender	Low	Neutral application of reasoning and logical techniques.
Human Values	High	Clarity in communication, rational problem-solving, and good intellectual enterprise.
Environment and Sustainability	Medium	Scientific methods and inductive reasoning applied to empirical data/observations.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Developing core reasoning ability, logical competency, and intellectual skills.
SDG 9	Industry, Innovation and Infrastructure	Application of scientific methods, hypothesis formation, and inductive inquiry.
SDG 16	Peace, Justice, Strong Institutions	Promoting rational discourse, clear definitions, and valid arguments for justice.

Recommended readings:

- Cohen and Nagel. (1968), *An Introduction to logic and scientific Method,* Delhi: Allied Publishers
- Copi. I.M. (2012), *Introduction to Logic,* Delhi: Pearson.

- Hurley, Patrick (2007), *introduction to Logic,* Wadsworth, Delhi.
- Sen, Madhucchanda (2008), *logic,* Delhi, Pearson.

INTRODUCTION TO PHILOSOPHY
Multidisciplinary M.D.C- I
Paper Code: PI13001

Full Mark: 60+40
Total Credits: 3

Course Objectives:
The objectives of this Course are-

- Critical study of the distinct nature, method and the relevance of Philosophy
- Comprehension of the relation of Philosophy with other Sciences
- Comprehend and examine the philosophical enquiry of knowledge, reality, truth and value
- Exposure and critical study of the texts on basics of Philosophy
- Understand the significance of Philosophy as an academic discipline as well as in solving real life problems

Course Outcomes:
On completion of this Course, the students will be able to-

CO-1: Understand the nature, method and the relevance of Philosophy, its relation with different Sciences
CO-2: Analyse the nature of knowledge from empirical, Rational and critical perspectives
CO-3: Critically evaluate the nature of the object of knowledge from the perspectives of both Realism and Idealism
CO-4: Appreciate the theories of the nature of reality and truth
CO-5: Apply the nature of value of Indian Philosophy

Course Contents:

UNIT- I	Definition, Nature, Scope, Branches and Relevance of Philosophy Methods of Philosophy: Sceptic and Dialectic Method Relation between Philosophy and Science
UNIT- II	Theories of Knowledge: Rationalism, Empiricism, Critical theory. Categories of Knowledge: Space, Time, Substance, Causality
UNIT- III	Theories of the object of Knowledge: Realism - Naive Realism and Scientific Realism Idealism -Subjective and Objective Idealism
UNIT-IV	Nature and Common Characteristics of Indian Philosophy, Introduction to the Schools of Indian Philosophy.

UNIT- V	Meaning and Nature of Critical Thinking Benefits and Barriers of Critical Thinking Philosophy as Critical Thinking.

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	3	2	1	3	3	3	2	2	2	3	3	3	2	3	3
Avg	2.6	2.2	2.4	2.2	1.4	2.6	2.8	2.0	1.6	2.0	1.4	2.8	2.6	2.4	2.2	2.4	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Critical inquiry, reasoning, and dialectic methods applied to professional problem-solving.
Gender	Low	Foundational inquiries into the nature of the self and human existence.
Human Values	High	Specific focus on Indian values and the relevance of philosophy to real-life problems.
Environment and Sustainability	Medium	Epistemological categories of knowledge and Indian perspectives on nature.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Providing foundational multidisciplinary training in critical thinking and analytical reasoning.

SDG 16	Peace, Justice, Strong Institutions	Encouraging dialectic discourse and rational truth-seeking as a basis for social harmony.

Suggested Readings:

1. Ewing, A.C. (1980): Fundamental Questions of Philosophy, Allied publishers Ltd. Delhi: 110002.
2. Russell, B. (1927): An Outline of Philosophy, London: George Allan and Unwin Ltd.
3. Russell, B. (1995): The Problems of Philosophy, Bombay: Oxford University Press
4. Taylor, A.E. (1924): An Introduction to Metaphysics, Methuen: University Paper Backs.
5. Connor, D.J. (1985): A Critical History of Western Philosophy, New York; Free Press
6. Chakravarty, D.K. (2000): Fundamental Questions of Epistemology and Metaphysics, New Delhi: Omsons Publications
7. Singh, S.S.K. (1987): An Analysis of Knowledge, Guwahati: University Book Service
8. Sinha, J.N. (1991): An Introduction to Philosophy, Calcutta: New Central Book Agency.
9. Chakrovarty, S.P. (1): Introduction to General Philosophy, New Delhi: Omsons Publications.
10. Thilly, Frank (1914): A History of Philosophy, New York: H Holt and Company
11. Masih, Y (2017): A Critical History of Western Philosophy, New Delhi: Motilal Banarsidass
12. Chatterjee, S.C. and D.M. Datta (1984): An Introduction to Indian Philosophy, reprint, University of Calcutta.

Ability Enhancement Courses (AEC)-I
AE14001
M.I.L – Odia

Full Mark: 100
Total Credits: 2

MODERN INDIAN LANGUAGE (ODIA)

Referred to department of Odia (SCTLL)

Ability Enhancement Courses (AEC)-I
MODERN INDIAN LANGUAGE (HINDI)
AE14003

Full Mark: 100
Total Credits: 2

Referred to department of Hindi (SCTLL)

Ability Enhancement Courses (AEC)-I
MODERN INDIAN LANGUAGE (SANSKRIT)
AE14005

Full Mark: 100
Total Credits: 2

Referred to department of Sanskrit (SCTLL)

Ability Enhancement Courses (AEC)-I
MODERN INDIAN LANGUAGE (SANTALI)
AE14007

Full Mark: 100
Total Credits: 2

Referred to department of Santali (SCTLL)

ALTERNATIVE ENGLISH
Ability Enhancement Courses (AEC)-I
AE14009

Full Mark: 100
Total Credits: 2

Course Objectives:

- Develop critical reading and analytical skills through the study of prose, poetry, and short fiction.
- Understand myriad literary forms, themes, and stylistic features of English literature of different
  cultural and historical contexts.
- Enhance appreciation of literary texts by examining human core values, ethics, social issues, and aesthetic expression.
- Sharpen English language proficiency through the study and practice of grammar,

vocabulary, comprehension, and writing skills.

- Refine communication skills, enabling students to express ideas effectively in both written and spoken English.

Course Outcomes:

Analyze and interpret prose, poetry, and short fiction by identifying their themes, literary techniques, and cultural significance.

Evaluate the ideas and perspectives presented in literary texts and relate them to contemporary social, ethical, and human concerns.

Demonstrate an understanding of major literary forms, including essays, short stories, sonnets, and modern poetry.

Apply the rules of English grammar, including tenses, articles, prepositions, subject–verb agreement, and sentence transformations, in effective communication.

Develop proficiency in reading comprehension, précis writing, and coherent written expression for academic and professional contexts.

Course Contents:

Unit I: Prose

- Francis Bacon- *Of Studies, Of Truth*
- A. P. J. Abdul Kalam – *My Vision for India*

Unit II: Short Fiction

- O. Henry – *The Gift of the Magi*
- *Mahasweta Devi* – ***Draupadi*** (translated by Gayatri Chakravorty Spivak)

Unit III: Poetry

- William Shakespeare – *Sonnet 116, 138*
- Jayanta Mahapatra – *Hunger*

Unit IV: Language and Communication Skills

- Tenses, Articles, Prepositions, Subject–VerbAgreement Transformation of Sentences (Active–Passive, Direct–Indirect) Comprehension and Precis Writing

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	2	3	3	2	2	2	3	2	3	3
CO5	2	3	3	3	2	2	2	2	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical communication, academic integrity, and values reflected in texts such as A. P. J. Abdul Kalam's writings
Gender	Medium–High	Representation of gender, marginalization, and identity in Draupadi
Human Values	High	Compassion, sacrifice, morality, patriotism, and empathy reflected in works by O. Henry and Jayanta Mahapatra
Environment & Sustainability	Medium	Social awareness, human survival, poverty, and ecological sensitivity reflected in literary texts

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary competence, grammar, communication, and critical thinking skills
SDG 5	Gender Equality	Encourages critical engagement with gender representation and women's experiences

SDG 8	Decent Work & Economic Growth	Strengthens language proficiency and professional communication skills
SDG 10	Reduced Inequalities	Promotes empathy, inclusion, and understanding of marginalized communities
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical values, cultural awareness, and responsible communication

Recommended Learning Resources

1. Bacon, Francis. *Essays of Francis Bacon* (Oxford World's Classics or Penguin Classics), 1625.
2. Kalam, A. P. J. Abdul. *Wings of Fire* and *My Vision for India: Ideas for the New Millennium.* (Universities Press / Penguin India),1999.
3. O. Henry. *The Gift of the Magi and Other Stories.* (Signet Classics / Dover Publications), 1906.
4. Devi, Mahasweta. *Breast Stories.* Translated by Gayatri Chakravorty Spivak. (Seagull Books, Kolkata), 2002.
5. Mahapatra, Jayanta. *A Rain of Rites: Poems.* (Oxford University Press / Harper Collins India), 1976**.**
6. Shakespeare, William. *Sonnets.* (Edited by Katherine Duncan-Jones, Arden Shakespeare Series / Oxford University Press), 1997.
7. Ram, M. & Singh, K. *English Language and Communication Skills: A Practical Approach.* (PHI Learning / Cambridge India), 2012.
8. Iyengar, K. R. Srinivasa. *Indian Writing in English.* (Sterling Publishers / Asia Publishing House),1962.
9. Parija, Ratnaprava. Communicative English (REST Publisher, Tamil Nadu), 2018.
10. Murphy, Raymond. *English Grammar in Use.* (Cambridge University Press),1985.

INFORMATION TECHNOLOGY AND COMMUNICATION
Skill Enhancement Courses (SEC)-III
Paper Code: CS15001

Full Mark: 100
Credit Point: 3

Code	Course Title	Credit	L-T-P
CS15001	Information Technology and Communication	3	2-0-1

Course Objectives:

1. To make them aware about the basics of computers and its evolution.
2. Provide knowledge of different units of computer like processing unit, I/O units, and storage unit.
3. Learn about number systems and softwares.
4. Gain knowledge of networking concepts, data communication, internet etc.

Course Outcomes:

Upon successful completion of this course, students will be able to:

- **CO1 (Knowledge/Remember):** Recall and describe the fundamental concepts of Information Technology, including computer hardware, software, operating systems, databases, computer networks, and information systems.
- **CO2 (Understanding):** Explain and interpret the principles of number systems, data representation, binary arithmetic, logic gates, and digital data processing.
- **CO3 (Application):** Apply the concepts of computer networks, Internet technologies, intranets, extranets, communication systems, and productivity software to solve basic computing and communication problems.
- **CO4 (Analysis):** Analyze and compare different communication technologies, network architectures, information systems, and IT infrastructure to identify appropriate solutions for organizational and personal computing needs.

- **CO5 (Synthesis/Evaluation):** Design, evaluate, and demonstrate the effective use of Information Technology tools, communication systems, and digital resources to enhance information management, collaboration, productivity, and decision-making in diverse application domains.

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, "_" - No Correlation).*

CO	PO1	PO2	PO3	PO4	PO 5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3												2			
CO2		3											2			
CO3			3										2			
CO4													2			
CO5			3													2

Course Duration: 34 hours

Course Syllabus:

Unit I: Introduction to Information Technology [9 Classroom Contact Hours]

What is Computer, Evolution and Types of Computer, Basic Applications of Computer, Components of Computer System, Functional Unit of Computer, Input/Output Devices, Computer Memory: Types of memory, RAM, ROM, Registers, Concepts of Hardware and Software, Computer Languages.

Unit II: Computer Number Systems [8 Classroom Contact Hours]

Introduction to number system: Binary, Octal, Decimal, Hexadecimal (characteristics of each number system), Conversion from one number system to other Complements of number systems and arithmetic operations, Computer codes (BCD, EBCDIC, ASCII, Code, Gray code, Excess-3 code and Unicode)

Unit III: Software Concept [7 Classroom Contact Hours]

Software, Types of software: System software, Application Software, Utility Software, System software: Operating System, Needs for OS, Functions of OS, Language processors (Assembler, Interpreter, Compiler), Application Software: General purpose application (word processor, spreadsheet package, presentation software). Specific purpose application software (Payroll systems, HRMS-Human Resource Management System), Utility Software: Compression tools, Disk Defragmenter, Antivirus

Unit IV: Introduction to Computer Network [10 Classroom Contact Hours]

Data Communication: Definition, Types of data and communication modes- simplex, half duplex, full duplex, Topology, Network: LAN, MAN, WAN, PAN, Internet Architecture: Introduction, History, Internet Architecture Components, Internet Application, Internet open issues, Intranets, Extranets, Websites,

Total Practical / Lab Experiments: [22 Contact Hours]

1. Perform basic computer operations, file and folder management, and operating system configuration.
2. Create professional documents using a word processing tool with formatting, tables, images, references, and mail merge.
3. Design spreadsheets using formulas, functions, charts, conditional formatting, and PivotTables for data analysis.
4. Develop effective multimedia presentations using presentation software with animations, transitions, hyperlinks, and multimedia elements.
5. Create online forms and conduct surveys using cloud-based collaboration tools such as Google Forms or Microsoft Forms.
6. Configure and use cloud storage and collaboration platforms for file sharing, document editing, and team collaboration.
7. Perform internet-based information retrieval using advanced search techniques and evaluate the credibility of online resources.
8. Configure and use email services, video conferencing, instant messaging, and collaborative communication tools for professional communication.
9. Demonstrate cybersecurity practices by implementing password management, encryption, antivirus tools, phishing awareness, and safe internet usage.

10. Develop a mini project integrating office productivity tools, cloud services, digital communication platforms, and internet resources to solve a real-world problem.

Top of Form
Bottom of Form

- **Textbooks:**

1. Sinha, P. K. , Computer Fundamentals, BPB Publications
2. Curtin P. G., Foley K., Sen. Morin G, Information Technology

SDG Mapping for this Course

SDG	Title	Contribution
SDG 4	Quality Education	Foundational digital and communication literacy
SDG 5	Gender Equality	Safer, empowering online participation
SDG 8	Decent Work and Economic Growth	ICT skills for employability
SDG 10	Reduced Inequalities	Bridging digital divides (rural/tribal learners)
SDG 16	Peace, Justice & Institutions	Responsible online citizenship, e-governance use

ENVIRONMENT EDUCATION AND DISASTER MANAGEMENT

Value added course - I

Paper Code: VA16201

Credit - 4

Marks: 100 **Lectures: 45**

Practical: 30

Learning Objectives: The objective is to make students aware about the environmental functions and issues.

Pedagogy: Lectures, Power Point Presentation, Industrial Visit/Practical, Assignments, Case discussion, Projects and Seminars

Course Contents:

Unit I: Humans and the Environment **(4 Lectures)**

The man-environment interactions: Human as hunger-gatherers; Origin of agriculture; Great ancient civilizations and the environment; Industrial revolution and its impact on the environment; Population growth and natural resource exploitation; Concept of sustainable development, Sustainable Development Goals (SDGs).

Unit II: Natural Resources and Sustainable Development (8 Lectures)

Overview of natural resources, renewable and non-renewable resources. Biotic resources: Major type of biotic resources-forests, grassland, wetlands, wildlife. Water resources: Types of water resources-fresh water and marine; Availability and use of water resources; Environmental impact of over-exploitation, issues and challenges; Conflicts over water. Soil and mineral resources: Energy resources: Renewable and non-renewable sources of energy; Non-conventional energy sources-solar, wind, tidal, hydro, geothermal, biomass, hydrogen and fuel cells; Implications of energy use on the environment.

Unit III: Conservation of Biodiversity and Ecosystems (6 Lectures)

Biodiversity as a natural resource; Biodiversity in India and the world; Biodiversity hotspots; Endangered species, Red data book. Threats to biodiversity and ecosystems: Commercial exploitation of species; Invasive species. Major conservation policies: in-situ conservation approaches; Major protected areas; National and International initiatives for biodiversity conservation; the role of traditional knowledge, community-based conservation. Land use and Land cover change: deforestation, desertification, urbanization, Loss of Biodiversity and it's impact.

Unit IV: Environmental Pollution (8 Lectures)

Environmental issues at local, regional, and global levels. Air, noise, water, soil, thermal and radioactive pollution. Point sources and non-point sources of pollution.

Air pollution: Sources of air pollution; Primary and secondary pollutants; particulate matter and sulphur dioxide; Volatile Organic compounds (VOCs), Polycyclic aromatic hydrocarbons (PAHs) and Persistent organic pollutants (POPs); acid rain; smog, Ozone hole. National Ambient Air Quality Standards.

Water pollution: Sources of water pollution; River, lake and marine pollution, groundwater pollution; water quality, Water quality parameters and standards; adverse health impacts of water pollution on human and aquatic life.

Soil pollution: Soil pollutants and their sources; Solid waste and their recycling. Noise pollution: Definition of noise; Unit of measurement of noise pollution; Mineral exploitation; Environmental problems due to extraction of minerals and use; Degradation of soil quality and impact on agriculture productivity.

Noise pollution; Noise standards; adverse impact of noise on human health.

Thermal and Radioactive pollution: Sources and impact on human health and ecosystems.

Unit V : Climate Change: Impacts, Adaptation and Mitigation (5 Lectures)

Understanding climate change, Projections of global climate change with reference to temperature, rainfall, climate variability and extreme events; Climate change projections for the Indian sub-continent.

Impacts of climate change on ocean and land systems; Sea level rise, changes in marine and costal ecosystems; Impacts on forests and natural ecosystem; Impacts on animal species,

agriculture, health, urban infrastructure; Climate-resilient development; Indigenous knowledge for adaption to climate change.

Mitigation of climate change: Green House Gas (GHG) Reduction vs. sink enhancement; Concept of carbon intensity, energy intensity and carbon neutrality; Energy efficiency measures; Renewable energy sources; Carbon capture and storage.

Unit VI :Environmental Management (6 Lectures)

Introduction to environmental laws and regulations: Constitutional provisions- Article 48A, Article 51A (g) and other environmental rights, Environmental legislations on the forest, wildlife and pollution control. Environmental audit and impact assessment; Waste Management- Concept of 3R (Reduce, Recycle and Recycle) and sustainability.

Unit VII :Environmental Treaties and Legislation (8 Lectures)

Major International Environmental Agreements: UN Conference on Human Environment 1972, Convention on Biological Diversity (CBD); Cartagena Protocol on Biosafety; Nagoya Protocol on Access and Benefit-sharing ; Convention on International Trade in Endangered Species of Wild Flora and Fauna(CITES); Ramsar Convention on Wetlands of International Importance; United Nations Convention to Combat Desertification (UNCCD); Vienna Convention for the Protection of the Ozone Layer; Montreal Protocol on Substances that Deplete the Ozone Layer and the Kigali Amendment; Basel Convention on the Control of Trans boundary Movements of Hazardous Wastes and their Disposal; Rotterdam Convention on the Prior Informed Consent Procedure for Certain Hazardous Chemicals and Pesticides in International Trade; Stockholm Convention on Persistent Organic Pollutants; Minamata Convention on Mercury; United Nations Framework Convention on Climate Change (UNFCCC); Kyoto Protocol; Paris Agreement; India's status as a party to major conventions

Major Indian Environmental Legislations: The Wild Life (Protection) Act, 1972; The Water (Prevention and Control of Pollution) Act, 1974; The Forest (Conservation) Act, 1980; The Air(Prevention and Control of Pollution) Act, 1981 The Environment (Protection) Act, 1986; The Biological Diversity Act, 2002; The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006; Noise Pollution (Regulation and Control) Rules, 2000; Industry-specific environmental standards; Waste management rules, National Green Tribunal.

Major International organizations and initiatives: United Nations Environment Programme(UNEP), International Union for Conservation of Nature (IUCN), World Commission on Environment and Development (WCED), United Nations Educational, Scientific and Cultural Organization (UNESCO), Intergovernmental Panel on Climate Change (IPCC), and Man and the Biosphere(MAB) programme.

Unit VIII: Disaster Management (30 Practical)

Concept of Hazards, Disasters, Natural and man made hazards, Types of hazards, Concept of disaster management, Vulnerability and risk. Nature and characteristics of hazards: Flood, Cyclone, Drought, and Earthquake. Man made hazards – Industrial and Fire.

Disaster management cycle, Pre disaster management, during disaster management, Post Disaster review and management, Preventing, mitigation, preparedness, Adaptation. Disaster Management Plan at National Level, State Level, District Level and Community Level.

Learning Outcomes:

CO1. Students will develop a comprehensive understanding of the complex interactions between humans and the environment, tracing historical developments, analyzing contemporary challenges, and exploring sustainable solutions.

CO2. Students will be able to critically analyze the impact of human activities on natural resources, biodiversity, ecosystems, and the climate, evaluating the effectiveness of conservation efforts and mitigation strategies.

CO3. Students will gain an interdisciplinary perspective by integrating knowledge from fields such as ecology, geography, sociology, economics, and policy studies to address environmental issues holistically.

CO4. Students will cultivate problem-solving skills by applying scientific principles, analytical tools, and ethical considerations to devise innovative solutions for environmental challenges at local, regional, and global scales.

CO5. Students will develop the capacity for active engagement and advocacy in environmental stewardship, recognizing their role as responsible global citizens and agents of positive change in promoting sustainability and resilience.

Books Recommended:

1. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
2. Das, M.C. Text Book of Ecology, Tata Mc Graw Hills, New Delhi
3. Central Pollution Control Board Web page for various pollution standards. https://cpcb.nic.in/standards/
4. Chiras, D. D and Reganolds, J.P. (2010) . Natural Resource Conservation : Management for a Sustainable Future. 10th edition, Upper Saddle River, N.J. Benjamin/Cummins/Person.
5. Fisher, Michael H. (2018) An Environmental History of India-Form Earliest Times to the Twenty-First Century, Cambridge University Press.
6. Harris, France (2012) Global Environmental Issues, 2nd Edition. Wiley-Blackwell.
7. John W. Twidell and Anthony D. (2015). Renewable Energy Sources, 3rd Edition, Weir Publisher (ELBS)
8. Kanchi Kohli and Manju Menon (2021) Development of Environment Laws in India, Cambridge University Press.
9. Krishnamurthy, K.V.(2003) Textbook of Biodiversity, Science Publishers, Plymouth, UK

10. Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions and Programmes.
https://moef.govt.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf

11. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press.

12. Annual Reports of Ministry of Env., Forests and Climate Change, Govt of India, New Delhi

Note: Latest edition of the text books should be used.

SEMESTER- II

FUNDAMENTALS OF ETHICS
Major Paper -II
Paper Code: PI10002

Full Mark: 60+40
Credit Point: 4

Course Objectives:
The objectives of this Course are-

- ❖ Rational study of the nature and utility of ethics
- ❖ Acquaintance of the basic moral concepts of both Indian and Western Ethics
- ❖ Enquiry of Moral Consciousness and the nature and object of Moral Judgement
- ❖ Distinguish between moral and legal concepts
- ❖ Development of moral competency enhancing decision making capabilities.

Course Outcomes:
On completion of this Course, the students will be able to-

CO-1: Critical understanding of the nature and utility of Ethics
CO-2: Appreciate Moral Consciousness, the nature and proper object of Moral Judgement
CO-3: Evaluate concepts of Indian Ethics, the Purusarthas, Ethics of Buddhism and Jainism
CO-4: Understand the distinction between morality and legality
CO-5: Develop moral competency, sense of ethical responsibility.

Course Content:

UNIT-I	Nature and scope of Ethics, Voluntary and Non-voluntary actions
UNIT-II	Hedonism, Kant: The Categorical Imperative Mill: Utilitarianism, Bentham: Altruism
UNIT-III	Theories of Punishment, Capital Punishment

	Virtue Ethics
UNIT-IV	Euthanasia: Voluntary, Involuntary and Non-voluntary
UNIT-V	The Bhagavad Gita: Svabhava, Svadharma, Niskama karma, Four Purusarthas: Dharma, Artha, Kama, Moksa

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	3	2	1	3	3	3	2	2	2	3	3	3	2	3	3
Avg	2.6	2.2	2.4	2.2	1.4	2.6	2.8	2.0	1.6	2.0	1.4	2.8	2.6	2.4	2.2	2.4	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Critical inquiry, reasoning, and dialectic methods applied to professional problem-solving.
Gender	Low	Foundational inquiries into the nature of the self and human existence.
Human Values	High	Specific focus on Indian values and the relevance of philosophy to real-life problems.
Environment and Sustainability	Medium	Epistemological categories of knowledge and Indian perspectives on nature.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution

SDG 4	Quality Education	Providing foundational multidisciplinary training in critical thinking and analytical reasoning.
SDG 16	Peace, Justice, Strong Institutions	Encouraging dialectic discourse and rational truth-seeking as a basis for social harmony.

Recommended readings:

- Aristotle. (1926), *Nichomachean Ethics,* Harvard University Press.
- Bilimoria, Purushottama et al. (2007), *India Ethics: classical Traditions and Contemporary Challenges*, New Delhi: Oxford University Press.
- Frankena Williams. (1988), *Ethics,* Prantice Hall of India, Pearson; 2nd edition.
- Kant, Immanuel, (1953), *Groundwork of the Metaphysics of Morals,* Trans. H.J Paton, as *The Moral Law,* London Hutchinson.
- Rachels, J. (1987), *The End of Life: Euthanasia and Morality,* CUP.
- Rachel, J. (2003), *The Elements of Moral Philosophy*, McGraw-Hill.
- Sharma, I.C. (1962), *Ethical Philosophies of India,* New York, U.S.A. Johnsen Publishing Company.
- Padhi N.C. and Panigrahi S.C. (1987), *Ethics*, Santosh Publications
- Warnock Mary. (1962), J.S Mill Utilitarianism, Glasgow: Collins.

BASICS OF INDIAN PHILOSOPHY
Minor Paper II
Paper Code: PI12002

Full Mark: 60+40
Credit Point: 4

Course Objectives:

The objectives of this Course are-

- Study of the nature of Indian Philosophy
- Distinguish between Vedic and Non-Vedic approach to Indian Philosophy
- Acquaintance with the key concepts of the nine schools of Indian Philosophy
- Exposure of the texts of Indian Philosophy
- Determine the relationship of Indian Philosophy with life and society.

Course Outcomes:

On completion of this Course, the students will be able to-

CO-1: Understand of the nature of Indian Philosophy
CO-2: Distinguish between Vedic and Non-Vedic approach to Indian Philosophy
CO-3: Evaluate with the key concepts of the heterodox and orthodox schools of Indian Philosophy
CO-4: Examine the theory of knowledge and metaphysical aspects of different schools of Indian Philosophy
CO-5: Understand the relationship of Indian Philosophy with life and society

Course Content

UNIT-I	Common features of Indian philosophical schools, Carvaka: metaphysics and epistemology
UNIT-II	Early Buddhism: Four Noble Truths and Doctrine of Dependent Origination. Jainism: Anekantavada and Syadvada
UNIT-III	Nyaya- Vaisesika, Mimamsa: The nature of Knowledge. Samkhya: Prakrti and Purusa, The Theory of Evolution, Asatkaryavada and Satkaryavada
UNIT-IV	Advaita Vedanta of Samkara: Nature of Brahman and May
UNIT-V	Visistadvaita Vedanta of Ramanuja: Nature of Brahman and Refutation of Maya

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	3	3	3	2	2	2	3	3	2	3	2	3
Avg	2.6	2.2	2.2	2.2	1.4	2.6	2.6	2.0	1.6	2.0	1.4	2.8	2.6	2.2	2.4	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Indian philosophical outlook on duty (Dharma) and selfless action applied to professional life.
Gender	Medium	Historical and philosophical perspectives on inclusion in ancient schools.
Human Values	High	Core focus on life, society, and the spiritual well-being of the individual.
Environment and Sustainability	Medium	Samkhya evolution and Jaina environmental ethics (Ahimsa).

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Advanced training in the diverse analytical and metaphysical traditions of India.
SDG 16	Peace, Justice, Strong Institutions	Encouraging a harmonious society through the understanding of diverse worldviews (Anekantavada).

Recommended readings:

- Chakravarty, Nilima (1992), *Indian Philosophy: The Path Finder's and System Builders,* New Delhi: Allied Publishers.
- Chatterjee, S.C. (2008), *Nyaya Theory of Knowledge,* Delhi, Bharatiya kala prakashan.
- Chatterjee, S.C. and D.M. Datta (1984), *An Introduction to Indian Philosophy,* reprint, University of calcutta.
- Dasgupta, S.N. (2004), *A History of Indian Philosophy,* vol. 1, Delhi, Motilal Banarasidass Publishers, Pvt. Ltd.
- Hiriyana, M: (1951), *Outlines of Indian Philosophy,* London: Allen and Unwin
- Mohanty, J.N. (1992), *Reason and Tradition in Indian Thought*, Oxford, Clarendon Press.
- Organ, Troy Wilson. (1964), *The Self in Indian Philosophy,* London, Mouton and co.
- Pandey, Sangam Lal (1983), *Pre-Samkara Advaita Philosophy,* 2nd edition, Allahabad: Darsan Peeth.

- Radhakrishnan, S. (1929), *Indian Philosophy,* volume 1, Muirhead library of Philosophy, 2nd edition, London: George Allen and Unwin.
- Radhakrishnan, S. Moore, (1967) CA, *A Sourcebook in Indian Philosophy*, Princeton.
- Raju, P.T. (1985), *structural Depths of Indian Thought*, NY Albany: State University of New York Press.
- Sharma, C.D. (2003), *Critical Survey of Indian Philosophy,* Delhi: Motilal Banarsidass.
- Shastri, Haridatta, *Bharatiya Darshan Ka Itihas.* (Hindi)
- Upadhaya, Baldeva, *Bhartiya Darshan* (Hindi), Banaras.

INTRODUCTION TO ETHICS
Multidisciplinary (M.D.C) -II
Paper Code: PI13002

Full Mark: 60+40
Credit Point: 3

Course Objectives:
The objectives of this Course are-

- Rational study of the nature and utility of Ethics
- Acquaintance of the basic moral concepts of both Indian and Western Ethics
- Enquiry of Moral Consciousness and the nature and object of Moral Judgement
- Distinguish between moral and legal concepts
- Development of moral competency enhancing decision making capabilities.

Course Outcomes:
On completion of this Course, the students will be able to-

CO-1: Critically understand of the nature and utility of Ethics
CO-2: Understand Moral Consciousness, the nature and proper object of Moral Judgement
CO-3: Evaluate concepts of Indian Ethics, the Purusarthas, Ethics of Buddhism and Jainism
CO-4: Understand the distinction between morality and legality
CO-5: Develop moral competency, sense of ethical responsibility.

Course Content

UNIT-I	Nature and scope of Ethics, Voluntary and Non-voluntary actions

UNIT-II	Kant: The Categorical Imperative Mill: Utilitarianism
UNIT-III	Theories of Punishment Virtue Ethics
UNIT-IV	Euthanasia
UNIT-V	The Bhagavad Gita:Niskama karma, Four Purusarthas: Dharma, Artha, Kama, Moksa

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	2	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	3	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	3	3	3	2	2	2	3	3	2	3	2	3
Avg	2.6	2.2	2.2	2.2	1.4	2.6	2.6	2.6	1.6	2.0	1.4	2.8	2.6	2.2	2.4	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Ethical decision making, responsibility, and distinguishing legal from moral imperatives.
Gender	Medium	Inclusion of ethics of care and social justice in moral judgement scenarios.
Human Values	High	Specific study of Purusarthas, Virtue Ethics, and Niskama Karma.
Environment and Sustainability	Medium	Applied ethical considerations regarding life, death, and duty to society.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 3	Good Health and Well-being	Ethical discussions on euthanasia and human well-being.
SDG 4	Quality Education	Developing moral competency and critical ethical reasoning.
SDG 16	Peace, Justice, Strong Institutions	Exploring punishment theories and the bridge between morality and legality.

Recommended readings:

- Aristotle. (1926), *Nichomachean Ethics,* Harvard University Press.
- Bilimoria, Purushottama et al. (2007), *Indiaa Ethics: classical Traditions and Contemporary Challenges*, New Delhi: Oxford University Press.
- Frankena Williams. (1988), *Ethics,* Prantice Hall of India, Pearson; 2nd edition.
- Kant, Immanuel, (1953), *Groundwork of the Metaphysics of Morals,* Trans. H.J Paton, as *The Moral Law,* London Hutchinson.
- Rachels, J. (1987), *The End of Life: Euthanasia and Morality,* CUP.
- Rachel, J. (2003), *The Elements of Moral Philosophy*, McGraw-Hill.
- Sharma, I.C. (1962), *Ethical Philosophies of India,* New York, U.S.A. Johnsen Publishing Company.
- Padhi N.C. and Panigrahi S.C. (1987), *Ethics*, Santosh Publications
- Warnock Mary. (1962), J.S Mill Utilitarianism, Glasgow: Collins.

TRANSLATION STUDIES (ODIA)
Ability Enhancement Courses (AEC)-II
AE14002
Common paper for all UG Students

Full Mark: 100
Credit Point: 2

Course Learning Objectives:
The course aims at teaching and training the students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims at enhancing their competence for freelancing and in

the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

Course Outcomes:
After completion of the course, the students are expected to start preparing news items, reporting, taking interviews in Odia for the media houses, electronic and print. The study shall provide sufficient training in writing and reporting (oral), conducting interviews and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Unit -I

6 hours

- Journalistic writing and reporting from the field
- Types of writing based on investigation, news covering, reporting, writing, editing and giving suitable titles, feature writing and column writing
- Analysis of the good/bad samples of writing

Unit -II

8 hours

- Elements and stages of journalistic writing and art of news story writing
- Analysis of both bad and good samples of writing for the media,
- Conducting Interviews and debate with demonstration

Unit -III

16 hours

- Freelancing: scope and worthwhileness of the topic
- Editing and Proof-reading
- Laws and ethics in Journalistic writings
- Writing and reporting: Practical components

Essential/recommended readings:

- Chatterjee, Mrinal. Shabda, chhabi, akshyara, Dhenkanal: Shephali Communication, 2002.
- Chatterjee, Mrinal. Ganamaadhyama o saambaadikataa, Dhenkanal: Shephali Communication, 2015.
- Mohapatra, Chandra Shekhar. Sambada o saambaadikataa, Bhubaneswar: State Text Book Production Centre, 2021.
- Shastri, D. G. Saambaadikataa prabeshikaa, Bhubaneswar: State Text Book Production
  Centre, 2021

(OR)

TRANSLATION STUDIES (SANTALI)
Ability Enhancement Courses (AEC)-II
AE14008
Common paper for all UG Students

Full Mark: 100
Credit Point: 2

Total Hours: 30 hours,

Learning Objectives:
The course aims at teaching and training the students in journalistic writing in the language so that they are well-equipped in the news covering, reporting, writing and editing for the electronic and print media. It also aims to enhance their competence for freelancing and in the choice of their areas such as sports, movies, entertainment, business, social, political, historical etc.

Learning outcomes:
After completing the course, the students are expected to start preparing news items, reporting, and taking interviews in Santali for the media houses, electronic and print. The study shall provide sufficient training in writing and reporting (oral), conducting interviews and panel discussions for electronic media. The students will also be aware of the law and ethics involved in Journalism.

Unit -I

6 hours

- Journalistic writing and reporting from the field
- Types of writings based on investigation, news covering, reporting, writing, editing and giving suitable titles, feature writing and column writing
- Analysis of the good/bad samples of writing

Unit -II

8 hours

- Elements and stages of journalistic writing and art of news story writing
- Analysis of both bad and good samples of writing for the media,
- Conducting Interviews and debates with demonstration

Unit -III

16 hours

- Freelancing: scope and worthwhileness of the topic

- Editing and Proof-reading
- Laws and ethics in Journalistic writings
- Writing and reporting: Practical components

LIFE SKILL EDUCATION
Skill Enhancement Courses (SEC)-II
Paper Code: SE15002
Course Title: Philosophy and Life

Full Mark: 100
Total Credits: 3

Course Description
This course explores the intersection of philosophy and practical life skills. By examining philosophical concepts and their applications, students will develop critical thinking, ethical reasoning, and reflective practices that are valuable in both personal and professional contexts.

Course Objectives

1. To understand key philosophical concepts and theories.
2. To apply philosophical reasoning to everyday life situations.
3. To enhance critical thinking and decision-making skills.

Learning Outcomes

- Define and describe key branches of philosophy.
- Analyze and construct arguments.
- Apply philosophical reasoning to real-life situations.

Unit 1: Introduction to Philosophical Thinking

1. What is Philosophy?
   - Definition and scope of philosophy.
   - Major branches: Metaphysics, Epistemology, Ethics, Logic.

2. Critical Thinking and Argumentation
   - Understanding arguments: premises and conclusions.
   - Constructing and evaluating arguments.

Unit 2: Ethics and Moral Decision-Making

Introduction to Ethical Theories
1) Utilitarianism: Greatest happiness principle.
2) Deontological Ethics: Duty and rules.

Unit-3: Introduction to Karma Yoga in Bhagavad Gita

1) Doctrine of Karma
2) Niskama Karma

Suggestion Readings

1. Aristotle, Nicomachean Ethics, Penguin Classics Year: Translated by W.D. Ross, 2009
2. Immanuel Kant, Groundwork for the Metaphysics of Morals, Cambridge University Press
3. John Stuart Mill, Utilitarianism Penguin Classics, 2006
4. Plato, The Republic, Penguin Classics 2007
5. Alain Badiou, Ethics: An Essay on the Understanding of Evil, Verso Books 2001.
6. Greg M. Cavender and Matthew L. D'Auria, Moral Philosophy: A Reader, Oxford University Press 2018
7. James Rachels and Stuart Rachels, The Elements of Moral Philosophy, McGraw-Hill Education 2015
8. Eknath Easwaran, The Bhagavad Gita, Nilgiri Press 2007
9. Stephen Mitchell, The Bhagavad Gita: A New Translation, Harmony Books 2000
10. Swami Vivekananda, Karma Yoga: The Yoga of Action, Advaita Ashrama 2014

RADICAL PHILOSOPHY OF BHIM BHOI: IDEAS AND ISSUES

Value Added Courses-II
Paper Code: VA16104
Credit of Each Course: 2
Modules: 2
Clock hour Required: 32 hours

Full Mark: 100
Credit Point: 2

ASSESSMENT:

Scheme of Assessment: Each course in the program tests and evaluate students on the basis of minimum five components viz. Quiz/activity, practical, field study report, assignment and presentation, class participation, mid-term exam and end term exams to know the students understanding, recalling concepts, analyzing and evaluating, applying in real life situations and to be creative with new ideas in the concerned subjects.

English/regional language shall be the medium of instruction and examination.

Examinations shall be conducted at the end of each Semester as per the Academic Calendar notified by the KISS Deemed to be University and other components during the course to ensure continuous teaching learning process.

Introduction-

Saint-poet Bhima Bhoi is one of the pioneers in making social reform. He tried his best to express that the so-called caste system, narrow division of rich and poor are nothing but social stigmas. Through his poems (*bhajans*, *stuties* and *jananas*), he prays to the Almighty to give right knowledge to human beings for establishing a harmonious social system.

Objectives-

This paper aims to acquaint the students with the social philosophy of Bhim Bhoi, the tribal philosopher of Odisha, who brought a revolution in the social, moral, and religious spheres to establish an ideal society based on equality, justice, liberty and freedom.

Course Outcomes-

CO-1. The study of the philosophy of Bhima Bhoi shall sensitize the students to the evils of dogmatism, ritualism, caste system, and fundamentalism.

CO-2. To inspire the students to be a good human beings enriched with love, with a sense of commitment for the upliftment of the downtrodden classes in the human society.

CO-3. To enable the students to understand that the entire universe is like a family (*Vasudhaiba Kutumbakam*). Man not only should take care of his fellow human beings but also the flora and fauna to see a better world of tomorrow.

Course Contents

Unit-I

Bhima Bhoi's metaphysics: Sunya, Alekha Mahima and Ethical disciplines like; Jnana, Karma and Bhakti

Unit-II

Social and humanistic views: revolt against the caste system, religious rituals, human values, spiritual humanism, equal privileges of all for spiritual perfection.

Suggested Readings-

1. Das, Chittaranjan, (1952). *Odishara Mahima Dharma* (Odia), Sahitya Academy; Bhubaneswar.
2. Nepak, Bhagirathi, (1972). *Philosophy of Mahima Dharma*, Bhagirathi Prakasan; Bhubaneswar.

3. Nath, Satrughna, (1990). *Mahima Dharma Dhara*, Dharma Grantha Store; Cuttack.
4. Panigrahi, S.C., (1998). *Bhima Bhoi and Mahima Dharma*, Utkal University; Bhubaneswar.
5. Patnaik, Tandra, (2016). *God as Sunya: The Philosophy of Mahima Dharma and Bhima Bhoi,* D. K. Printworld, New Delhi.
6. Sahoo, H., (2020). *The Philosophy of Bhima Bhoi and Mahima Dharma*, Kalinga Institute of Social Sciences; Bhubaneswar.
7. DASH, B. K., (2010). *Bhima Bhoi Granthabali* (Odia), Mass Media Pvt Ltd;
8. Mahapatra, Sitakant, (2020). *Bhima Bhoi* (Marathi), Sahitya Akadami; Bhubaneswar.Sahoo, H.C., (2022). *The Philosophical Reflections on Bhima Bhoi andMahima Dharma*, KISS Deemed to be University, Bhubaneswar.

YOGA FOR HEALTH AND HOLISTIC WELL-BEING
Value Added Courses-III
Paper Paper Code: VA16408

Full Mark: 100
Credit Point: 2

Course Title: Yoga for Health and Holistic Well-being

Course Description:

This interdisciplinary course offers undergraduate students a philosophical exploration of yoga's profound impact on physical, mental, and emotional health. Rooted in ancient wisdom, yoga philosophy provides a holistic framework for understanding the interconnectedness of body, mind, and spirit. Through a blend of philosophical inquiry, experiential practice, and scientific inquiry, students will delve into yoga's philosophical underpinnings, including Patanjali's Yoga Sutras and other classical texts. They will examine concepts such as self-awareness, mindfulness, and inner balance, exploring how these principles contribute to overall well-being. Additionally, students will critically evaluate modern scientific research on yoga's therapeutic benefits, including its effects on stress reduction, cognitive function, and emotional regulation. By integrating philosophical insights with empirical evidence, students will emerge with a deeper understanding of yoga's potential to promote health and wellness.

Course Outcomes:

CO-1: To understand the philosophical foundations of yoga and its holistic approach to health.
CO-2: To explore key concepts in yoga philosophy, including mindfulness, self-awareness, and inner balance.
CO-3: To engage in experiential practices that integrates philosophical principles with

physical, mental, and emotional health.

CO-4: To apply philosophical insights from yoga to personal well-being practices and self-care routines.

CO-5: To foster an appreciation for the cultural and historical significance of yoga as a holistic healing tradition.

Course Structure:

UNIT-1

- ❖ Introduction to Yoga Philosophy and Holistic Health
- ❖ Classical Texts and Philosophical Foundations of Yoga
- ❖ Mindfulness, Self-awareness, and Inner Balance

UNIT-2

- ❖ Experiential Practices: Integrating Philosophy with Physical, Mental, and Emotional Health
- ❖ Yoga Ethics: Ethical Considerations in Yoga Practice and Teaching
- ❖ Cultural and Historical Perspectives on Yoga as a Healing Tradition
- ❖ Contemporary Applications: Integrating Yoga into Healthcare and Wellness Settings

Recommended Books:

1. Satchidananda, Swami. *The Yoga Sutras of Patanjali (*Translation), Internal Yoga Publications.
2. Desikachar, T.K.V. *The Heart of Yoga:* Developing a Personal Practice.
3. Cope, Stephen (Bentam). Yoga and the Quest for the True Self.

SEMESTER-III

GREEK PHILOSOPHY
Major Paper- III
Paper Code: PI20001

Full Mark: 60+40
Credit Point: 4

Course Objectives:

Greek philosophy aimed to unravel the mysteries of existence, while contemplating the pursuit of virtue and the good life. Through rigorous exploration sought to understand the limits and foundations of knowledge, perception, and reasoning. In parallel, the constructed political theories, envisioning just governance structures and the ideals states. Additionally, Greek philosophers engaged with aesthetics, contemplating the essence of beauty and the role of creativity in human experience. These multifaced objectives laid the groundwork for western philosophical thought, shaping disciplines from ethics toI politics and beyond.

Course Outcomes:

CO-1: Inquiry into the nature of existence and reality, seeking ultimate truths about the universe.

CO-2: Development of ethical theories, focusing on virtues, morality, and the pursuit of a good life.

CO-3: Exploration of epistemology, examining the nature of knowledge, perception, and the process of reasoning.

CO-4: Formulation of political theories, including discussions on governance, justice, and the ideal state.

CO-5: Engagement with aesthetics and the arts, exploring beauty, harmony, and the role of creativity in human life.

Course Content:

UNIT-I	Nature of Greek philosophy what is philosophy? Origin, development and salient feature of early Greek thought.
UNIT-II	Pre-Socratic thought: The Being of Parmenides, Becoming of Heraclitus and Atomism of Democritus.
UNIT-III	Sophists and Socrates, Protagoras. Man is the measure of all things, Socrates: virtue is knowledge.
UNIT-IV	Plato: Theory of knowledge, Theory of Idea
UNIT-V	Aristotle: Form and Matter, Theory of causation

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	1	1	1	1	1	2	1	3	3	2	1	2	2
CO2	3	3	2	3	1	1	1	1	1	2	1	2	3	2	2	3	1
CO3	3	3	3	2	1	1	1	1	2	2	1	2	3	3	2	2	2
CO	2	3	2	3	3	2	1	1	2	2	1	3	2	2	3	3	3

4																	
CO5	3	3	2	2	2	1	1	1	2	2	1	3	3	3	2	2	2
Avg	2.8	3.0	2.2	2.4	1.6	1.2	1.0	1.0	1.6	2.0	1.0	2.6	2.8	2.4	2.0	2.4	2.0

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High).

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Socratic inquiry into virtue and the ethical responsibilities of knowledge.
Gender	Low	Critical analysis of citizenship and the role of women in the Platonic Ideal State.
Human Values	High	Exploration of the "Good Life," harmony, and the cultivation of moral character.
Environment and Sustainability	Low	Early cosmological views on the fundamental elements of the natural world.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Fostering foundational critical reasoning and historical philosophical literacy.
SDG 10	Reduced Inequalities	Analyzing historical theories of justice and governance (Plato/Aristotle).
SDG 16	Peace, Justice, and Strong Institutions	Examining the origins of political theory, justice, and ethics in governance.

Recommended readings:

- Charlton, W. (1936), Aristotle's Physics Bks 1-2, U.S.A, Clarendon.
- Cohen, M.S. Curd, P. and Reeve, C.D.C. (ed) (1995), *Reading in Ancient Greek Philosophy,* Hackett: Indianapolis
- Krik, G.S. Raven and Schofield (1957), *Pre Socratic-Philosophy CUP.*
- Tankha, V. (2012), *Ancient Greek Philosophy: Thales to Socrates,* India, Pearson.
- Vlastos, G. (1969), "Justice and psychic harmony in the Republic" in *Journal of Philosophy*, Vol.66 (16): pp 505-521.

❖ W.T. Stace, A Critical Survey of Greek Philosophy, Oxford

FUNDAMENTALS OF INDIAN PHILOSOPHY
Major Paper-IV
Paper Code: PI20003

Full Mark: 60+40
Credit Point: 4

Course Objective:
In the paper on Indian Philosophy, students will explore the philosophical traditions in India, delve into foundational texts and concepts, critically analyze key philosophical arguments, and appreciate the relevance of Indian philosophy to contemporary thought and society.

Course Outcomes:
CO-1: To understand the diversity and depth of Indian philosophical traditions.
CO-2: To analyze foundational texts and concepts of major Indian philosophical schools.
CO-3: To critically evaluate philosophical arguments within Indian philosophical systems.
CO-4: To appreciate the relevance of Indian philosophy to contemporary intellectual discourse.
CO-5: To apply insights from Indian philosophy to address modern ethical and existential challenges.

Course Content:

UNIT-I	Salient features of Indian philosophy and key concepts, Carvaka epistemology and Metaphysics.
UNIT-II	Jainism: Syadvada and Anekantavada Buddhism: The Four Nobel Truths, Doctrine of Dependent origination, No Soul Theory, Nirvana
UNIT-III	Samkhya- Purusa, Prakrti, Theory of Evolution, Satkaryavada
UNIT-IV	Naya- Theory of inference, Vaiseshika- Padarthas (Categories)
UNIT-V	Advaita Vedanta of Sankara: Nature of Brahma and Maya, World Visistadvaita Vedanta of Ramanuja

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	1	1	1	1	1	2	1	3	3	2	1	2	2

CO2	3	3	2	3	1	1	1	1	1	2	1	2	3	2	2	3	1
CO3	3	3	3	2	1	1	1	1	2	2	1	2	3	3	2	2	2
CO4	2	3	2	3	3	2	1	1	2	2	1	3	2	2	3	3	3
CO5	3	3	2	2	2	1	1	1	2	2	1	3	3	3	2	2	2
Avg	2.8	3.0	2.2	2.4	1.6	1.2	1.0	1.0	1.6	2.0	1.0	2.6	2.8	2.4	2.0	2.4	2.0

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High).

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Ethical conduct in Jaina/Buddhist traditions and the concept of Dharma.
Gender	Medium	Analysis of the soul and consciousness across genders in Vedantic thought.
Human Values	High	Cultivation of compassion (Karuna) and non-violence (Ahimsa) in Indian systems.
Environment and Sustainability	Medium	Interconnectedness of life in the doctrine of Dependent Origination.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Promoting holistic understanding of diverse intellectual traditions and logic.
SDG 10	Reduced Inequalities	Exploring pluralism and tolerance through concepts like Anekantavada.
SDG 16	Peace, Justice, and Strong Institutions	Application of ethical frameworks and non-violent conflict resolution.

BASICS OF ETHICS
Minor Paper-III
Paper Code: PI22001

Full Mark: 60+40
Credit Point: 4

Course Objectives:

In the Basics of Ethics paper, students will examine fundamental ethical theories, analyze ethical dilemmas, cultivate moral reasoning skills, and engage in ethical reflection within various contexts.

Course Outcomes:

CO-1: To understand major ethical theories and concepts.
CO-2: To analyze ethical dilemmas using different ethical frameworks.
CO-3: To develop moral reasoning skills.
CO-4: To apply ethical principles to real-life situations.
CO-5: To reflect on personal and societal ethical values and responsibilities.

Course Content:

UNIT-I	Definition, Nature and Scope of Ethics.
UNIT-II	Ethics in relation to others studies
UNIT-III	Distinction between moral and non-moral action, moral and factual judgement, object of moral judgement.
UNIT-IV	Theories of morality: Hedonism, Utilitarianism, Regorism, Perfectionism.
UNIT-V	Theories of punishment: Retributive, Reformative and preventive theory.

CO-PO and PSO Mappin Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	1	1	1	1	1	2	1	3	3	2	1	2	2
CO2	3	3	2	3	1	1	1	1	1	2	1	2	3	2	2	3	1
CO3	3	3	3	2	1	1	1	1	2	2	1	2	3	3	2	2	2
CO4	2	3	2	3	3	2	1	1	2	2	1	3	2	2	3	3	3
CO5	3	3	2	2	2	1	1	1	2	2	1	3	3	3	2	2	2
Avg	2.8	3.0	2.2	2.4	1.6	1.2	1.0	1.0	1.6	2.0	1.0	2.6	2.8	2.4	2.0	2.4	2.0

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High).

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Application of utilitarian and rigorist theories to professional decision making.
Human Values	High	Deepening the understanding of moral responsibility and personal integrity.
Social Justice	High	Analyzing theories of punishment and their impact on social equity and justice.
Gender	Medium	Ethical considerations in social equality and human rights.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Developing moral reasoning and ethical literacy as part of holistic education.
SDG 10	Reduced Inequalities	Promoting ethical frameworks that support social inclusion and fair treatment.
SDG 16	Peace, Justice and Strong Institutions	Integrating theories of punishment and justice into the understanding of institutional governance.

Recommended readings:

- Aristotle. (1926), *Nichomachean Ethics,* Harvard University Press.
- Bilimoria, Purushottama et al. (2007), *Indiaa Ethics: classical Traditions and Contemporary Challenges*, New Delhi: Oxford University Press.
- Frankena Williams. (1988), *Ethics,* Prantice Hall of India, Pearson; 2nd edition.
- Kant, Immanuel, (1953), *Groundwork of the Metaphysics of Morals,* Trans. H.J Paton, as *The Moral Law,* London Hutchinson.
- Rachels, J. (1987), *The End of Life: Euthanasia and Morality,* CUP.
- Rachel, J. (2003), *The Elements of Moral Philosophy*, McGraw-Hill.
- Sharma, I.C. (1962), *Ethical Philosophies of India,* New York, U.S.A. Johnsen Publishing Company.
- Padhi N.C. and Panigrahi S.C. (1987), *Ethics*, Santosh Publications
- Warnock Mary. (1962), J.S Mill Utilitarianism, Glasgow: Collins.

SYSTEMS OF INDIAN PHILOSOPHY
Multidisciplinary (M.D.C)-III
Paper Code: PI23001

Full Mark: 60+40
Credit Point: 3

Course Objectives:
In the Systems of Indian Philosophy paper, students will explore the foundational concepts, texts, and arguments of major Indian philosophical schools, critically evaluate philosophical ideas, and appreciate the diversity of Indian philosophical thought.

Course Outcomes:
CO-1: To understand the foundational concepts of major Indian philosophical schools.
CO-2: To analyze key philosophical arguments within Indian philosophical systems.
CO-3: To appreciate the diversity of Indian philosophical traditions.
CO-4: To critically evaluate the relevance of Indian philosophical ideas to contemporary issues.
CO-5: To apply insights from Indian philosophy to philosophical inquiry and discourse.

Course Content:

UNIT-I	Upanisadic view of Atman and Brahman. Vidya and Avidya Para vidya and Apara Vidya
UNIT-II	Jainism - Syadvada, Anekantavada, Jaina ethics (concept of Triratna) Buddhism: Four Noble Truths, Doctrine of Momentariness, Dependant Origination, No Soul Theory, Nirvana
UNIT-III	Naya theory of Knowledge, Vaishesika: Categories (Padarthas)
UNIT-IV	Shamkya: Prakrti and Purusa, Theory of Evalution.
UNIT-V	Advaita Vedanta of Sankara, Visistadvaita Vedanta of Ramanuja

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	1	1	1	1	1	2	1	3	3	2	1	2	2
CO2	3	3	2	3	1	1	1	1	1	2	1	2	3	2	2	3	1
CO	3	3	3	2	1	1	1	1	2	2	1	2	3	3	2	2	2

3																	
CO4	2	3	2	3	3	2	1	1	2	2	1	3	2	2	3	3	3
CO5	3	3	2	2	2	1	1	1	2	2	1	3	3	3	2	2	2
Avg	2.8	3.0	2.2	2.4	1.6	1.2	1.0	1.0	1.6	2.0	1.0	2.6	2.8	2.4	2.0	2.4	2.0

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High).

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Ethical frameworks in Jainism (Triratna) and Buddhist practice.
Human Values	High	Upanisadic concepts of Atman and the spiritual equality of all beings.
Social Justice	Medium	Historical impact of Buddhist and Jaina social and moral reforms.
Environment and Sustainability	Medium	Interconnectedness and non-violence (Ahimsa) in Indian systems.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Ensuring inclusive and equitable quality education through the study of diverse logic and worldviews.
SDG 10	Reduced Inequalities	Promoting pluralism through Jain Syadvada and Anekantavada.
SDG 16	Peace, Justice and Strong Institutions	Exploring foundational theories of ethics and justice in Indian thought.

Recommended readings:

- Chakravarty, Nilima (1992), *Indian Philosophy: The Path Finder's and System Builders,* New Delhi: Allied Publishers.
- Chatterjee, S.C. (2008), *Nyaya Theory of Knowledge,* Delhi, Bharatiya kala prakashan.
- Chatterjee, S.C. and D.M. Datta (1984), *An Introduction to Indian Philosophy,* reprint, University of calcutta.

- Dasgupta, S.N. (2004), *A History of Indian Philosophy,* vol. 1, Delhi, Motilal Banarasidass Publishers, Pvt. Ltd.
- Hiriyana, M: (1951), *Outlines of Indian Philosophy,* London: Allen and Unwin
- Mohanty, J.N. (1992), *Reason and Tradition in Indian Thought*, Oxford, Clarendon Press.
- Organ, Troy Wilson. (1964), *The Self in Indian Philosophy,* London, Mouton and co.
- Pandey, Sangam Lal (1983), *Pre-Samkara Advaita Philosophy,* 2nd edition, Allahabad: Darsan Peeth.
- Radhakrishnan, S. (1929), *Indian Philosophy,* volume 1, Muirhead library of Philosophy, 2nd edition, London: George Allen and Unwin.
- Radhakrishnan, S. Moore, (1967) CA, *A Sourcebook in Indian Philosophy*, Princeton.
- Raju, P.T. (1985), *structural Depths of Indian Thought*, NY Albany: State University of New York Press.
- Sharma, C.D. (2003), *Critical Survey of Indian Philosophy,* Delhi: Motilal Banarsidass.
- Shastri, Haridatta, *Bharatiya Darshan Ka Itihas.* (Hindi)
- Upadhaya, Baldeva, *Bhartiya Darshan* (Hindi), Banaras.

COMMUNICATIVE ENGLISH
Ability Enhancement Courses (AEC)-III
Paper Code: AE24001

Common paper for all UG Students

Full Mark: 100
Credit Point: 2

Course Objectives:

- Understand the concepts, principles, types, and importance of communication in academic, social, and professional contexts.
- Develop effective verbal and non-verbal communication skills by understanding communication processes, barriers, and strategies for successful interaction.
- Improve reading, listening, speaking, and writing skills through comprehension exercises, group discussions, presentations, and language practice.
- Acquire professional writing skills by preparing CVs, résumés, summaries, notes, compositions, and other functional documents.

- Build confidence, interpersonal skills, critical thinking, and employability through effective communication and collaborative learning activities.

Course Outcomes:

- Explain the concepts, types, functions, and barriers of communication and apply appropriate communication strategies in different contexts.
- Demonstrate effective listening, speaking, pronunciation, presentation, and interpersonal communication skills with confidence and clarity.
- Apply appropriate reading strategies and produce coherent, well-organized academic, professional, and creative written texts.
- Prepare professional documents such as business letters, emails, resumes/CVs, cover letters, and statements of purpose using appropriate formats and language.
- Exhibit job readiness skills through effective participation in interviews, group discussions, presentations, and professional digital communication practices.

Course Contents:

Unit I: Foundations of Communicative English	(i) Nature, Scope and Importance of Communicative English (ii) Process and Elements of Communication (iii) Types of Communication: Verbal, Non-verbal, Written and Digital (iv) Barriers to Communication and Strategies for Effective Communication
Unit II: Listening and Speaking Skills	(i) Active Listening: Principles, Techniques and Listening Comprehension (ii) Pronunciation, Stress, Intonation and Fluency (iii) Speaking Skills: Conversation, Public Speaking and Presentation Skills (iv) Group Discussion, Debate, Interview and Interpersonal Communication
Unit III: Reading and Writing Skills	(i) Reading Skills: Skimming, Scanning, Intensive and Ext Reading (ii) Reading Comprehension and Critical Interpretation (iii) Writing Skills: Paragraph, Essay, Report and Email V (iv) Creative and Academic Writing: Summarising, Note-making and Paragraph Writing

Unit V: Professional Communication and Employability Skills	(i) Professional and Business Communication: Letters, Emails and Official Correspondence (ii) Resume/CV Writing, Cover Letter and Statement of Purpose (iii) Interview Skills, Group Discussion and Presentation Techniques (iv) Digital Etiquette and Career Readiness

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO8	PO 9	PO1 0	PO1 1	PO1 2
CO1	2	3	3	3	3	2	2	3	2	2	2	3
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
C04	3	3	3	3	2	2	2	1	2	3	2	3
CO5	2	2	2	3	3	3	3	3	2	2	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →		PSO1	PSO2	SO3	PSO4	PSO5

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),
3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

		Illustrative Components
Professional Ethics		Ethical communication, professional integrity, responsible messaging, workplace communication standards
Gender	um–High	Gender-sensitive communication, inclusive language, representation in professional interactions
Human Values		Respect, clarity, empathy, interpersonal communication, teamwork and collaboration
Environment & Sustainability	um	Digital communication practices, responsible use of media, reducing communication barriers

SDG Mapping for this Course

No.	**SDG Title**	
4	Quality Education	Develops communication competence, language proficiency, and employability skills
5	Gender Equality	Promotes inclusive and gender-sensitive communication
8	Decent Work & Economic Growth	Enhances professional communication for workplace readiness
9	Industry, Innovation & Infrastructure	Encourages digital communication and modern workplace tools
16	Peace, Justice & Strong Institutions	Promotes ethical communication, transparency, and responsible discourse

Recommended Learning Resources

- A. Ganeshan & P. Lovely Viniliya Pual: *Communicative English*, Charulata Publications, 2020.
- Clampitt, Phillip G. *Communicating for Managerial Effectiveness*. Sage Publications, 2012.
- Adler, Ronald B., and George Rodman. *Understanding Human Communication*. Oxford University Press, 2015.

- Peters, Robert. *English Reading Comprehension Skills for Business*. Cambridge University Press, 2018.
- Rao, P.K. *Business Communication*. Himalaya Publishing, 2017.
- Adler, Ronald B., *Communicating at Work: Principles and Practices for Business and the Professions*. McGraw-Hill, 2012.
- Locker, Kitty O., and Donna Kaczmarek. *Business Communication: Building Critical Skills*. McGraw-Hill, 2016.

CRITICAL THINKING AND APPLIED REASONING

Skill Enhancement Courses (SEC)-II

Paper Code: SE25001

Full Mark: 100
Credit Point: 3

Unit 1: Introduction to Critical Thinking

Definition and significance

Basic Concepts

Arguments: premises and conclusions

Types of reasoning: deductive vs. inductive

Fallacies

Common logical fallacies

Identifying fallacies in arguments

Unit 2: Philosophical Methods and Argumentation

Philosophical Inquiry

The role of questions in philosophy

Methods of analysis: Socratic questioning

Constructing Arguments

How to formulate a strong argument

The structure of philosophical essays

Analyzing Philosophical Texts

Unit 3: Application of Critical Thinking in Ethical Philosophy

Ethical Reasoning

Introduction to major ethical theories (utilitarianism, deontology, virtue ethics)

Debate Format

Engaging in structured debates on moral questions

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	1	1	1	1	1	2	1	3	3	2	1	2	2
CO2	3	3	2	3	1	1	1	1	1	2	1	2	3	2	2	3	1
CO3	3	3	3	2	1	1	1	1	2	2	1	2	3	3	2	2	2
CO4	2	3	2	3	3	2	1	1	2	2	1	3	2	2	3	3	3
CO5	3	3	2	2	2	1	1	1	2	2	1	3	3	3	2	2	2
Avg	2.8	3.0	2.2	2.4	1.6	1.2	1.0	1.0	1.6	2.0	1.0	2.6	2.8	2.4	2.0	2.4	2.0

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High).

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Identifying logical fallacies and ensuring integrity in professional communication.
Human Values	High	Applying ethical reasoning to personal and social moral dilemmas.
Digital Literacy	Medium	Evaluating information quality and argument validity in digital media.
Social Justice	Medium	Constructing fair and well-reasoned arguments in social debates.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Developing core cognitive skills for lifelong learning and intellectual independence.
SDG 16	Peace, Justice and Strong Institutions	Encouraging rational, evidence-based dialogue to resolve conflicts.
SDG 5	Gender Equality	Using unbiased logical analysis to challenge stereotypes and systemic

		fallacies.

Suggested Readings:

1. Moore, B. N., and Parker, R. (2017). Critical Thinking
2. Walton, D. N. (2008). Informal Logic: A Pragmatic Approach.
3. Kant, I. Critique of Pure Reason (selected excerpts).
4. Analyzing contemporary philosophical essays
5. Rachels, J., and Rachels, S. (2015). The Elements of Moral Philosophy.
6. Selected articles on contemporary ethical issues.
7. Mills, C. W. (1956). The Power Elite (selected excerpts).
8. Sen, Madhuchanda. An Introduction to Critical Thinking, Pearson Publication.
9. Richard, Feldman, Reason and Argument. Pearson Publication.

SEMESTER-IV

MODERN EUROPEAN PHILOSOPHY
Major Paper-V
Paper Code: PI20002

Full Mark: 60+40
Credit Point: 4

Course Objectives:

In the Modern European Philosophy paper, students will examine the development of European philosophical thought from the 17th to the 20th century, analyze key philosophical movements and texts, critically evaluate philosophical arguments, and appreciate the influence of modern European philosophy on contemporary thought.

Course Outcomes:

CO-1: To understand major philosophical thoughts in modern European philosophy.

CO-2: To analyze key philosophical texts and arguments within their historical and cultural contexts.
CO-3: To critically evaluate the contributions and limitations of modern European philosophical ideas.
CO-4: To appreciate the impact of modern European philosophy on contemporary thought and society.
CO-5: To apply insights from modern European philosophy to contemporary philosophical inquiries.

Course Content:

UNIT-I	Bacon: Theory of Idola, Inductive method Descartes: Universal doubts, Cogito-Ergo-Sum
UNIT-II	Spinoza: God and Substance Leibnitz: Theory of Monads, Pre-established harmony
UNIT-III	Locke: Refutation of Innate Ideas, Theory of knowledge
UNIT-IV	Berkeley: Subjective idealism, Ese-est-percipii Hume: Impression and idea, Skepticism and causality
UNIT-V	Kant: Reconciliation between Empiricism and Rationalism possibility of synthetic a-priori judgement.

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	1	1	1	1	1	2	1	3	3	2	1	2	2
CO2	3	3	2	3	1	1	1	1	1	2	1	2	3	2	2	3	1
CO3	3	3	3	2	1	1	1	1	2	2	1	2	3	3	2	2	2
CO4	2	3	2	3	3	2	1	1	2	2	1	3	2	2	3	3	3
CO5	3	3	2	2	2	1	1	1	2	2	1	3	3	3	2	2	2
Avg	2.8	3.0	2.2	2.4	1.6	1.2	1.0	1.0	1.6	2.0	1.0	2.6	2.8	2.4	2.0	2.4	2.0

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High).

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Logical integrity in

		argumentation and the ethical implications of Rationalism vs. Empiricism.
Gender	Low	Analysis of the historical exclusion or inclusion of diverse perspectives in the Enlightenment era.
Human Values	Medium	Clarification of thought to foster honest communication and the pursuit of objective truth.
Environment and Sustainability	Low	Modern views on the relationship between the human mind (subject) and the external world (nature).

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Developing advanced critical thinking and historical analysis of European thought.
SDG 9	Industry and Innovation	Foundational logic and epistemology relevant to the development of modern scientific methods.
SDG 16	Peace and Strong Institutions	Clarification of thought to reduce communicative puzzles and foster rational discourse.

Recommended readings:

- Mashih. Y, A critical History of Western Philosophy, Motilal Banarasi Dass. Delhi
- R.K. Pati, History of European Philosophy, A.K. Mishra Publishers, Bhubaneswar.
- Connor, D.J. (1964), *A Critical History of Western Philosophy,* Macmillan, New York, 1964.
- Moore, Bruder, (2011), *Philosophy: The Power of Ideas,* New Delhi: Tata MacGraw Hill.
- Stegmuller, W. (1969), *Main Currents in Contemporary German, British and American Philosophy,* Dordrecht, D. Reidel Publishing.
- Thomson, Garrett, (1993), *An Introduction to Modern Philosophy,* California: Wadsworth Publishing.

TRUTH FUNCTIONAL LOGIC
Major Paper-VI
Paper Code: PI20004

Full Mark: 60+40
Credit Point: 4

Course Objectives:

The objective of this course is to make students understand the significance of logic and language, method of deduction, Quantification theory, and involve the relationship between natural language and symbolic logic.

Course Outcomes:

CO 1: To develop good intellectual enterprise.
CO 2: To make the intellect sharp. To improve the critical and analytical capacities along with problem solving skills.
CO 3: To open up into the world of digital logic and logical gates.
CO 4: To test validity using truth table
CO 5: To train how to draw conclusion.

Course Content:

UNIT-I	Introduction: The calculus of propositions
UNIT-II	Basic Truth Tables (Direct and Indirect method)
UNIT-III	Proving validity (Decision Procedure and Normal Form)
UNIT-IV	Logic of Singular and Universal Propositions
UNIT-V	Boolean Algebra

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	1	1	1	1	1	2	1	3	3	2	1	2	2
CO2	3	3	2	3	1	1	1	1	1	2	1	2	3	2	2	3	1
CO3	3	3	3	2	1	1	1	1	2	2	1	2	3	3	2	2	2
CO4	2	3	2	3	3	2	1	1	2	2	1	3	2	2	3	3	3
CO5	3	3	2	2	2	1	1	1	2	2	1	3	3	3	2	2	2
Avg	2.8	3.0	2.2	2.4	1.6	1.2	1.0	1.0	1.6	2.0	1.0	2.6	2.8	2.4	2.0	2.4	2.0

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High).

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Rigorous logical deduction and intellectual honesty in argumentation.
Digital Literacy	High	Foundational understanding of logic gates and Boolean algebra for computer science.
Human Values	Medium	Developing clear and unbiased reasoning skills.
Innovation	Medium	Application of quantification theory and symbolic logic to complex problem solving.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Equipping students with foundational tools for critical thinking and deductive analysis.
SDG 9	Industry, Innovation and Infrastructure	Providing the mathematical and logical basis for digital systems and software development.
SDG 16	Peace, Justice and Strong Institutions	Encouraging rational discourse and evidence-based decision making.

Recommended readings:

- Introduction to Logic by Irving M. Copi (14th Edition) Prentice Hall of India.
- Symbolic Logic by Basson and O' Connor

FUNDAMENTALS OF CONTEMPORARY INDIAN PHILOSOPHY
Core Courses
Major Paper-VII
Paper Code: PI20006

Full Mark: 60+40
Credit Point: 4

Course Objectives:

In the Contemporary Indian Philosophy paper, students will explore recent developments and debates in Indian philosophical thought, critically analyze contemporary philosophical texts

and arguments, engage with issues relevant to contemporary Indian society, and appreciate the dynamic nature of contemporary Indian philosophical discourse.

Course Outcomes:

CO-1: To understand recent developments and debates in contemporary Indian philosophy.
CO-2: To analyze and evaluate contemporary philosophical texts and arguments within their cultural and historical contexts.
CO 3: To engage with issues relevant to contemporary Indian society and culture.
CO 4: To appreciate the diversity of perspectives within contemporary Indian philosophical discourse.
CO 5: To apply insights from contemporary Indian philosophy to philosophical inquiry and contemporary issues.

Course Content:

UNIT-I	Vivekananda: The concept of man universal religion and practical Vedanta
UNIT-II	Rabindranath Tagore: God as Reality, Nature of Religion, Man and his Destiny
UNIT-III	Mahatma Gandhi: God as truth, Non-violence, Satyagraha and Sarvodaya
UNIT-IV	Sri Aurobindo: World, Maya, Evolution and Reality (Sacchidananda), Integral yoga
UNIT-V	Radhakrishnan: Man and his Destiny, Religion and Religious Experience; Intellect and Intuition

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	1	1	1	1	1	2	1	3	3	2	1	2	2
CO2	3	3	2	3	1	1	1	1	1	2	1	2	3	2	2	3	1
CO3	3	3	3	2	1	1	1	1	2	2	1	2	3	3	2	2	2
CO4	2	3	2	3	3	2	1	1	2	2	1	3	2	2	3	3	3
CO5	3	3	2	2	2	1	1	1	2	2	1	3	3	3	2	2	2
Avg	2.8	3.0	2.2	2.4	1.6	1.2	1.0	1.0	1.6	2.0	1.0	2.6	2.8	2.4	2.0	2.4	2.0

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High).

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Gandhian principles of truth and non-violence in professional and public life.
Gender	Medium	Tagore and Vivekananda's views on the empowerment and spiritual equality of individuals.
Human Values	High	Universal brotherhood, Sarvodaya (welfare of all), and Practical Vedanta.
Environment and Sustainability	Medium	Tagore's philosophy of nature and the interconnectedness of man and the environment.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Promoting global citizenship education and appreciation of cultural diversity.
SDG 10	Reduced Inequalities	Application of Sarvodaya and universal religion to foster social inclusion.
SDG 16	Peace, Justice and Strong Institutions	Using Satyagraha and non-violence as frameworks for conflict resolution and peace.

Recommended readings:

- Lal Basant Kumar, (1973), Contemporary Indian Philosophy, Motilal Banarasdas Publication
- Mahadevan T M P.- Contemporary Indian Philosophy.
- H. Sahoo, Contemporary Indian Philosophy (Ed), Kalyani Publishers.

PHILOSOPHICAL PERSPECTIVES: COURSE-BASED PRESENTATION
Major Paper-VIII
Paper Code: PI20082

Full Mark: 100

Credits: 2

Indian Philosophy

1. The Concept of Dharma in Indian Philosophy – Vedas, Upanishads, Bhagavad Gita, and contemporary relevance.
2. Theory of Karma and Rebirth – Comparative study of Hinduism, Buddhism, and Jainism.
3. Advaita Vedanta of Shankaracharya – Nature of Brahman, Maya, and Liberation.
4. Buddhist Philosophy – Four Noble Truths, Dependent Origination, and the Doctrine of No-Self (Anātman).
5. Jain Philosophy – Anekāntavāda, Syādvāda, Ahimsa, and Aparigraha.

Western Philosophy

6. Plato's Theory of Forms
7. Aristotle's Virtue Ethics, Theory of Causation
8. René Descartes and Rationalism – Methodic doubt and "Cogito, ergo sum."
9. Immanuel Kant's Moral Philosophy – Categorical Imperative, duty, and autonomy.
10. Mind-Body Parallelism of Spinoza, Theory of Substance.
11. Leibnitz's: Monadology, Doctrine of Pre-established harmony.
12. Locke's Theory of Knowledge

Each topic will be a 15–20-minute presentation with philosophical analysis, critical evaluation, and contemporary relevance.

BASICS OF MODERN INDIAN PHILOSOPHY
Minor Paper-IV
Paper Code: PI22002

Full Mark: 60+40
Credit Point: 4

Course Objective:
In the paper on Basics of Modern Indian Philosophy, students will explore the foundational concepts, major thinkers, and key philosophical issues that have shaped modern Indian thought, examining the intersections between traditional Indian philosophy and colonial encounters, modernity, and social reform movements.

Course Outcomes:

CO-1: To understand the historical and intellectual context of modern Indian philosophy

CO-2: To analyze key philosophical texts and ideas of modern Indian thinkers.

CO-3: To critically evaluate the responses of modern Indian philosophy to colonialism, modernity, and social change.

CO-4: To appreciate the diversity of perspectives within modern Indian philosophical discourse.

CO-5: To apply insights from modern Indian philosophy to contemporary philosophical inquiries and social issues.

Course Content:

UNIT-I	Vivekananda: The concept of man, universal religion.
UNIT-II	Rabindranath Tagore: God as Reality, Nature of Religion, Man and his Destiny
UNIT-III	Mahatma Gandhi: God as truth, Non-violence, Satyagraha and Sarvodaya
UNIT-IV	Radhakrishnan: Man and his Destiny, Religious Experience
UNIT-V	Sri Aurobindo: World, Maya, Integral yoga

Recommended readings:

- Lal Basant Kumar, (1973), Contemporary Indian Philosophy, Motilal Banarasdas Publication
- Mahadevan T M P.-Contemporary Indian Philosophy
- H. Sahoo, Contemporary Indian Philosophy (Ed), Kalyani Publishers.

PROFESSIONAL COMMUNICATION
Ability Enhancement Courses (AEC)-IV
Paper Code: AE24002

Full Mark: 100
Credits: 2

Course Objectives:

- Understand the fundamental principles of the writing process and the conventions of academic and professional writing.
- Develop the ability to summarize and paraphrase texts accurately using their own words while maintaining the original meaning.
- Enhance critical thinking skills through the synthesis, analysis, interpretation, and evaluation of ideas and information.
- Learn to structure coherent and logical arguments with effective introductions, supporting points, and conclusions.
- Apply professional communication skills to produce clear, organized, ethical, and audience-appropriate written communication.

Course Outcomes:

1. Explain and apply the fundamental principles of the writing process and conventions of academic writing.
2. Summarize and paraphrase academic and professional texts accurately, clearly, and ethically in their own words.
3. Demonstrate critical thinking through the synthesis, analysis, interpretation, and evaluation of information and arguments.
4. Construct well-organized arguments with effective introductions, logical development of ideas, appropriate transitions, and meaningful conclusions.
5. Produce coherent, concise, grammatically appropriate, and audience-oriented written communication for academic and professional purposes.

Course Contents:

Unit I: Fundamentals of Professional Communication

- Nature, Scope, and Importance of Professional Communication.
- Principles and Barriers of Effective Communication.
- Verbal and Non-verbal Communication Skills.
- Listening Skills and Professional Etiquette.

Unit II: Written Professional Communication

- Business Letters and Official Correspondence.
- Email Writing and Digital Communication Etiquette.
- Report Writing, Memos, and Notices.
- Résumé/CV, Cover Letter, and Job Application Writing.

Unit III: Oral Communication and Presentation Skills

- Public Speaking and Presentation Techniques.
- Group Discussion and Team Communication.
- Interview Skills and Professional Interaction.
- Meeting Management and Minute Writing.

Unit IV: Workplace Communication and Employability Skills

- Workplace Ethics and Cross-cultural Communication.
- Leadership, Teamwork, and Conflict Resolution.
- Negotiation and Interpersonal Communication Skills.
- Professional Networking and Career Development Skills.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	3	3	3	2	2	3	2	2	2	3

CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	3	3	3	3	2	1	1	1	2	3	1	3
CO5	3	2	2	2	2	1	1	1	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	2
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical business communication, academic integrity, plagiarism avoidance, transparency in reporting
Gender	Medium–High	Inclusive language, gender-sensitive communication in professional settings
Human Values	High	Clarity, respect, professionalism, teamwork, effective interpersonal communication
Environment & Sustainability	Medium	Digital communication practices, responsible information sharing, reducing communication barriers

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	**Quality Education**	Develops advanced writing, analytical, and communication skills
SDG 5	**Gender Equality**	Encourages inclusive and equitable communication practices
SDG 8	**Decent Work & Economic Growth**	Enhances employability through professional communication skills
SDG 9	**Industry, Innovation & Infrastructure**	Promotes digital and organizational communication competence
SDG 16	**Peace, Justice & Strong Institutions**	Supports ethical communication, accountability, and transparency

Recommended Learning Resources

1. Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
2. Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient Black Swan, 2010).
3. Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP,
4. 2nd edn, 1998).
5. Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).
6. Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: The Moves That Matter in Academic Writing*. 4th Edition, W.W. Norton, 2018.
7. Cottrell, Stella. *The Study Skills Handbook*. 5th Edition, Macmillan, 2019.
8. Purdue Online Writing Lab (OWL). *Paraphrasing and Summarizing*. Purdue University, 2020.
9. Paul, Richard, and Linda Elder. *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life*. 2nd Edition, Pearson, 2012.
10. Kirkman, Thomas W. *Academic Argument: Writing, Reading, and Thinking Critically*. Longman, 2013.

SEMESTER- V (Single Major)

ANALYTIC PHILOSOPHY
Major Paper -IX
Paper Code: PI30001

Full Mark: 60+40
Credit Point: 4

Course objective:

This course gives focus on the ways of knowledge. It lays emphasis on the views of different philosophers on the sources of knowledge.

Course Outcomes:

CO-1: Analytical philosophy gives a training on understanding the function and limitations of language in its logical and natural expressions.
CO-2: It helps the student to identify the possible troubles that may arise due to the mistaken use of language and logical argumentations.
CO-3: Helps the student to see how proper use of language helps to come out of a good number of puzzles.
CO-4: Understand the philosophies of Russell, Strawson and A.J. Ayer.
CO-5: Analyse the contributions of G.E. Moore and W.V.O. Quine's philosophy.

Course Content:

UNIT-I	Appearance and Reality, Existence of Matter, Nature of Matter (Problems of Philosophy by Bertrand Russell)
UNIT-II	Knowledge by Acquaintance and knowledge by Description (Problems of Philosophy by Bertrand Russell)
UNIT-III	Elimination of Metaphysics (A. J. Ayer)
UNIT-IV	A Defence of Common Sense (G.E. Moore)
UNIT-V	Two Dogmas of Empiricism (W.V.O. Quine)

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3

Avg	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High)

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Social responsibility, justice in institutional frameworks, and ethical citizenship.
Gender	High	Sociology of marriage and family, inclusive social change, and equality in ideals of Ambedkar/Gandhi.
Human Values	High	Rights and duties, ideals of liberty and equality, and cultural institution respect.
Environment and Sustainability	Medium	Social change and progress distinguished through the lens of sustainable societal growth.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Role of educational institutions in fostering social values and progress.
SDG 5	Gender Equality	Critical analysis of social institutions (family/marriage) and equality as a social value.
SDG 10	Reduced Inequalities	Comparative study of Marx, Gandhi, and Ambedkar on justice and societal reform.
SDG 16	Peace, Justice, and Strong Institutions	Understanding the foundations of community, society, and the ideal of justice.

Recommended readings:

- R. Ammarman, Classics of Analytical Philosophy
- P.K. Mohapatra, Perspective in Analytical Philosophy
- A. Martinich and David Sosa (eds.) (2001), *Analytic Philosophy: An Anthology,* Black Well.
- Glock, Hans-Johann., (2008), *What is Analytic Philosophy,* Cambridge, Cambridge University Press.
- Stephen P. Schwartz. (2012), *A Brief History of Analytical Philosophy: From Russell to Rawls.*
- Urmson, J. O. (1978), *Philosophical analysis*, New York, Oxford University Press.

CONTINENTAL PHILOSOPHY
Major Paper-X
Paper Code: PI-30003

Full Mark: 60+40
Credit Point: 4

Course Objective:
Continental Philosophy aims to challenge traditional philosophical assumptions, question established norms, and provide alternative perspectives on ontology, epistemology, and ethics. Its objectives include fostering critical engagement with the human condition, understanding the interplay between individual subjectivity and societal structures, and enriching philosophical discourse.

Course Outcomes:
CO-1: At the end of the course, the student will be familiar with Hegel's Dialetic.
CO-2: The student will also be acquainted with the appearance and reality giving rise to understanding of the world.
CO-3: He will be able to know the radical empiricism of Willium James.
CO-4: This enables him to gain the knowledge on Bergson's theory on creative evolution.
CO-5: He will also be aware of existentialist movement as the presentation of horizons of meaning, which had a profound impact on literary and aesthetic theories.

Course Content

UNIT-I	Hegel: Dialectic, Idealism
UNIT-II	Bradley: Reality, Degrees of Truth
UNIT-III	James: Radical Empiricism, Truth
UNIT-IV	Bergson: Creative Evolution
UNIT-V	Sartre: Existentialism is a humanism

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2

CO 4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO 5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3
Avg	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Critical engagement with societal structures and ethical responsibilities in ontology.
Gender	Medium	Alternative perspectives on subjectivity and human condition.
Human Values	High	Existentialist horizons of meaning and the intrinsic value of human freedom (Sartre).
Environment and Sustainability	Medium	Creative evolution and philosophical interpretations of natural processes.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Developing critical theorizing capacity and enriching philosophical discourse.
SDG 16	Peace, Justice, Strong Institutions	Questioning established norms and understanding individual/societal structures.

Recommended readings:

- Dutta. D. M, Chief currents of Contemporary Philosophy (University of Kolkata) John Passmoor, Hundred years of Philosophy

APPLIED ETHICS
Major Paper-XI
Paper Code: PI30005

Full Mark: 60+40
Credit Point: 4

Course Objective:

This course aims to acquaint the student with the various concepts of ethics, ethical issues practices in biomedical, business, corporate and social responsibility, strengthening personal and organizational integrity, ethics and ecology. This course will help the students in understanding the ethical issues prevailing in contemporary lives.

Course Outcome:

CO-1: Understand the nature of application in traditional ethics.

CO-2: Understand the necessity of Paper Codes of conduct essential to Professionalism.

CO-3: Comprehend the major bioethical issues related to human life, death and health.

CO-4: Critically evaluating gender conceptions in moral consciousness.

CO-5: Understanding ethical concerns of ecological crisis through an examination of major theories like anthropocentrism, deep ecology, land ethics.

Course Content:

UNIT-I	An Introduction to Moral Philosophy and Applied Ethics
UNIT-II	Value of Human Life Human Rights Punishment Abortion
UNIT-III	Environmental Ethics Nature as a means or an end Respect for Animals and Ecology
UNIT-IV	Professional Ethics and Public Policy Medical Ethics-Surrogacy, Doctor-patient relation, Euthanasia
UNIT-V	Media Ethics-Privacy, Ethical Issues in Cyberspace

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3
Aver	2.	2.	2.	2.	1.	2.	2.	1.	1.	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

age	6	2	2	2	4	4	6	8	6								

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Codes of conduct for professionalism and institutional integrity.
Gender	High	Critically evaluating gender conceptions in moral consciousness.
Human Values	High	Value of human life, human rights, and bioethical concerns.
Environment and Sustainability	High	Ecological crisis, deep ecology, and land ethics.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 3	Good Health and Well-being	Bioethical issues related to life, death, and medical ethics.
SDG 5	Gender Equality	Evaluating gender conceptions in moral consciousness.
SDG 13	Climate Action	Addressing ethical concerns of ecological crisis and environmental ethics.
SDG 16	Peace, Justice, Strong Institutions	Human rights, punishment, and professional integrity.

Recommended readings:

- Sahoo .H (Ed) An Introduction to Practical Ethics (Kalyani Publishers)
- Holmes Rolston and Andrew Light (eds) (2007), *Environmental Ethics: An Anthology,* U.S.A, Blackwell.
- Jecker, Nancy S. Jonsen Albert R and Robert A Pearlman (eds)(2010), *Bioethics: An Introduction to the History, Method and Practice.* New Delhi, Jones and Bartlett.
- J.P. Thirox, Ethics: Theory and Practice
- Piet John H., and Prasad Ayodhya (eds), (2000), *An Introduction to Applied Ethics,* New Delhi, Cosmo Publications
- Singer Peter, (1986), *Applied Ethics,* Oxford, Oxford University Press. J.Jagadev,Bio-medical Ethics

PHILOSOPHY OF WORLD RELIGION

Major Paper- XII
Paper Code: PI30007

Full Mark-60+40
Credit Point-04

Objectives:

The main objective of this course is to make objectivity with respect to religions more clear and concern about God, Soul, Life etc. To introduce philosophical discussion about religion. To explore the arguments for and against the existence of God, the core notion of religion. To throw light on the nature of religious language.

Course outcomes:

CO-1: To understand the rational aspect of various religions and roles of human life.

CO-2: To develop the students outlooks of equality and respect for religions and also in their behaviour.

CO-3: To make the students fa miliar with the basic tenets of some major religions across and enlighten them about the concepts of religious pluralism, inter-religious dialogue and possibility of universal religion.

CO-4: This is right way to inculcate brotherhood and harmony.

CO-5: This will pave the way for world peace.

COURSE CONTENT

UNIT- I	Hinduism: The basic tenets of Hinduism,
UNIT- II	Buddhism- Four Noble Truths, No-Soul Theory Doctrine of momentariness, Nirvana
UNIT- III	Judaism - Torah, Concept of God, Jewish Ethics, Belief in after life. Christianity- Jesus, Core beliefs, Bible, Eschatology, Free will
UNIT- IV	Islam- Prophet Muhammad, Quran Article of faith, Pillars of Faith
UNIT-V	Jainism- Mahavira -Concept of Soul, Moksha, Ethics

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
C	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3

O 5																	
Avg	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Ethical conduct in inter-religious dialogue and respect for diverse belief systems.
Gender	Medium	Exploration of gender roles and perspectives within major world religions.
Human Values	High	Core values of brotherhood, harmony, and peace as reflected in religious tenets.
Environment and Sustainability	Medium	Religious perspectives on nature, ecology, and stewardship of the Earth.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Developing critical understanding of cultural and religious diversity.
SDG 10	Reduced Inequalities	Promoting equality and respect across different religious groups.
SDG 16	Peace, Justice, Strong Institutions	Inculcating harmony and brotherhood for world peace.

Suggested readings:

1. Ranganathananda,Swami :*Eternal Values for a Changing Society*, Vol I, Bharatiya Vidya Bhavan
2. Mohan Lal Mehta*, Jaina Philosophy*, Varanas
3. R.Puligandla, *Fundamentals of Indian Philosophy*(NY)
4. David Kalupahna (ed*), Buddhist Thought and Rituals*, (NY)
5. Fazlur, Rahman - *Islam*, NY
6. Jeffery, Arthur (Ed*) Islam: Muhammad and His Religion*
7. Goseph Ratzinger - *ntroduction to Christianity*- Sanfrancisc
8. Radhakrishnan, S: *Religion in a Changing World*
9. WilliamJames*: Varieties of Religious Experience*

10. Masih, Y: *Religious Philosophy*, Motilal Banarasi Dass, New Delhi
11. Mohanty, Aditya Kumar*: Comparative Religion: Concept and issues,* DSA, UU, Bhubaneswar
12. Masih,Y :*World Religions*, Motilal Banarasi Dass, New Delhi
13. Smart, N. (1997). The philosophy of religion transformed. In
14. Thomas Dean (ed.), Religious pluralism and truth (Reprint). Delhi: Sri Satguru Publications.
15. Bilimoria, Purushottam; Prabhu, Joseph and Sharma, Renuka (eds.). (2007). Indian ethics. New Delhi: Oxford University Press.
16. Prasad, R. (1989). Karma, causation and retributive morality. Delhi: ICPR.
17. Langerak, E. (2003). Pluralism, tolerance and disagreement. In Charles Taliaferro and Griffiths (eds.), Philosophy of religion: An anthology. USA: Blackwell Publishing Ltd.
18. Plantinga, A. (1999). Is naturalism irrational? In E. Stump and M. J. Murray (eds.), Philosophy of religion. USA: Blackwell.
19. Stace, W. T. (1974). The teachings of the mystics. In B. A. Brody (ed.), Readings in the philosophy of religion: An analytic approach. New Jersey: Englewood Cliffs, Prentice Hall

SOCIAL AND POLITICAL PHILOSOPHY
Minor Paper-V
Paper Code: PI32001

Full Mark: 60+40
Credit Point: 4

Course Objective:
The paper aims at cultivating the theorizing capacity of the students at the same time sensitizing them to contemporary social and political issues.

Course Outcomes:
CO-1: At the end of the course, the student will come out with knowledge of the structure and dynamics of the State.
CO-2: He will be able to understand and evaluate the rise and fall of ideologies as grand narratives.
CO-3: In light of this understanding, he will be able to position himself in the ongoing debates between Liberalism and Socialist Humanism.
CO-4: He will be able to know the power of Authority.
CO-5: He will be able to know the grounds of Political Obligation.

Course Content:

UNIT-I	Society, Social Law, Philosophy of Social Science
UNIT-II	Political ideas, Liberty, Authority and Justice
UNIT-III	Equality and Impartiality, The Right to Equality, Human Rights
UNIT-IV	Power and Authority
UNIT-V	Grounds of Political Obligation The Social Contract Theory

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3
Avg	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (medium), 3 – Strongly mapped (High), 4 – "_" means there is no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Institutional frameworks, political obligation, and ethical citizenship.
Gender	Medium	Equality, human rights, and social justice perspectives.
Human Values	High	Liberty, Justice, and the Right to Equality as core human values.
Environment and Sustainability	Medium	Social laws and the evolution of society towards sustainable governance.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 10	Reduced Inequalities	Analysis of Equality, Impartiality, and Human Rights.
SDG 16	Peace, Justice, and Strong Institutions	Exploring the dynamics of the State, Authority, and Political Obligation.

Recommended readings:

- O.P. Gauba, An Introduction to Political Philosophy
- D.D. Raphel, Problems of Political Philosophy
- Dworkin, R. (2000), "What is Equality?", in *Sovereign Virtue,* Harvard University Press
- Rawls, John, (2000), *Justice As Fairness- A Restatement,* chapter one, edited by Erin Kelly, Havard University Press.
- K.K.Ghai, Comparative Politics
- Patitapabana, Das, Social and Political Philosophy

INTERNSHIP
Paper Code: IP37081

Full Mark: 60+40
Credit Point: 2

Code	Course Title	Credit	L-T-P
IP37081	Internship	2	0-0-2

Course Objectives:

The internship provides students with practical exposure to professional work environments by applying academic knowledge to real-world problems. It develops technical competence, problem-solving ability, communication, teamwork, ethical practices, and project management skills while fostering industry readiness, professional responsibility, lifelong learning, and experiential understanding of organizational practices.

Course Outcomes:

Upon successful completion of this course, students will be able to:

- **CO1 (Knowledge/Remember):** Recall and describe the organizational structure, professional practices, workplace ethics, safety regulations, and operational procedures followed in the internship organization.
- **CO2 (Understanding):** Explain and interpret industry requirements, project workflows, organizational processes, professional responsibilities, and the application of theoretical concepts in real-world environments.
- **CO3 (Application):** Apply domain knowledge, technical skills, modern tools, and problem-solving techniques to complete assigned tasks and projects effectively in a professional setting.
- **CO4 (Analysis):** Analyze real-world problems, evaluate alternative solutions, interpret project outcomes, and recommend appropriate improvements based on technical and organizational requirements.
- **CO5 (Synthesis/Evaluation):** Demonstrate professional competence by planning, executing, documenting, and presenting internship work while exhibiting effective communication, teamwork, ethical conduct, project management, and lifelong learning skills.

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

CO	PO1	PO2	PO3	PO4	PO 5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1																
CO2																
CO3																
CO4																
CO5																

Course Duration: 38 hours

Total Practical / Lab Experiments: [38 Lab Contact Hours]

1. **Internship Orientation and Workplace Induction**

- Introduction to the organization
- Workplace policies, ethics, and safety guidelines
- Understanding organizational structure and work culture

2. **Technical Skill Development**
   - Training on organization-specific software, tools, or technologies
   - Familiarization with development environments, databases, cloud platforms, or hardware (as applicable)
3. **Assignment and Task Execution**
   - Participation in project-related activities
   - Requirement analysis and task planning
   - Problem identification and solution implementation
   - Testing and validation of assigned work
4. **Documentation and Reporting**
   - Maintenance of daily work diary/logbook
   - Weekly progress reports
   - Preparation of technical documentation
5. **Professional Skills Development**
   - Team collaboration
   - Technical communication
   - Time management
   - Professional ethics and workplace responsibility
6. **Project Demonstration**
   - Presentation of completed work
   - Demonstration of developed solution or assigned tasks
   - Interaction with industry/faculty mentor
7. **Internship Report and Viva Voce**
   - Submission of internship report
   - Seminar presentation
   - Viva voce examination

Suggested Assessment Scheme

Component	**Weightage (%)**
Industry/Supervisor Evaluation	30
Faculty Mentor Evaluation	20
Daily Logbook and Attendance	15
Internship Report	20

Presentation and Viva Voce	15

SDG Mapping for this Course

SDG	Title	Contribution
SDG 4	Quality Education	Experiential learning
SDG 8	Decent Work and Economic Growth	Work-readiness, industry exposure
SDG 9	Industry, Innovation and Infra	Understanding real-world systems
SDG 10	Reduced Inequalities	Application in tribal/rural/NGO contexts

SEMESTER- V (Double Major)

ANALYTIC PHILOSOPHY
Major Paper -IX
Paper Code: PI30001

Full Mark: 60+40
Credit Point: 4

Course objective:
This course gives focus on the ways of knowledge. It lays emphasis on the views of different philosophers on the sources of knowledge.

Course Outcomes:

CO-1: Analytical philosophy gives a training on understanding the function and limitations of language in its logical and natural expressions.
CO-2: It helps the student to identify the possible troubles that may arise due to the mistaken use of language and logical argumentations.
CO-3: Helps the student to see how proper use of language helps to come out of a good number of puzzles.
CO-4: Understand the philosophies of Russell, Strawson and A.J. Ayer.
CO-5: Analyse the contributions of G.E. Moore and W.V.O. Quine's philosophy.

Course Content:

UNIT-I	Appearance and Reality, Existence of Matter, Nature of Matter (Problems of Philosophy by Bertrand Russell)
UNIT-II	Knowledge by Acquaintance and knowledge by Description (Problems of Philosophy by Bertrand Russell)
UNIT-III	Elimination of Metaphysics (A. J. Ayer)
UNIT-	A Defence of Common Sense (G.E. Moore)

IV	
UNIT-V	Two Dogmas of Empiricism (W.V.O. Quine)

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3
Average	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (medium), 3 – Strongly mapped (High), 4 – "_" means there is no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Logical rigor in argumentation and responsible use of language in professional discourse.
Gender	Low	Conceptual analysis of identity and linguistic constructs.
Human Values	High	Critical thinking and the pursuit of objective knowledge.
Environment and Sustainability	Low	Conceptual frameworks for understanding natural vs. scientific reality.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Advanced training in logic, language analysis, and critical philosophical thought.
SDG 9	Industry, Innovation and Infrastructure	Logical frameworks essential for foundational scientific research and innovation.

Recommended readings:

- R. Ammarman, Classics of Analytical Philosophy
- P.K. Mohapatra, Perspective in Analytical Philosophy

- A. Martinich and David Sosa (eds.) (2001), *Analytic Philosophy: An Anthology,* Black Well.
- Glock, Hans-Johann., (2008), *What is Analytic Philosophy,* Cambridge, Cambridge University Press.
- Stephen P. Schwartz. (2012), *A Brief History of Analytical Philosophy: From Russell to Rawls.*
- Urmson, J. O. (1978), *Philosophical analysis*, New York, Oxford University Press.

CONTINENTAL PHILOSOPHY
Major Paper-X
Paper Code: PI30003

Full Mark: 60+40
Credit Point: 4

Course Objective:
Continental Philosophy aims to challenge traditional philosophical assumptions, question established norms, and provide alternative perspectives on ontology, epistemology, and ethics. Its objectives include fostering critical engagement with the human condition, understanding the interplay between individual subjectivity and societal structures, and enriching philosophical discourse.

Course Outcomes:
CO-1: At the end of the course, the student will be familiar with Hegel's Dialetic.
CO-2: The student will also be acquainted with the appearance and reality giving rise to understanding of the world.
CO-3: He will be able to know the radical empiricism of Willium James.
CO-4: This enables him to gain the knowledge on Bergson's theory on creative evolution.
CO-5: He will also be aware of existentialist movement as the presentation of horizons of meaning, which had a profound impact on literary and aesthetic theories.

Course Content

UNIT-I	Hegel: Dialectic, Idealism
UNIT-II	Bradley: Reality, Degrees of Truth
UNIT-III	James: Radical Empiricism, Truth
UNIT-IV	Bergson: Creative Evolution
UNIT-V	Sartre: Existentialism is a humanism

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5

CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3
Avg	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Critical engagement with societal structures and ethical responsibilities in ontology.
Gender	Medium	Alternative perspectives on subjectivity and human condition.
Human Values	High	Existentialist horizons of meaning and the intrinsic value of human freedom (Sartre).
Environment and Sustainability	Medium	Creative evolution and philosophical interpretations of natural processes.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Developing critical theorizing capacity and enriching philosophical discourse.
SDG 16	Peace, Justice, Strong Institutions	Questioning established norms and understanding individual/societal structures.

Recommended readings:

❖ Dutta. D. M, Chief currents of Contemporary Philosophy (University of Kolkata) John Passmoor, Hundred years of Philosophy

APPLIED ETHICS
Major Paper-XI
Paper Code: PI30005

Full Mark: 60+40
Credit Point: 4

Course Objective:

This course aims to acquaint the student with the various concepts of ethics, ethical issues practices in biomedical, business, corporate and social responsibility, strengthening personal and organizational integrity, ethics and ecology. This course will help the students in understanding the ethical issues prevailing in contemporary lives.

Course Outcome:

CO-1: Understand the nature of application in traditional ethics.
CO-2: Understand the necessity of Paper Codes of conduct essential to Professionalism.
CO-3: Comprehend the major bioethical issues related to human life, death and health.
CO-4: Critically evaluating gender conceptions in moral consciousness.
CO-5: Understanding ethical concerns of ecological crisis through an examination of major theories like anthropocentrism, deep ecology, land ethics.

Course Content:

UNIT-I	An Introduction to Moral Philosophy and Applied Ethics
UNIT-II	Value of Human Life Human Rights Punishment Abortion
UNIT-III	Environmental Ethics Nature as a means or an end Respect for Animals and Ecology
UNIT-IV	Professional Ethics and Public Policy Medical Ethics-Surrogacy, Doctor-patient relation, Euthanasia
UNIT-V	Media Ethics-Privacy, Ethical Issues in Cyberspace

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3
Average	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (medium), 3 – Strongly mapped (High), 4 – "_" means there is no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Professionalism, codes of conduct, and organizational integrity.
Gender	High	Critically evaluating gender conceptions in moral consciousness.
Human Values	High	Human rights, bioethical issues (life/death), and personal integrity.
Environment and Sustainability	High	Deep ecology, land ethics, and anthropocentrism theories.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 3	Good Health and Well-being	Bioethical issues related to life, death, and medical ethics.
SDG 5	Gender Equality	Focus on gender conceptions in moral consciousness.
SDG 13	Climate Action	Addressing ecological crisis and environmental ethics.
SDG 16	Peace, Justice, Strong Institutions	Human rights, punishment, and professional codes of conduct.

Recommended readings:

- Sahoo .H (Ed) An Introduction to Practical Ethics (Kalyani Publishers)
- Holmes Rolston and Andrew Light (eds) (2007), *Environmental Ethics: An Anthology,* U.S.A, Blackwell.
- Jecker, Nancy S. Jonsen Albert R and Robert A Pearlman (eds)(2010), *Bioethics: An Introduction to the History, Method and Practice.* New Delhi, Jones and Bartlett.
- J.P. Thirox, Ethics: Theory and Practice
- Piet John H., and Prasad Ayodhya (eds), (2000), *An Introduction to Applied Ethics,* New Delhi, Cosmo Publications
- Singer Peter, (1986), *Applied Ethics,* Oxford, Oxford University Press. J.Jagadev,Bio-medical Ethics

PHILOSOPHY OF WORLD RELIGION
Major Paper- XII
Paper Code: PI30007

Full Mark-60+40
Credit Point-04

Objectives:

The main objective of this course is to make objectivity with respect to religions more clear and concern about God, Soul, Life etc. To introduce philosophical discussion about religion. To explore the arguments for and against the existence of God, the core notion of religion. To throw light on the nature of religious language.

Course outcomes:

CO-1: To understand the rational aspect of various religions and roles of human life.

CO-2: To develop the students outlooks of equality and respect for religions and also in their behaviour.

CO-3: To make the students fa miliar with the basic tenets of some major religions across and enlighten them about the concepts of religious pluralism, inter-religious dialogue and possibility of universal religion.

CO-4: This is right way to inculcate brotherhood and harmony.

CO-5: This will pave the way for world peace.

COURSE CONTENT

UNIT- I	Hinduism: The basic tenets of Hinduism,
UNIT- II	Buddhism- Four Noble Truths, No-Soul Theory Doctrine of momentariness, Nirvana
UNIT- III	Judaism - Torah, Concept of God, Jewish Ethics, Belief in after life. Christianity- Jesus, Core beliefs, Bible, Eschatology, Free will
UNIT- IV	Islam- Prophet Muhammad, Quran Article of faith, Pillars of Faith
UNIT-V	Jainism- Mahavira -Concept of Soul, Moksha, Ethics

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3
Avg	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Objective philosophical inquiry and respect for religious diversity.
Gender	Medium	Ethical behavior and equality across religious perspectives.
Human Values	High	Inculcating brotherhood, harmony, and world peace.
Environment and Sustainability	Medium	Spiritual perspectives on life and existence.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Introducing rational aspects of various world religions.
SDG 10	Reduced Inequalities	Promoting respect and equality for all religions.
SDG 16	Peace, Justice, Strong Institutions	Contributing to brotherhood and world peace.

Suggested readings:

1. Ranganathananda,Swami :*Eternal Values for a Changing Society*, Vol I, Bharatiya Vidya Bhavan
2. Mohan Lal Mehta*, Jaina Philosophy*, Varanas
3. R.Puligandla, *Fundamentals of Indian Philosophy*(NY)
4. David Kalupahna (ed*), Buddhist Thought and Rituals*, (NY)
5. Fazlur, Rahman - *Islam*, NY
6. Jeffery, Arthur (Ed*) Islam: Muhammad and His Religion*
7. Goseph Ratzinger - *ntroduction to Christianity*- Sanfrancisc
8. Radhakrishnan, S: *Religion in a Changing World*
9. WilliamJames*: Varieties of Religious Experience*
10. Masih, Y: *Religious Philosophy*, Motilal Banarasi Dass, New Delhi
11. Mohanty, Aditya Kumar*: Comparative Religion: Concept and issues,* DSA, UU, Bhubaneswar
12. Masih,Y :*World Religions*, Motilal Banarasi Dass, New Delhi
13. Smart, N. (1997). The philosophy of religion transformed. In
14. Thomas Dean (ed.), Religious pluralism and truth (Reprint). Delhi: Sri Satguru Publications.
15. Bilimoria, Purushottam; Prabhu, Joseph and Sharma, Renuka (eds.). (2007). Indian ethics. New Delhi: Oxford University Press.
16. Prasad, R. (1989). Karma, causation and retributive morality. Delhi: ICPR.
17. Langerak, E. (2003). Pluralism, tolerance and disagreement. In Charles Taliaferro and Griffiths (eds.), Philosophy of religion: An anthology. USA: Blackwell Publishing Ltd.
18. Plantinga, A. (1999). Is naturalism irrational? In E. Stump and M. J. Murray (eds.), Philosophy of religion. USA: Blackwell.
19. Stace, W. T. (1974). The teachings of the mystics. In B. A. Brody (ed.), Readings in the philosophy of religion: An analytic approach. New Jersey: Englewood Cliffs, Prentice Hall

SOCIAL AND POLITICAL PHILOSOPHY
Minor Paper-V
Paper Code: PI32001

Full Mark: 60+40
Credit Point: 4

Course Objective:
The paper aims at cultivating the theorizing capacity of the students at the same time sensitizing them to contemporary social and political issues.

Course Outcomes:

CO-1: At the end of the course, the student will come out with knowledge of the structure and dynamics of the State.

CO-2: He will be able to understand and evaluate the rise and fall of ideologies as grand narratives.

CO-3: In light of this understanding, he will be able to position himself in the ongoing debates between Liberalism and Socialist Humanism.

CO-4: He will be able to know the power of Authority.

CO-5: He will be able to know the grounds of Political Obligation.

Course Content:

UNIT-I	Society, Social Law, Philosophy of Social Science
UNIT-II	Political ideas, Liberty, Authority and Justice
UNIT-III	Equality and Impartiality, The Right to Equality, Human Rights
UNIT-IV	Power and Authority
UNIT-V	Grounds of Political Obligation The Social Contract Theory

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3
Avg	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (medium), 3 – Strongly mapped (High), 4 – "_" means there is no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus

Professional Ethics	High	Institutional frameworks, political obligation, and ethical citizenship.
Gender	Medium	Equality, human rights, and social justice perspectives.
Human Values	High	Liberty, Justice, and the Right to Equality as core human values.
Environment and Sustainability	Medium	Social laws and the evolution of society towards sustainable governance.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 10	Reduced Inequalities	Analysis of Equality, Impartiality, and Human Rights.
SDG 16	Peace, Justice, and Strong Institutions	Exploring the dynamics of the State, Authority, and Political Obligation.

Recommended readings:

- O.P. Gauba, An Introduction to Political Philosophy
- D.D. Raphel, Problems of Political Philosophy
- Dworkin, R. (2000), "What is Equality?", in *Sovereign Virtue,* Harvard University Press
- Rawls, John, (2000), *Justice As Fairness- A Restatement,* chapter one, edited by Erin Kelly, Havard University Press.
- K.K.Ghai, Comparative Politics
- Patitapabana, Das, Social and Political Philosophy

WESTERN ETHICS

Minor Paper-VI

Paper Code: PI32003

Full Mark-60+40
Credit Point-04

Objectives:

The course aims at introducing the students to the basic concepts of the area of Ethics in a partly descriptive and partly analytic manner and also to acquaint them with the ethical views of some of the notable thinkers like Plato, Aristotle, Kant, *and Mill. Finally, it also deals with some theories of Ethical discourse like prescriptivism and Non-Naturalism.

Course outcomes:

The course will help the students to

CO-1: To understand what moral philosophy is and its distinctive approaches.
CO-2: To understand the fundamental moral concepts and gain an insight into the development of moral consciousness.
CO-3: To understand the major theories of normative ethics including virtue, consequentialism and deontology.
CO-4: To comprehend the nature of philosophical engagement with the concepts of rights, duties and justice.
CO-5: To examine critically the major theories of punishment such as deterrent, retributive and reformative theories.

COURSE CONTENT

UNIT-I	Ethical standards – Hedonism, Rigorism and Perfectionism
UNIT-II	Ethical Theories: Consequentialism and Deontology
UNIT-III	Virtue Ethics, Care -ethics,
UNIT-IV	Ethics of Right and Duties
UNIT-V	Meta-ethical Theories: Prescriptivism, Ideal observer's Theory, Ethical Non-Naturalism

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3
Avg	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Normative theories of duty and responsibility in professional conduct.
Gender	High	Integration of Care Ethics and inclusive moral consciousness.
Human Values	High	Foundational moral concepts, rights, duties, and justice.
Environment and Sustainability	Medium	Ethical frameworks applied to ecological responsibility and perfectionism.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Developing critical analytic capacity and moral consciousness.
SDG 16	Peace, Justice, Strong Institutions	Analysis of rights, duties, justice, and theories of punishment.

SuggestedReadings:

1. William Lillie, *Introduction to Ethics*, Allied Publishers,1988
2. Hudson*, W. D: New Studies in Ethics*, Vol. 1, Classical Theories, Ed, Macmillan,1974
3. *Ethics,* Ed. By Peter Singr, Cambridge University Press,20114.
4. Frankenna, William*, Ethics: P.H.I Learning Pvt. Ltd, New Delhi,2015*
5. Robrrt. B Zeuschner: *Classical Ethics*, Acho point books and Media,2015
6. Frank Scalandrino: *Introduction to Ethics*, Springer International Publication,2019
7. Williams, B.O.A. *Critique of Utilitarianism,2013*
8. Hudson*, W.D: Modern Moral Philosophy,* Macmillan,1958
9. Simon Blackburn*: Ethics: A Very Short Introduction*, Oxford, 2001
10. Williams, B.O.A.: *Morality: An Introduction to Ethics*, 2005
11. Sinha, Jadunath: *A manual Ethics*, New central Book Agency,1962
12. Williams, Bernard (1973). *Morality: An introduction to ethics*. Middlesex: Penguin
13. Padhi, N, C and Panigrahi, S, C*: Ethics: Western and Eastern*, Santosh Publication, Cuttack,2009
14. Adorno, T. (2000). *Problems in moral philosophy*. Cambridge: Polity Press
15. Sahoo H (Ed) Ethics: Theory and Practice, Lipika, Bhubaneswar (2019)
16. Mackie, J. (1979). *Ethics: Inventing right and wrong.* London: Penguin Books

INDIAN ETHICS
Minor Paper-VII
Paper Code: PI32005

Full Mark-60+40
Credit Point-04

Objectives:

To understand Indian ethical values, its structure and usage. To comprehend the certainty and uncertainty of life. To understand the oneness of life so that one can respect others. To control the emotions of lust, anger, greed, violence etc.

Course outcomes:

CO-1: To know about different ethical theories, different ethical issues and concepts in Indian philosophical systems.
CO-2: To gain knowledge about their rights and duties and to develop a moral life.
CO-3: Knowledge of purusartha will develop understanding of complete human personality
CO-4: Ethical knowledge of Bhagvad Gita will develop positivity and contentment in the individuals.
CO-5: It will develop sense of sacrifice and character building.

COURSE CONTENT

UNIT- I	Ethics of the Upanisads (Shreya and Preya),
UNIT- II	Theories of Purusarthas (Dharma, Artha, Kama, Moksha.
UNIT- III	Ethics of Buddhism (Eightfold path, Maitri, Karuna, Mudita)
UNIT- IV	Jaina Ethics (Concept of Triratna, Mahavratas, Anu vratas)
UNIT-V	Ethics in Bhagavad Gita (Svabhava, Svadharma, Niskama karma)

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3

Avg	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Concepts of Svadharma and Niskama Karma for professional duty and integrity.
Gender	Medium	Equality and oneness of life across all beings.
Human Values	High	Cultivation of Maitri, Karuna, Mudita, and character building.
Environment and Sustainability	Medium	Ethical usage of resources (Artha) and respect for life (Jaina/Buddhist ethics).

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 3	Good Health and Well-being	Emotional control (anger, greed) and mental positivity (Gita).
SDG 4	Quality Education	Philosophical training in character building and value systems.
SDG 16	Peace, Justice, Strong Institutions	Inculcating oneness, respect for others, and ethical living.

Suggested readings:

1. Dasgupta, S.N: *A History Of Philosophy*; Motilal Banarasidas Publishers Pvt. Delhi (1975)
2. Robert. B Zeuschner: *Classical Ethics: East and West*, Acho point books and Media,2015
3. Rangannath, Shyam: *Ethics and The history of Indian philosophy*, Motilal publication,2007.
4. N.C. Padhi and S.C. Panigrahi*: Ethics: Western and Eastern*, Santosh Publication, Cuttack
5. Moitra, S.K, *The Ethics of the Hindus*
6. Sinha, J: *A Manual of Ethics*, Central ,1984
7. Hiriyana, M: *The Indian Conception of Values*
8. Sharma, I.C*: Ethical Philosophy of India*9. Dasgupta, Surama: *Development of Moral Philosophy in India*

9. Rajendra Prasad.: *Varnadharma and Niskamakarma and Practical Morality*,
10. Sahoo, H (ed). *Ethics: Theory and practice*, Kalyani publishers

INDIAN EPISTEMOLOGY
Minor Paper-VIII
Paper Code: PI32007

Full Mark-60+40
Credit Point-04

Objectives:

To understand the basics of Indian Philosophy. To recognize and define spiritual education. To create a platform to draw educational resource input of education through interactive training methodology. To gain the knowledge of different sources of knowledge described in different schools of Indian Philosophy.

Course outcomes:

CO-1: After reading this the students will be able to know the sources of knowledge. CO-2: The course will help the students to develop and modify personality. CO3: To realize the significance of adjustment in individual and social life.

CO-4: To realize the function of reason.

CO-5: To understand the need for critical thinking.

COURSE CONTENT

UNIT- I	Pramana – Pratyaksa -Definition, Classification, Modes of perception
UNIT-II	Anumana :-Definition, Constituents, Grounds ,Classification, Fallacies
UNIT-III	Sabda , Upamana
UNIT-IV	Arthapatti, Anupalabdhi
UNIT-V	SvatahPramanya and ParatahPramanya

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3
Avg	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Rigorous reasoning (Anumana) and valid sources of knowledge in professional inquiry.
Gender	Low	Critical thinking and social adjustment perspectives.
Human Values	High	Personal and social life significance through epistemological clarity.
Environment and Sustainability	Medium	Understanding the relationship between perception (Pratyaksa) and reality.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Developing foundational cognitive skills, critical thinking, and logical reasoning.
SDG 16	Peace, Justice, Strong Institutions	Rationality and the validation of truth through various Pramanas.

Suggested readings:

1 .Chatterjee, S.C. and D.M. Datta (1984), *An Introduction to Indian Philosophy,* reprint, University of Calcutta.

2. Dasgupta, S.N. (2004), *A History of Indian Philosophy,* vol. 1, Delhi, Motilal Banarasidass Publishers, Pvt. Ltd.

3. Hiriyana, M: (1951), *Outlines of Indian Philosophy,* London: Allen andUnwin

4. Sharma, C.D*(1984) A Critical Survey of Indian Philosophy*, Motilal Banarasidas, New Delhi
5. Datta, D.M (1950) :*The Six Ways of Knowing*, Calcutta University
6. Chatterjee ,S.C.:*The Nyaya Theory of Knowledge*, Calcutta University
7. Sen, Debabrata:*The Concept of Knowledge*,
8. Nanda, Swami Satprakasa,:*Methods of Knowledge*
9. Rao ,Srinibas:*Perceptual Error: The Indian Theories*,
10. Jwala Prasad:*History of Indian Epistemology*,
11. Kar,B :*Theory of Error*,

INTERNSHIP
Paper Code: IP37081

Full Mark: 60+40
Credit Point: 2

Code	Course Title	Credit	L-T-P
IP37081	Internship	2	0-0-2

Course Objectives:

The internship provides students with practical exposure to professional work environments by applying academic knowledge to real-world problems. It develops technical competence, problem-solving ability, communication, teamwork, ethical practices, and project management skills while fostering industry readiness, professional responsibility, lifelong learning, and experiential understanding of organizational practices.

Course Outcomes:

Upon successful completion of this course, students will be able to:

- **CO1 (Knowledge/Remember):** Recall and describe the organizational structure, professional practices, workplace ethics, safety regulations, and operational procedures followed in the internship organization.

- **CO2 (Understanding):** Explain and interpret industry requirements, project workflows, organizational processes, professional responsibilities, and the application of theoretical concepts in real-world environments.
- **CO3 (Application):** Apply domain knowledge, technical skills, modern tools, and problem-solving techniques to complete assigned tasks and projects effectively in a professional setting.
- **CO4 (Analysis):** Analyze real-world problems, evaluate alternative solutions, interpret project outcomes, and recommend appropriate improvements based on technical and organizational requirements.
- **CO5 (Synthesis/Evaluation):** Demonstrate professional competence by planning, executing, documenting, and presenting internship work while exhibiting effective communication, teamwork, ethical conduct, project management, and lifelong learning skills.

CO-PO-PSO Mapping

*(Rate correlations: **1** - Weakly Mapped, **2** - Moderately Mapped, **3** - Strongly Mapped, **"_"** - No Correlation).*

CO	PO1	PO2	PO3	PO4	PO 5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1																
CO2																
CO3																
CO4																
CO5																

Course Duration: 38 hours

Total Practical / Lab Experiments: [38 Lab Contact Hours]

1. **Internship Orientation and Workplace Induction**
   - Introduction to the organization
   - Workplace policies, ethics, and safety guidelines
   - Understanding organizational structure and work culture
2. **Technical Skill Development**
   - Training on organization-specific software, tools, or technologies

- Familiarization with development environments, databases, cloud platforms, or hardware (as applicable)

3. **Assignment and Task Execution**
   - Participation in project-related activities
   - Requirement analysis and task planning
   - Problem identification and solution implementation
   - Testing and validation of assigned work
4. **Documentation and Reporting**
   - Maintenance of daily work diary/logbook
   - Weekly progress reports
   - Preparation of technical documentation
5. **Professional Skills Development**
   - Team collaboration
   - Technical communication
   - Time management
   - Professional ethics and workplace responsibility
6. **Project Demonstration**
   - Presentation of completed work
   - Demonstration of developed solution or assigned tasks
   - Interaction with industry/faculty mentor
7. **Internship Report and Viva Voce**
   - Submission of internship report
   - Seminar presentation
   - Viva voce examination

Suggested Assessment Scheme

Component	**Weightage (%)**
Industry/Supervisor Evaluation	30
Faculty Mentor Evaluation	20
Daily Logbook and Attendance	15
Internship Report	20
Presentation and Viva Voce	15

SDG Mapping for this Course

SDG	Title	Contribution
SDG 4	Quality Education	Experiential learning
SDG 8	Decent Work and Economic Growth	Work-readiness, industry exposure
SDG 9	Industry, Innovation and Infra	Understanding real-world systems
SDG 10	Reduced Inequalities	Application in tribal/rural/NGO contexts

SEMESTER-VI (Single Major)

PHILOSOPHY OF RELIGION
Major Paper-XIII
Paper Code: PI30002

Full Mark: 60+40
Credit Point: 4

Course Objective:
This course aims to acquaint the student with the various concepts of religion in theory and praxis and its relationship to human society. This course will help the students in understanding the philosophical underpinning ideas of religious tolerance and the coexistence of a multi-religious belief system.

Course Outcomes:
CO-1: At the end of the course, the student will emerge a mature person with a robust feeling of necessity for the sense of transcendence, be he a believer or an atheist.
CO-2: His encounters with varieties of religious culture and religious experience will transform him into a sober person who looks at contemporary religious conflict and terror with compassion.
CO-3: His deepest understanding ready to declare that ignorance is no reason.
CO-4: He will be able to understand the deepest meaning of religious language.
CO-5: At the end of the course, he will realize how absurd it is to have plans for scientising religion

Course Content:

UNIT-I	Religion and other Disciplines
UNIT-II	Arguments for the existence of God
UNIT-III	Arguments against the existence of God
UNIT-	Religious knowledge and Language

IV	
UNIT-V	The Problem of Evil

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3
Avg	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Critical inquiry into religious praxis and ethical coexistence in society.
Gender	Medium	Alternative perspectives on religious culture and individual subjectivity.
Human Values	High	Religious tolerance, compassion, and the sense of transcendence.
Environment and Sustainability	Low	Philosophical underpinnings of the coexistence of belief systems.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Fostering critical engagement with religious language and philosophical concepts.
SDG 16	Peace, Justice, Strong	Addressing religious conflict

	Institutions	and terror through compassion and tolerance.

Recommended readings:

- John Hicks, Philosophy of Religion
- Peterson, Hasker Reichenbach and Basinger, (2001), *Philosophy of Religion: Selected Readings, OUP.*
- Philip L Quinn and Charles Taliaferro ed (1999), *Acompanion to Philosophy of Religion, USA,* Blackwell Publishers.
- Stump and Murray, ed (1999), *Philosophy of Religion The Big Questions,* Blackwell Publications.
- Y. Maish: Religious Philosophy
- William Lane Craig ed. (2002), *Philosophy of Religion: A Reader and Guide,* Edinburgh, Edinburgh University Press.

PHILOSOPHY OF LANGUAGE
Major Paper-XIV
Paper Code: PI30004

Full Mark: 60+40
Credit Point: 4

Course Objective:
This course aims to give the knowledge on different aspects of language, definition, and concepts of philosophy.

Course Outcomes:
After completing this course, the learner will be able to know:
CO-1: The basic concepts of meaning.
CO-2: The basic concepts of definition.
CO-3: The basic concepts of logic.
CO-4: The basic knowledge on concepts.
CO-5: The basic concept of Truth.

Course Content:

UNIT-I	Word Meaning: Ambiguity; Vagueness, Referential, ideational, Behavioral and Use theory of Meaning
UNIT-II	Definition: Defining and Accompanying Characteristics; Scope of definition, Causal, Stipulative, Reportive, Real, Persuasive and Ostensive definition
UNIT-III	Analytic and Synthetic, a priori and a posteriori, synthetic-a priori, logical possibility, Empirical possibility and technical possibility

UNIT-IV	Concept: nature and scope
UNIT-V	Truth: correspondence, coherence and Truth that works; sources of knowledge

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	1	2	1	1	1	2	1	3	3	2	2	2	1
CO2	3	2	2	2	1	1	1	1	1	2	1	2	3	2	2	1	1
CO3	3	3	3	3	1	2	2	1	1	2	1	3	3	3	2	3	2
CO4	2	2	2	2	1	1	1	1	1	2	1	2	2	2	2	2	2
CO5	3	2	2	2	1	2	2	2	1	2	2	3	3	2	3	2	3
Avg	2.8	2.4	2.2	2.2	1.0	1.6	1.4	1.2	1.0	2.0	1.2	2.6	2.8	2.2	2.2	2.0	1.8

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Precision in language, avoiding persuasive/biased definitions, and ethical reporting.
Gender	Medium	Critical analysis of how language constructs social concepts and truth.
Human Values	High	Communicative clarity, intellectual honesty in truth-seeking, and respect for varying theories of meaning.
Environment and Sustainability	Low	Foundational concepts used to articulate environmental discourse.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Advanced analytical skills in

		logic, definition, and epistemological sources.
SDG 16	Peace, Justice, Strong Institutions	Developing clarity in legal and institutional language to prevent ambiguity and ensure fairness.

Recommended readings:

- John Hospers, An Introduction to Philosophical Analysis, Routledge
- Jerrold, Katz. J., (1971), *The Philosophical Relevance of Linguistic theory in The Philosophy of Language, ed.* Searle, Oxford University Press.
- Lycan, William., (2008), *Philosophy of Language: A Contemporary Introduction,* New York: Routledge.
- Matilal, B. K. (1996), *Logic, Language and Reality,* Delhi: Motilal Banarsidass, Delhi.

PHILOSOPHY OF SRIMAD BHAGAVAD GITA
Major Paper-XV
Paper Code: PI30006

Full Mark: 60+40
Credit Point: 4

Objectives:

This course on the philosophy of the Bhagavad Gita will offer a comprehensive exploration of the profound philosophical and spiritual teachings found within this ancient Indian text, and provide its applications in Modern life situations, particularly when guidance is required for very many problems in life..

Course Outcomes:

CO-1: The different aspect of human beings.
CO-2: The relation between knowledge and action.
CO-3: The coordination of knowledge and devotion.
CO-4: The relation of devotion with action and knowledge.
CO-5: The synthesis of karma, jnana and bhakti.

Course Components:

UNIT-I	Dharma: Varnadharma, Svabhava, Sadharma- Paradharma
UNIT-II	Karma: Classification of Karma; Sense of Agency, Niṣkāma Karma Lokasaṁgraha, Relation between Karma Yoga and Jñāna yoga
UNIT-III	Jnana: Distinction between Jnana and Vijñāna. Criteria of True Knowledge (Buddhi Yoga and JñānaYoga), Kṣetra, Kṣetrajña

	Puruṣottama.Sāttvika, Rājasika and Tāmasika Jñāna
UNIT-IV	Bhakti Yoga: Four kinds of devotees, Characteristics of Ideal Bhakti Saraṇāgati and Prapattikrupa (grace) Relation between Bhakti Yoga and Jñāna Yoga
UNIT-V	Synthesis of Jnana, Karma and Bhakti

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3
Avg	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Niskama Karma (selfless action) and Lokasamgraha (public welfare) in professional life.
Gender	Medium	Spiritual equality and the accessibility of Bhakti for all beings.
Human Values	High	Virtue, character building, devotion, and compassion as life guidance.
Environment and Sustainability	Medium	Concept of Lokasamgraha (maintaining the world) and the interconnectedness of Ksetra/Ksetrajna.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 3	Good Health and Well-being	Mental peace and resilience through Niskama Karma and synthesis of paths.
SDG 4	Quality Education	Advanced philosophical training in human personality and spiritual ethics.
SDG 16	Peace, Justice, Strong Institutions	Inculcating selfless action and leadership for social stability (Lokasamgraha).

Prescribed Books-

1. S. Radhakrishnan, the *Bhagavad Gītā* (Trs.andEd.)
2. S. C. Panigrahi, the *Concept of Yoga in the Gita*, Prajnaloka, Puri

Reference Books-

1. K. M. Munshi and R. R. Diwakar, *Bhagavad Gītā and Modern Life*
2. Basanta Kumar Dash, *Philosophy of Isopanisad and the Gita*, Gyanajuga Publication, Bhubaneswar
3. A. G. K. Warrier, *Śrimad Bhagavad Gītā Bhāsya of Sri Sankarāchārya: (Trs)*, Advaita Ashram, Ramakrishna Math.
4. P. N. Srinivasachari, the *Ethical Philosophy of Gītā.*
5. *Pandita Nilakantha Das, Srimad Bhagavad Gītā*, New Students Store Binod Vihari, Cuttack.
6. VIharilal Pandits ed., *Śrimad Bhagavad Gītā*, (Odia) DharmaGrantha Store, Cuttack..

FEMINISM
Major Paper-XVI
Paper Code: PI30008

Full Mark: 60+40
Credit Point: 4

Course Objective:

The objective of this course is to acquaint the student with the various concepts of philosophy and its practical issues in understanding the reality from the perspectives of gender neutrality. The debates in the conceptualization of the ontological as well as epistemological spheres can be re-evaluated by arguing against the predominant concepts.

Course Outcomes:

CO-1: At the end of the course, the student will realize that gender injustice is essentially political, that gender emancipation is part of the emancipation of mankind.

CO-2: His study of the classics of feminist thought will empower him to give a better critique of patriarchy—that citadel of male domination.

CO-3: His acquaintance with ethics of care, ethics of autonomy and gender justice will facilitate his transformation into a total man.

CO-4: He will be more sensitive to the imperatives of women empowerment.

CO-5: He has the knowledge on Gender justice.

Course Content:

UNIT-I	Feminist Movement and patriarchy
UNIT-II	Liberal and Radical Feminism
UNIT-III	Eco-feminism
UNIT-IV	Women empowerment
UNIT-V	Gender justice: Rights, Liberty, Equality and Equity

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	1	3	3	2	2	2	1	3	3	2	3	2	2
CO2	3	3	2	2	1	2	2	2	1	2	1	2	3	2	2	3	2
CO3	2	2	3	3	2	3	3	3	2	2	2	3	2	3	3	3	3
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	3	2	1	3	3	3	2	2	2	3	3	3	2	3	3
Avg	2.6	2.4	2.4	2.4	1.4	2.8	3.0	2.6	1.8	2.0	1.4	2.8	2.6	2.4	2.4	2.8	2.6

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Ethical engagement with gender neutrality and dismantling patriarchal biases in professional environments.
Gender	High	Core focus of the entire course; addressing gender injustice, patriarchy, and emancipation.
Human Values	High	Ethics of care, autonomy, and the intrinsic value of gender equality/equity.
Environment and Sustainability	High	Eco-feminism: connecting environmental concerns with gender-based social structures.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 5	Gender Equality	Primary objective: addressing gender injustice, empowerment, and rights.
SDG 10	Reduced Inequalities	Analysis of political and social inequality through feminist perspectives.
SDG 13	Climate Action	Eco-feminist approaches to sustainability and environmental ethics.
SDG 16	Peace, Justice, Strong Institutions	Foundational study of gender justice, rights, and political emancipation.

Recommended readings:

- Squires, Judith and Kemp, Sandra, Feminisms, Oxford Reader, OUP, USA, 1998.
- Moitra. Shefali, Feminist Thought, Munsiram Manoharlal, New Delhi,2002
- Kelker, A Meena, Subordination of women Discovery, Publishing House, Delhi,1995
- Desai Sonalde, India: Gender inequalities and Demographic Behaviour, Newyork: The Population council,1994.
- Chitkara, M.G., Women and social Transformation. A.P.H. Publishing corporation, New Delhi,2001.

BUSINESS ETHICS

Minor Paper-X
Paper Code- PI32002

Full Mark: 60+40
Credit Point: 4

Course Objectives:

This course on Business Ethics aims to provide students with a comprehensive understanding of the ethical principles and moral issues that arise in business practices. Students will explore foundational theories in ethics, examine real-world ethical dilemmas, and develop critical thinking skills to evaluate and resolve these issues. The course emphasizes the importance of ethical decision-making, corporate social responsibility, and the role of personal and organizational values in business. By integrating philosophical perspectives with practical applications, students will be equipped to navigate complex ethical challenges in the business world and foster a culture of integrity and accountability in their professional lives.

Course Outcomes:

CO-1: Demonstrate an understanding of key ethical theories and principles relevant to business practices.
CO-2: Analyse and evaluate ethical dilemmas in business contexts using critical thinking skills.
CO-3: Apply ethical decision-making frameworks to real-world business scenarios.
CO-4: Understand the role and impact of corporate social responsibility on businesses and society.
CO-5: Cultivate personal and professional values that promote ethical behaviour and accountability in business.

Course Content:

UNIT-I	Nature and scope of Business ethics,
UNIT-II	Moral principles and business decision making
UNIT-III	Employer and employee relationship
UNIT-IV	Corporate social responsibility
UNIT-V	Global Business Ethics

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3
Avg	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Integrity, accountability, and decision-making frameworks in the workplace.
Gender	Medium	Ethical workplace relationships, equal opportunity, and inclusive leadership.
Human Values	High	Moral principles, personal integrity, and the role of values in organizational culture.
Environment and Sustainability	High	Corporate Social Responsibility (CSR) and the ethical impact of business on society and the environment.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 8	Decent Work and Economic Growth	Promoting workplace ethics, employer-employee rights, and responsible business practices.
SDG 12	Responsible Consumption	Integrating ethics into the

	and Production	supply chain and corporate social responsibility (CSR).
SDG 16	Peace, Justice, Strong Institutions	Fostering accountability, integrity, and transparency in global business ethics.

Recommended readings:

- Smith Jeffery D. (ed)(2009), *Normative Theories of Business Ethics*, Rowman and Littlefield Publishers
- Bowie Norman, (1989), *Business Ethics*, NJ: Prentice-Hall

SEMESTER-VI (Double Major)

PHILOSOPHY OF RELIGION
Major Paper-XIII
Paper Code: PI30002

Full Mark: 60+40
Credit Point: 4

Course Objective:

This course aims to acquaint the student with the various concepts of religion in theory and praxis and its relationship to human society. This course will help the students in understanding the philosophical underpinning ideas of religious tolerance and the coexistence of a multi-religious belief system.

Course Outcomes:

CO-1: At the end of the course, the student will emerge a mature person with a robust feeling of necessity for the sense of transcendence, be he a believer or an atheist.
CO-2: His encounters with varieties of religious culture and religious experience will transform him into a sober person who looks at contemporary religious conflict and terror with compassion.
CO-3: His deepest understanding ready to declare that ignorance is no reason.
CO-4: He will be able to understand the deepest meaning of religious language.
CO-5: At the end of the course, he will realize how absurd it is to have plans for scientising religion

Course Content:

UNIT-I	Religion and other Disciplines
UNIT-II	Arguments for the existence of God

UNIT-III	Arguments against the existence of God
UNIT-IV	Religious knowledge and Language
UNIT-V	The Problem of Evil

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3
Avg	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Critical inquiry into religious praxis and ethical coexistence in society.
Gender	Medium	Alternative perspectives on religious culture and individual subjectivity.
Human Values	High	Religious tolerance, compassion, and the sense of transcendence.
Environment and Sustainability	Medium	Philosophical underpinnings of the coexistence of belief systems.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Fostering critical engagement with religious language and

		philosophical concepts.
SDG 16	Peace, Justice, Strong Institutions	Addressing religious conflict and terror through compassion and tolerance.

Recommended readings:

- John Hicks, Philosophy of Religion
- Peterson, Hasker Reichenbach and Basinger, (2001), *Philosophy of Religion: Selected Readings, OUP.*
- Philip L Quinn and Charles Taliaferro ed (1999), *Acompanion to Philosophy of Religion, USA,* Blackwell Publishers.
- Stump and Murray, ed (1999), *Philosophy of Religion The Big Questions,* Blackwell Publications.
- Y. Maish: Religious Philosophy
- William Lane Craig ed. (2002), *Philosophy of Religion: A Reader and Guide,* Edinburgh, Edinburgh University Press.

PHILOSOPHY OF LANGUAGE
Major Paper-XIV
Paper Code: PI30004

Full Mark: 60+40
Credit Point: 4

Course Objective:
This course aims to give the knowledge on different aspects of language, definition, and concepts of philosophy.

Course Outcomes:
After completing this course, the learner will be able to know:
CO-1: The basic concepts of meaning.
CO-2: The basic concepts of definition.
CO-3: The basic concepts of logic.
CO-4: The basic knowledge on concepts.
CO-5: The basic concept of Truth.

Course Content:

UNIT-I	Word Meaning: Ambiguity; Vagueness, Referential, ideational, Behavioral and Use theory of Meaning
UNIT-II	Definition: Defining and Accompanying Characteristics; Scope of definition, Causal, Stipulative, Reportive, Real, Persuasive and Ostensive definition
UNIT-III	Analytic and Synthetic, a priori and a posteriori, synthetic-a priori, logical

	possibility, Empirical possibility and technical possibility
UNIT-IV	Concept: nature and scope
UNIT-V	Truth: correspondence, coherence and Truth that works; sources of knowledge

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	1	2	1	1	1	2	1	3	3	2	2	2	1
CO2	3	2	2	2	1	1	1	1	1	2	1	2	3	2	2	1	1
CO3	3	3	3	3	1	2	2	1	1	2	1	3	3	3	2	3	2
CO4	2	2	2	2	1	1	1	1	1	2	1	2	2	2	2	2	2
CO5	3	2	2	2	1	2	2	2	1	2	2	3	3	2	3	2	3
Avg	2.8	2.4	2.2	2.2	1.0	1.6	1.4	1.2	1.0	2.0	1.2	2.6	2.8	2.2	2.2	2.0	1.8

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Precision in communication, avoiding ambiguity in professional reporting, and ethical persuasion.
Gender	Medium	Linguistic analysis of how gender concepts are defined and communicated in society.
Human Values	High	Intellectual honesty in truth-seeking and the value of clear, logical dialogue.
Environment and Sustainability	Low	Conceptual clarity required for formulating environmental laws and frameworks.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution

SDG 4	Quality Education	Developing foundational cognitive and analytical skills through linguistic and logical training.
SDG 16	Peace, Justice, Strong Institutions	Clarity in definition and truth-seeking essential for legal and transparent institutional frameworks.

Recommended readings:

- John Hospers, An Introduction to Philosophical Analysis, Routledge
- Jerrold, Katz. J., (1971), *The Philosophical Relevance of Linguistic theory in The Philosophy of Language, ed.* Searle, Oxford University Press.
- Lycan, William., (2008), *Philosophy of Language: A Contemporary Introduction,* New York: Routledge.
- Matilal, B. K. (1996), *Logic, Language and Reality,* Delhi: Motilal Banarsidass, Delhi.

PHILOSOPHY OF SRIMAD BHAGAVAD GITA
Major Paper-XV
Paper Code: PI30006

Full Mark: 60+40
Credit Point: 4

Objectives:

This course on the philosophy of the Bhagavad Gita will offer a comprehensive exploration of the profound philosophical and spiritual teachings found within this ancient Indian text, and provide its applications in Modern life situations, particularly when guidance is required for very many problems in life.

Course Outcomes:

CO-1: The different aspect of human beings.
CO-2: The relation between knowledge and action.
CO-3: The coordination of knowledge and devotion.
CO-4: The relation of devotion with action and knowledge.
CO-5: The synthesis of karma, jnana and bhakti.

Course Components:

UNIT-I	Dharma: Varnadharma, Svabhava, Sadharma- Paradharma
UNIT-II	Karma: Classification of Karma; Sense of Agency, Niṣkāma Karma, Lokasaṁgraha, Relation between Karma Yoga and Jñāna yoga
UNIT-III	Jnana: Distinction between Jnana and Vijñāna. Criteria of True Knowledge (Buddhi Yoga and JñānaYoga), Kṣetra, Kṣetrajña,

	Puruṣottama.Sāttvika, Rājasika and Tāmasika Jñāna
UNIT-IV	Bhakti Yoga: Four kinds of devotees, Characteristics of Ideal Bhakti-Saraṇāgati and Prapattikrupa (grace) Relation between Bhakti Yoga and Jñāna Yoga
UNIT-V	Synthesis of Jnana, Karma and Bhakti

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3
Avg	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Application of Niskama Karma and Lokasamgraha for ethical leadership and public welfare.
Gender	Medium	Spiritual egalitarianism and the universal accessibility of Bhakti and Jnana.
Human Values	High	Development of Sthitaprajna characteristics, compassion, and duty-bound action.
Environment and Sustainability	Medium	Interconnectedness of the field (Ksetra) and the Knower (Ksetrajna) emphasizing care for all life.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 3	Good Health and Well-being	Promoting mental resilience and spiritual well-being through balanced action.
SDG 4	Quality Education	Advanced training in the integration of practical action with philosophical wisdom.
SDG 16	Peace, Justice, Strong Institutions	Encouraging selfless service (Niskama Karma) for social justice and harmony.

Prescribed Books-

1. S. Radhakrishnan, the *Bhagavad Gītā* (Trs.andEd.)
2. S. C. Panigrahi, the *Concept of Yoga in the Gita*, Prajnaloka, Puri

Reference Books-

1. K. M. Munshi and R. R. Diwakar, *Bhagavad Gītā and Modern Life*
2. Basanta Kumar Dash, *Philosophy of Isopanisad and the Gita*, Gyanajuga Publication, Bhubaneswar
3. A. G. K. Warrier, *Śrimad Bhagavad Gītā Bhāsya of Sri Sankarāchārya: (Trs)*, Advaita Ashram, Ramakrishna Math.
4. P. N. Srinivasachari, the *Ethical Philosophy of Gītā.*
5. *Pandita Nilakantha Das, Srimad Bhagavad Gītā*, New Students Store Binod Vihari, Cuttack.
6. VIharilal Pandits ed., *Śrimad Bhagavad Gītā*, (Odia) DharmaGrantha Store, Cuttack.

E- Recourses

1. https://youtu.be/bedsn7xIn0w?si=VW5iQdLgDu5UDhA6
2. https://anubooks.com/uploads/session_pdf/16623612876.pdf
3. https://ijcrt.org/papers/IJCRT2101218.pdf
4. https://youtu.be/HHIv6qJlRjI?si=MML5aslZRwUvE1Rl
5. https://en.wikipedia.org/wiki/Jnana-Vijnana_Yoga
6. https://en.wikipedia.org/wiki/Bhakti_yoga

FEMINISM
Major Paper-XVI
Paper Code: PI30008

Full Mark: 60+40
Credit Point: 4

Course Objective:

The objective of this course is to acquaint the student with the various concepts of philosophy and its practical issues in understanding the reality from the perspectives of gender neutrality. The debates in the conceptualization of the ontological as well as epistemological spheres can be re-evaluated by arguing against the predominant concepts.

Course Outcomes:

CO-1: At the end of the course, the student will realize that gender injustice is essentially political, that gender emancipation is part of the emancipation of mankind.

CO-2: His study of the classics of feminist thought will empower him to give a better critique of patriarchy—that citadel of male domination.

CO-3: His acquaintance with ethics of care, ethics of autonomy and gender justice will facilitate his transformation into a total man.

CO-4: He will be more sensitive to the imperatives of women empowerment.

CO-5: He has the knowledge on Gender justice.

Course Content:

UNIT-I	Feminist Movement and patriarchy
UNIT-II	Liberal and Radical Feminism
UNIT-III	Eco-feminism
UNIT-IV	Women empowerment
UNIT-V	Gender justice: Rights, Liberty, Equality and Equity

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	1	3	3	2	2	2	1	3	3	2	3	2	2
CO2	3	3	2	2	1	2	2	2	1	2	1	2	3	2	2	3	2
CO3	2	2	3	3	2	3	3	3	2	2	2	3	2	3	3	3	3
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	3	2	1	3	3	3	2	2	2	3	3	3	2	3	3
Avg	2.6	2.4	2.4	2.4	1.4	2.8	3.0	2.6	1.8	2.0	1.4	2.8	2.6	2.4	2.4	2.8	2.6

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Dismantling gender-based biases in professional environments and ethical neutral inquiry.
Gender	High	Core thematic focus covering emancipation, patriarchy, and empowerment.
Human Values	High	Ethics of care, autonomy, and gender justice as fundamental human values.
Environment and Sustainability	High	Eco-feminism: The intersection of gender rights and environmental protection.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 5	Gender Equality	Central focus on women empowerment, equality, and equity.
SDG 10	Reduced Inequalities	Critique of political and social inequality from a feminist perspective.
SDG 13	Climate Action	Eco-feminism and its role in sustainable environmental ethics.
SDG 16	Peace, Justice, Strong Institutions	Exploring gender justice, rights, and political emancipation.

Recommended readings:

- Squires, Judith and Kemp, Sandra, Feminisms, Oxford Reader, OUP, USA, 1998.
- Moitra. Shefali, Feminist Thought, Munsiram Manoharlal, New Delhi,2002
- Kelker, A Meena, Subordination of women Discovery, Publishing House, Delhi,1995
- Desai Sonalde, India: Gender inequalities and Demographic Behaviour, Newyork: The Population council,1994.
- Chitkara, M.G., Women and social Transformation. A.P.H. Publishing corporation, New Delhi,2001.

BUSINESS ETHICS

Minor Paper-X
Paper Code- PI32002

Full Mark: 60+40
Credit Point: 4

Course Objectives:

This course on Business Ethics aims to provide students with a comprehensive understanding of the ethical principles and moral issues that arise in business practices. Students will explore foundational theories in ethics, examine real-world ethical dilemmas, and develop critical thinking skills to evaluate and resolve these issues. The course emphasizes the importance of ethical decision-making, corporate social responsibility, and the role of personal and organizational values in business. By integrating philosophical perspectives with practical applications, students will be equipped to navigate complex ethical challenges in the business world and foster a culture of integrity and accountability in their professional lives.

Course Outcomes:

CO-1: Demonstrate an understanding of key ethical theories and principles relevant to business practices.
CO-2: Analyse and evaluate ethical dilemmas in business contexts using critical thinking skills.
CO-3: Apply ethical decision-making frameworks to real-world business scenarios.
CO-4: Understand the role and impact of corporate social responsibility on businesses and society.
CO-5: Cultivate personal and professional values that promote ethical behaviour and accountability in business.

Course Content:

UNIT-I	Nature and scope of Business ethics,
UNIT-II	Moral principles and business decision making
UNIT-III	Employer and employee relationship
UNIT-IV	Corporate social responsibility
UNIT-V	Global Business Ethics

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5

CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3
Avg	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Integrity, accountability, and decision-making frameworks in the workplace.
Gender	Medium	Ethical workplace relationships, equal opportunity, and inclusive leadership.
Human Values	High	Moral principles, personal integrity, and the role of values in organizational culture.
Environment and Sustainability	High	Corporate Social Responsibility (CSR) and the ethical impact of business on society and the environment.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 8	Decent Work and Economic Growth	Promoting workplace ethics, employer-employee rights, and responsible business practices.
SDG 12	Responsible Consumption and Production	Integrating ethics into the supply chain and corporate social responsibility (CSR).
SDG 16	Peace, Justice, Strong Institutions	Fostering accountability, integrity, and transparency in global business ethics.

Recommended readings:

- Smith Jeffery D. (ed)(2009), *Normative Theories of Business Ethics*, Rowman and Littlefield Publishers
- Bowie Norman, (1989), *Business Ethics*, NJ: Prentice-Hall

PHILOSOPHY OF TRIBAL RELIGION

Minor Paper-XI

Paper Code: PI32004

Full Mark: 60+40

Credit Point: 4

Objectives:

Philosophy of Tribal Religion encompass a multifaceted exploration of indigenous spiritual traditions, aiming to deepen understanding, foster critical inquiry, and promote cultural appreciation. Through the examination of tribal religious beliefs, rituals, and cosmologies, the paper seeks to elucidate the philosophical underpinnings of tribal worldviews and their significance within broader socio-cultural contexts. By engaging with interdisciplinary perspectives from anthropology, philosophy, and ecology, the paper aims to uncover the ethical, ecological, and metaphysical dimensions of tribal religion, shedding light on its contributions to human thought and experience. Furthermore, the paper endeavors to cultivate empathy and respect for indigenous perspectives, advocating for social justice, cultural preservation, and collaborative engagement with tribal communities.

Course Outcomes:

CO-1. Gain a deep understanding of tribal religious beliefs, practices, and worldviews, fostering appreciation for the diversity and richness of indigenous spiritual traditions.

CO-2. Develop critical analytical skills to interpret and evaluate tribal religious texts, rituals, and cosmologies within their cultural and historical contexts.

CO-3. Explore the philosophical implications of tribal religion, including its contributions to ethical thought, environmental stewardship, and intercultural dialogue.

CO-4. Engage in interdisciplinary inquiry, drawing connections between tribal religion, anthropology, ecology, sociology, and philosophy to enrich scholarly understanding.

CO-5. Cultivate empathy and respect for indigenous perspectives, fostering a commitment to social justice, cultural preservation, and collaborative engagement with tribal

communities.

Course Content:

UNIT-I	Introduction to Tribal Religion - Overview of tribal religion: concepts, beliefs, and practices - Historical and cultural context of tribal religious traditions - Philosophical perspectives on the study of tribal religion
UNIT-II	Cosmology and Mythology - Exploration of tribal cosmology: creation myths, cosmogony, and cosmology - Analysis of mythological narratives and their significance in tribal religious thought - Comparison of tribal cosmology with other religious traditions
UNIT-III	Rituals and Ceremonies - Study of tribal rituals and ceremonies: rites of passage, seasonal ceremonies, and healing rituals - Examination of the symbolic significance and cultural meanings embedded in tribal rituals - Philosophical reflections on the role of rituals in tribal religious practice
UNIT-IV	Shamanism and Spirituality - Analysis of shamanic practices and spiritual experiences in tribal societies - Exploration of the role of shamans, healers, and spiritual leaders in tribal communities - Philosophical inquiry into the nature of spiritual realms, trance states, and altered consciousness
UNIT-V	Indigenous Knowledge and Environmental Ethics - Examination of indigenous ecological knowledge and its significance for environmental conservation - Philosophical reflections on tribal perspectives on nature, sustainability, and ecological balance - Ethical implications of tribal religion for contemporary environmental ethics

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	3	1	1	2	1	3	3	2	2	1	2
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	3

CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	3	3	2	2	2	2	3	3	2	2	2	3
Avg	2.6	2.2	2.2	2.2	1.4	2.6	2.8	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.6

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Ethical engagement with indigenous communities and respect for cultural intellectual property.
Gender	Medium	Roles within tribal rituals and spiritual leadership.
Human Values	High	Empathy, cultural appreciation, and social justice for marginalized communities.
Environment and Sustainability	High	Indigenous ecological knowledge and environmental stewardship (Unit V).

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Promoting understanding of indigenous knowledge and spiritual diversity.
SDG 10	Reduced Inequalities	Advocating for indigenous rights, cultural preservation, and social justice.
SDG 13	Climate Action	Utilizing indigenous ecological wisdom for climate resilience and sustainability.
SDG 15	Life on Land	Environmental conservation through tribal stewardship ethics.

Suggested Readings with Publications:

1. "The Forest of Symbols: Aspects of Ndembu Ritual" by Victor W. Turner (Cornell University Press, 1967)

2. "Shamanism: Archaic Techniques of Ecstasy" by Mircea Eliade (Princeton University Press, 1964)
3. "Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants" by Robin Wall Kimmerer (Milkweed Editions, 2013)
4. "The Mythology of the Bella Coola Indians" by Franz Boas (Nabu Press, 2012)

"Tribes and Tribal Religion in India" edited by Sarat Chandra Roy (S. Chand and Company Ltd., 2017)

PHILOSOPHY IN VEDAS AND UPANISHADS
Minor Paper- XII
Paper Code: PI32006

Full Mark: 60+40
Credit Point: 4

PHILOSOPHY IN VEDAS AND UPANIṢHADS

Objectives:

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 for 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 in 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.
5. To encourage critical analysis and reflection on the nature of existence, karma and other metaphysical concepts.

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, *Virāṭ Puruṣa* (*PuruṣaSukta*), *Yajña* and *Tapasyā*, *Satya and Ṛta*, *Svarga, Narka*, Life, Death and Rebirth.
UNIT-III	Introduction to *Upaniṣad*:Meaning of '*Upaniṣad' Guru-Śiṣya* and ĀśramaTraditions 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-Avidya / Aparā Vidyā, Māyā*, Status of Universe*; Karma, Jñāna* and Bhakti.
UNIT-V	Preyas, Śreyas and Niḥśreyas; Birth-Death-Rebirth and Freedom; Ethics and Religion of Upaniṣads.

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO2	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3
Avg	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Concepts of Satya, Rta, and Purushartha as foundational ethical frameworks.
Gender	Medium	Historical and philosophical roles of women in Vedic and Upanishadic wisdom.
Human Values	High	Deep spiritual ethics, the

		concept of Shreyas/Preyas, and the oneness of Atman.
Environment and Sustainability	High	Vedic Cosmology and the recognition of divine forces in nature (cosmic balance).

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Advanced philosophical training in India's rich spiritual and ethical heritage.
SDG 15	Life on Land	Vedic thoughts on Rta (cosmic order) promoting harmony with nature.
SDG 16	Peace, Justice, Strong Institutions	Encouraging a 'true Indian way of life' based on universal harmony and ethical action.

Prescribed Books:

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

Reference Books:

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

E- Resource:

1. https://egyankosh.ac.in/bitstream/123456789/34649/1/Unit-2.pdf
2. https://www.britannica.com/topic/Hinduism/Karma-samsara-and-moksha
3. https://youtu.be/ZetCDho_u7c?si=NGLi_4ys0yWw6dCC
4. https://youtu.be/PvBA7xXfLvk?si=hsrEeDz5Z_gV4DwS

YOGA PHILOSOPHY
Minor Paper- XIII
Paper Code: PI32008

Full Mark: 60+40
Credit Point: 4

YOGA PHILOSOPHY

Objectives

Yoga Philosophy aims to explore the holistic principles and practices of yoga, delving into its ancient wisdom and contemporary applications to enhance physical, mental, and spiritual well-being. Through a multifaceted approach encompassing philosophical inquiry, practical techniques, and experiential learning, the course seeks to deepen students' understanding of yoga as a transformative path towards self-realization and inner harmony. By integrating traditional teachings with modern perspectives, the objectives include fostering self-awareness, promoting holistic health, cultivating mindfulness, and nurturing a deeper connection with oneself and the world.

Course Outcomes:

1. Understanding of the importance of yoga for a balanced life.
2. Understanding of the physical, mental and spiritual dimensions of yoga.
3. Realization of the instrumentality of yoga for a spiritual transformation.
4. Integration of yoga principles into daily life for mindfulness and holistic well-being.
5. Application of yoga ethics for ethical decision-making, promoting harmony and compassion.

Courses Contents:

UNIT-I	Introduction to Yoga Philosophy; the Divine, World.
UNIT-II	Man and his Destiny according to Patañjali's Yoga; Meaning and Types of Yoga; spiritual instructions and disciplines for Yoga; Yoga for Health and Realization, Yogic Life, Courses of Sādhanā.
UNIT-III	*Yama* and *Niyamas*, *Āsana, Prāṇāyāma,Pratyāhāra, Dhāraṇā, Dhyāna* and *Samādhi* in the context of Patañjali Yoga.
UNIT-IV	*Karma, Jñāna, Raja, Bhakti Yoga, Triguna and Triguṇātīta Yoga* in the context of the Bhagavad Gītā; Integral Yoga of Sri Aurobindo.
UNIT-V	*Aṣṭāṅga Mārga*, and *Vipaśyanā*, Six *Pāramitā*s, Four *Brahma Vihāras* of the Buddhism…

CO-PO and PSO Mapping Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1	2	2	1	1	2	1	3	3	2	2	1	1
CO	3	3	2	2	1	2	2	1	1	2	1	2	3	3	2	2	2

2																		
CO3	2	2	3	3	2	3	3	2	2	2	2	3	2	2	3	3	2	
CO4	2	2	2	3	2	3	3	3	2	2	1	3	2	2	2	3	3	
CO5	3	2	2	2	1	2	3	2	2	2	2	3	3	2	2	2	3	
Avg	2.6	2.2	2.2	2.2	1.4	2.4	2.6	1.8	1.6	2.0	1.4	2.8	2.6	2.2	2.2	2.2	2.2	

Mapping Scale: 1 – Weakly mapped (Low), 2 – Moderately mapped (Medium), 3 – Strongly mapped (High), 4 – "_" means no correlation.

Cross-Cutting Issues Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Application of Yamas and Niyamas for ethical conduct and professional integrity.
Gender	Medium	Universal spiritual transformation and inclusivity in yogic practice.
Human Values	High	Cultivation of Brahma Viharas (Compassion, Loving-kindness) and mindfulness.
Environment and Sustainability	Medium	Yogic lifestyle emphasizing harmony between man, the divine, and the world.

SDG Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 3	Good Health and Well-being	Holistic physical and mental health through Asana, Pranayama, and meditation.
SDG 4	Quality Education	Transformative learning and spiritual education.
SDG 16	Peace, Justice, Strong Institutions	Promoting inner peace and ethical decision-making for social harmony.

Prescribed Books:

1. Aditya Kumar Mohanty, Yoga- Concept and Practice, CAS in Philosophy, Utkal University, Bhubaneswar
2. S.N. Dasgupta, *Yoga Philosophy*, University of Calcutta, https://archive.org/details/in.gov.ignca.7294

3. Swami Jnanananda, the *Philosophy of Yoga*, https://ia904703.us.archive.org/20/items/in.ernet.dli.2015.203895/2015.203895.The-Philosophy_text.pdf

Reference Books:

1. B.K.S. Iyengar, *Light on Yoga*, Schocken Books, New York, https://mantrayogameditation.org/wp-content/uploads/2019/12/Light-on-Yoga_-The-Bible-of-Modern-Yoga-PDFDrive.com-.pdf
2. Sri Swami Sivananda, *Yoga In Daily Life*, A Divine Life Society Publication, Uttar Pradesh, https://www.dlshq.org/download2/yogadaily.pdf

SEMESTER – VII (Single Major)
(Without Research/With Research)

PHILOSOPHICAL RESEARCH METHODOLOGY

Major Paper- XVII
Paper Code: PI40001

Full Mark: 60+40
Credit Point: 4

Objectives:

The objective of this course is to develop the ideas of students for higher studies and research orientation works. Basically, the main concern is to give a comprehensive understanding about how to formulate a questionnaire, data sheet, research proposal etc.

Course outcomes:

CO-1: To develop the student's way of thinking.
CO-2: To gain knowledge about research and the methodologies.
CO-3: To think about research in a qualitative way.
CO-4: To investigate and arrive at the conclusion in a systematic manner.
CO-5: To explore new avenues for innovation.

COURSE CONTENT:

Unit-I	Social and Political Research: Meaning, Objectives, Motivating Factors and Types Scientific Method: Characteristics, Steps/Process and Limitations.
Unit-II	Research Design: Meaning, Components, Identifying and Planning Research, Report Writing
Unit-III	Hypothesis: Meaning, Types, Sources, Formulation and Functions of Hypothesis.
Unit-IV	Survey Method: Meaning, Types Steps and Limitations, Observations, Questionnaire and Interviewing, Sampling: Meaning, Types and Selection of

	Samples
Unit-V	Data Analysis: Content Analysis, Report Writing, And Basic Statistical Concepts: Use and Limitations, Frequency and Percentage Distribution

CO-PO and PSO Mapping Matrix

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	2	3	2	2	1	1	1	1	1	2	1	3	2	2	3	2	2
CO 2	3	2	2	3	2	1	1	2	1	2	1	3	3	3	2	2	2
CO 3	2	2	2	2	1	3	2	2	2	2	1	3	2	2	3	3	3
CO 4	3	3	3	3	2	2	1	2	2	3	2	3	3	3	3	3	2
CO 5	2	2	3	3	3	2	2	2	3	3	2	3	3	3	2	3	3
Average	**2.4**	**2.4**	**2.4**	**2.6**	**1.8**	**1.8**	**1.4**	**1.8**	**1.8**	**2.4**	**1.4**	**3.0**	**2.6**	**2.6**	**2.6**	**2.6**	**2.4**

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Research Ethics	High	Scientific method limitations, objectivity in data collection, and integrity in report writing (Unit I and V).
Information Literacy	High	Identifying research sources, planning research designs, and basic statistical interpretation (Unit II and V).
Social Responsibility	Medium	Social and Political research motivating factors and impact on policy/theory (Unit I).
Professional Skills	High	Formulation of questionnaires, interviewing techniques, and technical report writing (Unit IV and V).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Equips students with the tools for academic excellence, lifelong learning, and evidence-based inquiry (CO-1, CO-2).
SDG 9	Industry, Innovation and Infrastructure	Directly promotes the capacity for research and innovation through structured methodology (CO-5).
SDG 17	Partnerships for the Goals	Utilizing data analysis and

		survey methods to understand complex social issues and foster collaborative solutions (Unit IV and V).

Suggested Readings:

- Flik, U.W.E.: *Introducing Research Methodology: A beginners guide to doing a Research Project* (2nd Ed) SAGE ,2015
- Norman, K. Dengin, Yvonna, S. Lincoln*: The SAGE Hand book of Qualitative Research*, (4th Ed) SAGE,2011
- Saharan, B. Marian, Elizabeth. J: *Qualitative Research: A Guide to Design and Implimentation*, (4th Ed), John Wiley and sons, 2015
- Creswall, John. W: *Research Design: Qualitative, Quantitative, and mixed methods Approach (4th Ed) sage, 2014*
- Panneer Selvam. R: *Research Methodology*, PHI Learning Pvt Ltd (2nd ed)
- Bryman, Alan: *Social Research Methods*, Oxford University Press,2012

CONTEMPORARY POLITICAL PHILOSOPHY
Minor Paper-XVIII
Paper Code: PI40003

Full Mark-60+40
Credit Point-04

Course Objectives:

Political philosophy involves the analysis and evaluation of political institutions, practices, and ideals. This introductory course focuses on literature from the second half of 20th century onwards, and covers topics that are of relevance to contemporary political life, for example: justice in the distribution of wealth, equality of opportunity, just taxation, the limits of individual freedom, gender equality, racial equality, the rights of culture minorities, the value of democracy, and the extent of political obligation.

Course Outcomes:

CO-1: To have a general overview of key concepts, theories and controversies in political theory a general understanding of similarities and differences between different theoretical approaches, argumentation ways and ways of presentation.
CO-2: To know the scope, nature, legitimacy of public agents and relationship between them.
CO-3: Study of Marxism will develop sense of social equality and classless society.
CO-4: Study of feminism will improve understanding of gender justice and equality.
CO-5: Analysis of these concepts will develop sense of understanding of a fair and egalitarian society.

COURSE CONTENT

UNIT- I	Liberalism: Its key concepts and different aspects
UNIT- II	Marxism: Historical Materialism, Class struggle, Alienation
UNIT- III	Feminism: Liberal, Radical and Eco-feminism
UNIT- IV	Post Colonialism
UNIT-V	Post Modernism

CO-PO and PSO Mapping Matrix

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO 1	3	2	1	2	1	3	2	3	1	2	1	3	3	3	3	2	2
CO 2	2	3	1	2	1	3	2	2	1	2	1	2	2	3	3	2	2
CO 3	2	2	1	1	1	3	2	3	1	2	1	3	2	2	3	3	3
CO 4	2	2	1	1	1	3	2	3	1	2	1	3	2	2	3	3	3
CO 5	3	2	1	2	1	3	3	3	2	3	1	3	3	3	3	3	3
Average	**2.4**	**2.2**	**1.0**	**1.6**	**1.0**	**3.0**	**2.2**	**2.8**	**1.2**	**2.4**	**1.0**	**2.8**	**2.4**	**2.6**	**3.0**	**2.6**	**2.6**

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Gender Justice	High	Analysis of Liberal, Radical, and Eco-feminism to improve understanding of equality (Unit III).
Social Equality	High	Marxist study of class struggle, alienation, and the pursuit of a classless society (Unit II).
Human Rights and Liberty	High	Exploration of liberalism, individual freedom, and the rights of cultural minorities (Unit I).
Environmental Ethics	Medium	Eco-feminist perspectives linking gender justice with ecological sustainability (Unit III).
Inclusivity	High	Post-Colonial and Post-Modern critiques of power structures and cultural hegemony (Unit IV and V).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 5	Gender Equality	Directly addressed through Feminism units (Liberal,

		Radical, Eco-feminism) and CO-4.
SDG 10	Reduced Inequalities	Focus on class struggle (Marxism), racial equality, and minority rights to foster an egalitarian society (CO-3, CO-5).
SDG 16	Peace, Justice and Strong Institutions	Analysis of political obligation, legitimacy of public agents, and the value of democracy (CO-2).

Suggested readings:

1. Kymlicka, W: *Contemporary Political philosophy*, Oxford University Press, Delhi,2002
2. Suda, J.P: *A History of Modern Political Thought, Vol.1,*
3. Raphel, D.D*: Problems of Political philosophy*,
4. Miller, Devid: *Political Philosophy: A very short introduction,* Oxford University Press, USA
5. H. Chilcote, Ronald*.: Theories of comparative Politics, Taylor and Francis,2018*6Rawls, J. (2005).
6. Political liberalism (Ch. IV). New York: Columbia University Press.
7. Berlin, I. (2012). Does political theory still exist? In The proper study of mankind. Vintage: New York.
8. Sandel, M. (1998). Liberalism and the limits of justice (ch 1). Cambridge: Cambridge University Press.
9. Nussbaum, M. (2000). Women and cultural universals. In M. Baghramian and A. Ingram (eds.),
10. Pluralism: The philosophy and politics of political diversity. London: Routledge.
11. Roy, M.N. (1981). New humanism: A manifesto. New Delhi: Ajanta Publications.
12. Green, T.H*.: Principles of Political obligation*
13. William. T*.: Political Philosophy*
14. *Political Philosophy*: Blackstone
15. *Political Philosophy*: Quinton Ed.
16. *The Evolution of Political Thought*, Paknston

INDIAN METAPHYSICS
Major Paper-XIX
Paper Code: PI40005

Full Mark-60+40
Credit Point-04

Objectives:

To inspire students to go deeper into themselves. To understand the basic components of body, mind, spirit etc. To understand different aspects of Reality, Individual soul and world. To gain knowledge on different metaphysical aspects in the Upanisads and Indian Philosophical systems.

Course outcomes:

CO-1: To have a brief understanding on brahman, individual soul, the relation of Brahman and Atman, nature of the world, concept of God.
CO-2: To gain the Knowledge on bondage, liberation, and other metaphysical issues.
CO-3: Study of theories of causation and evolution will improve understanding of nature.
CO-4: Understanding of reality will develop sense of togetherness and unity of existence with the individuals.
CO-5: It will be improving moral courage and human personality.

COURSE CONTENT

UNIT- I	Development of the philosophic thought in the Upanisads, Brahman, Atman, Doctrine of Karma
UNIT- II	Theories of causation in Buddhism, Nyaya and Samkhya, Evolution
UNIT- III	The concept of Reality in Jainism, Buddhism and Samkhya
UNIT- IV	The concept of Liberation in Jainism, Buddhism,
UNIT-V	The Concept of Liberation in Samkara and Ramanuja

CO-PO and PSO Mapping Matrix

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	3	2	1	1	1	1	1	2	1	1	1	3	3	2	2	2	2
CO 2	2	2	1	2	1	2	1	3	1	2	1	3	3	2	3	2	3
CO 3	3	3	1	2	1	2	2	2	1	2	1	3	2	3	2	3	2
CO 4	2	1	1	1	1	3	2	3	2	2	1	3	2	2	3	3	3
CO 5	2	1	1	1	1	2	1	3	2	3	1	3	2	2	2	3	3
Average	**2.4**	**1.8**	**1.0**	**1.4**	**1.0**	**2.0**	**1.4**	**2.6**	**1.4**	**2.0**	**1.0**	**3.0**	**2.4**	**2.2**	**2.4**	**2.6**	**2.8**

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Values and Ethics	High	Improving moral courage and human personality through the study of Karma and Liberation (CO-5, Unit I).
Environmental Awareness	Medium	Understanding the nature of existence and theories of evolution to foster unity with the world (Unit II and III).
Human Rights and Unity	High	Developing a sense of

		togetherness and the unity of existence through the concept of Reality (CO-4).
Spiritual Well-being	High	Exploring the components of body, mind, and spirit to inspire deep self-reflection (Objectives).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 3	Good Health and Well-being	Promotes mental and spiritual health by exploring the components of body, mind, and spirit.
SDG 4	Quality Education	Provides deep cultural and philosophical literacy regarding Indian metaphysical traditions (CO-1, CO-2).
SDG 16	Peace, Justice and Strong Institutions	Fosters a sense of unity and togetherness (CO-4), essential for peaceful and inclusive societies.

Suggested readings:

1. Radhakrishnan, S: *Indian Philosophy*, (Vol I and Vol II), oxford university press
2. Radhakrishnan, S*: The Principle of Upanisads*, oxford university press
3. Dasgupta, S.N. (2004), *A History of Indian Philosophy,* vol. 1, Delhi, Motilal Banarasidass Publishers, Pvt. Ltd.
4. Chatterjee, S.C. and D.M. Datta (1984), *An Introduction to Indian Philosophy,* reprint, University of Calcutta.
5. Hiriyana, M: (1951), *Outlines of Indian Philosophy,* London: Allen andUnwin
6. Mahanty, J.N. (2000) *Classical Indian Philosophy: An Introductory text*.New Delhi, Oxford University Press.
7. Sinha, Jadunath: *Indian Philosophy*, New Central Book Agency(P)Ltd.Kolkata(2012).
8. Sarbani Ganguli*, Sarvani: A Critique of Causality*,
9. Bhartiya, Mahesh Chandra: *Causation in Indian Philosophy*
10. Mohanty, A.K.*: Concept and Issues in Indian Philosophy*,
11. Puligandala,R.K.:*Fundamentals of Indian Philosophy* ,

SYMBOLIC LOGIC
Major Paper- XX
Paper Code: PI40007

Full Mark: 60+40
Credit Point-4

Objectives:

The Objective of this course is to make student understand the significance of logic and language, method of deduction, quantification theory, and involve the relationship between natural language and symbolic logic.

Course outcomes:

CO-1. To develop good intellectual enterprise.

CO-2. To make the intellect sharp. To improve the critical and analytical capacities along with problem solving skills.

CO-3. To open up into the world of digital logic and logical gates.

CO-4. To test validity using truth table.

CO-5 . To train how to draw conclusion.

COURSE CONTENT

UNIT- I	Logic and Language: Nature of Arguments, Truth and Validity, Argument Forms, Truth-Table. Logical connectives, Symbolization, Propositional Calculus, Truth-Tables
UNIT- II	Method Of Deduction: Formal Proof, Validity (Rules of Inference and Replacement), Various Techniques for providing validity/invalidity proofs for tautologies.
UNIT-III	Rules of conditional proof, Providing Invalidity Reductio Ad Absurdum (RAA) Method.
UNIT-IV	Quantification Theory: Symbolization of Singular General and Multiple General Propositions; Proving validity and proving invalidity.
UNIT-V	The Logic Of Relations: Symbolization (Relation and Identity), Some attribute of Relations, Identity and Definite Descriptions: Predicate Variables and Attribute Variables.

CO-PO and PSO Mapping Matrix

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	3	2	2	2	1	1	1	1	1	2	1	3	3	2	2	2	2
CO 2	3	3	3	3	2	1	1	1	1	2	1	3	2	3	2	3	2
CO 3	2	2	3	2	3	1	1	1	1	2	2	3	2	3	2	3	2
CO 4	3	3	2	3	2	1	1	1	1	2	1	2	2	3	2	3	2
CO 5	3	3	2	3	2	1	1	1	1	2	1	3	2	2	2	3	2
Average	**2.8**	**2.8**	**2.4**	**2.8**	**2.0**	**1.0**	**1.0**	**1.0**	**1.0**	**2.0**	**1.2**	**2.8**	**2.2**	**2.6**	**2.0**	**3.0**	**2.0**

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Technical Skills	High	Application of quantification theory and the logic of relations to complex problem solving (Unit IV and V).
ICT and Digital Foundations	High	Opening up the world of digital logic and logical gates through propositional calculus (CO-3).
Analytical Reasoning	High	Testing validity using truth tables and various techniques for proving tautologies (Unit I and II).
Professional Integrity	Medium	Training in accurate conclusion drawing and the nature of truth vs. validity (CO-5, Unit I).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Enhances critical thinking and analytical capacities essential for high-level cognitive development (CO-2).
SDG 9	Industry, Innovation and Infrastructure	Provides the foundational logical frameworks required for computer science, digital logic, and innovative technology (CO-3).

Suggested readings:

1. Suppes ,Patric.:*Introduction to Logic,.*East -West Press Pvt. Ltd,New Delhi,2010
2. Barlingay ,S.S.:*A modern Introduction to Indian Logic,.*
3. Copi,I.M:*, Introduction to Logic*(14th Edition)Prientice Hall Of India
4. Basson and O Corner, *Smbolic Logic*,Oxford University Press (2007)
5. Hurley, P. (2014*). A conciseintroductiontologic*(12th Revisededition), (Chapters 6, Wadsworth Publishing Co Inc.
6. Copi.I.M: *Symbolic Logic* (5th edition)Macmillan.Prentice Hall of India Pvt.Ltd1998
7. Quine.W.O.:*Methodsof Logic*
8. Susanne K.Langer :*An Introduction to Symbolic logic*, Dover Publication,New Delhi(3rd Ed)
9. Virginia. Klenk : *understanding Symbolic logic,Pearson* (5th ed)

ENVIRONMENTAL ETHICS

Minor Paper- XV
Paper Code: PI42001

Full Mark: 60+40
Credit Point: 4

Objectives:

This course will familiarize students with the content and the process within ethical decision- making concerning the natural and social environment. This course will introduce students to the main ethical theories pertaining to the environment and include introduction to Anthropocentric, bio-centric and eco-centric viewpoints. This course will provide case studies to assist build student understanding of how worldviews and ethical considerations influence and moral concern about nature and develop environmental management.

Course Outcomes:

CO-1: To understand ethical concerns of ecological crisis through an examination of major theories like anthropocentrism, deep ecology, land ethics.
CO-2: To comprehend the ethical issues related to Information technology.It will help to critique the basic ethical systems and identify them in life situations.
CO-3: To develop sense of collective belongingness and responsibility.
CO-4: To show how both animates and inanimate including human beings are part and parcel of the nature and environment.
CO-5: To aware about responsibility of environmental protection.

Course Content:

UNIT-I	Nature and Scope of Environmental Ethics, Rights and Duties (fact and value)
UNIT-II	Anthropocentrism, Bio-centrism
UNIT-III	Cosmo- centrism
UNIT-IV	Deep Ecology and Diversities in surface as above so below
UNIT-V	Reverence for Life

CO-PO and PSO Mapping Matrix

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO 1	3	2	1	2	1	2	3	3	1	2	1	3	3	2	2	3	2
CO 2	2	3	1	2	3	2	2	3	2	2	1	3	2	2	3	2	3
CO 3	2	1	1	1	1	3	3	2	3	3	1	3	2	3	2	3	3
CO 4	3	2	2	2	1	3	3	2	2	3	1	3	3	3	2	3	3
CO 5	2	1	1	1	1	3	3	3	2	2	1	3	3	3	3	3	3
Average	**2.4**	**1.8**	**1.2**	**1.6**	**1.4**	**2.6**	**2.8**	**2.6**	**2.0**	**2.4**	**1.0**	**3.0**	**2.6**	**2.6**	**2.4**	**2.8**	**2.8**

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Sustainability	High	Ethics of environmental protection and the study of ecological crises (CO-5, Unit I).
Ethics and Values	High	Rights and Duties (fact/value) and the concept of "Reverence for Life" (Unit I and V).
Digital Ethics	High	Ethical issues related to Information Technology and critiques of basic ethical systems (CO-2).
Biodiversity	High	Anthropocentrism vs. Bio-centrism and Deep Ecology (Unit II and IV).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 13	Climate Action	Developing awareness for environmental protection and analyzing ecological crises (CO-1, CO-5).
SDG 15	Life on Land	Theories of Land Ethics and Bio-centrism to promote the interconnectedness of all life forms (Unit II and IV).
SDG 4	Quality Education	Promoting global citizenship and appreciation of cultural and natural diversities (CO-3).

Recommended readings:

- Keller David. R, (2010), *Environmental Ethics: The Big Questions*, Wiley- Blackwell
- Rolston Holmes, (2002), *Environmental Ethics: An Anthology*, Wiley-Blackwell
- Andrew Light and Homels Roston-III (ed*)*- *Environmental Ethics: An Anthology (2003) Blackwell*
- N. Bhuiya*: Environment from Different Perspectives, (2021), Rohini* Nandan, Kolkata
- H. Sahoo (ed*): An Introduction to Practical Ethics,(2020)* Kalyani Publishers
- Willian A. Shutkin*, The Land That Could Be. (2002)* Frank Pros.

SEMESTER – VII (Double Major)
(Without Research/With Research)

PHILOSOPHICAL RESEARCH METHODOLOGY

Major Paper- XVII

Paper Code: PI40001

Full Mark: 60+40

Credit Point: 4

Objectives:

The objective of this course is to develop the ideas of students for higher studies and research orientation works. Basically, the main concern is to give a comprehensive understanding about how to formulate a questionnaire, data sheet, research proposal etc.

Course outcomes:

CO-1: To develop the student's way of thinking.

CO-2: To gain knowledge about research and the methodologies.

CO-3: To think research in a qualitative way.

CO-4: To investigate and arrive at the conclusion in a systematic manner.

CO-5: To explore new avenue for innovation.

COURSE CONTENT:

Unit-I	Social and Political Research: Meaning, Objectives, Motivating Factors and Types Scientific Method: Characteristics, Steps/Process and Limitations.
Unit-II	Research Design: Meaning, Components, Identifying and Planning Research, Report Writing
Unit-III	Hypothesis: Meaning, Types, Sources, Formulation and Functions of Hypothesis.
Unit-IV	Survey Method: Meaning, Types Steps and Limitations, Observations, Questionnaire and Interviewing, Sampling: Meaning, Types and Selection of Samples
Unit-V	Data Analysis: Content Analysis, Report Writing, And Basic Statistical Concepts: Use and Limitations, Frequency and Percentage Distribution

CO-PO and PSO Mapping Matrix

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	2	3	2	2	1	1	1	1	1	2	1	3	2	2	3	2	2
CO 2	3	2	2	3	2	1	1	2	1	2	1	3	3	3	2	2	2

CO 3	2	2	2	2	1	3	2	2	2	2	1	3	2	2	3	3	3
CO 4	3	3	3	3	2	2	1	2	2	3	2	3	3	3	3	3	2
CO 5	2	2	3	3	3	2	2	2	3	3	2	3	3	3	2	3	3
Average	**2.4**	**2.4**	**2.4**	**2.6**	**1.8**	**1.8**	**1.4**	**1.8**	**1.8**	**2.4**	**1.4**	**3.0**	**2.6**	**2.6**	**2.6**	**2.6**	**2.4**

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Research Ethics	High	Scientific method limitations, objectivity in data collection, and integrity in report writing (Unit I and V).
Information Literacy	High	Identifying research sources, planning research designs, and basic statistical interpretation (Unit II and V).
Social Responsibility	Medium	Social and Political research motivating factors and impact on policy/theory (Unit I).
Professional Skills	High	Formulation of questionnaires, interviewing techniques, and technical report writing (Unit IV and V).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Equips students with the tools for academic excellence, lifelong learning, and evidence-based inquiry (CO-1, CO-2).
SDG 9	Industry, Innovation and Infrastructure	Directly promotes the capacity for research and innovation through structured methodology (CO-5).
SDG 17	Partnerships for the Goals	Utilizing data analysis and survey methods to understand complex social issues and foster collaborative solutions (Unit IV and V).

Suggested Readings:

- Flik, U.W.E.: *Introducing Research Methodology: A beginners guide to doing a Research Project* (2nd Ed) SAGE ,2015

- Norman, K. Dengin, Yvonna, S. Lincoln*: The SAGE Hand book of Qualitative Research*, (4th Ed) SAGE,2011
- Saharan, B. Marian, Elizabeth. J: *Qualitative Research: A Guide to Design and Implimentation*, (4th Ed), John Wiley and sons, 2015
- Creswall, John. W: *Research Design: Qualitative, Quantitative, and mixed methods Approach (4th Ed) sage, 2014*
- Panneer Selvam. R: *Research Methodology*, PHI Learning Pvt Ltd (2nd ed)
- Bryman, Alan: *Social Research Methods*, Oxford University Press,2012

CONTEMPORARY POLITICAL PHILOSOPHY
Minor Paper-XVIII
Paper Code: PI40003

Full Mark-60+40
Credit Point-04

Course Objectives:

Political philosophy involves the analysis and evaluation of political institutions, practices, and ideals. This introductory course focuses on literature from the second half of 20th century onwards, and covers topics that are of relevance to contemporary political life, for example: justice in the distribution of wealth, equality of opportunity, just taxation, the limits of individual freedom, gender equality, racial equality, the rights of culture minorities, the value of democracy, and the extent of political obligation.

Course Outcomes:

CO-1: To have a general overview of key concepts, theories and controversies in political theory a general understanding of similarities and differences between different theoretical approaches, argumentation ways and ways of presentation.
CO-2: To know the scope, nature, legitimacy of public agents and relationship between them.
CO-3: Study of Marxism will develop sense of social equality and classless society.
CO-4: Study of feminism will improve understanding of gender justice and equality.
CO-5: Analysis of these concepts will develop sense of understanding of a fair and egalitarian society.

COURSE CONTENT

UNIT- I	Liberalism: Its key concepts and different aspects
UNIT- II	Marxism: Historical Materialism, Class struggle, Alienation
UNIT- III	Feminism: Liberal, Radical and Eco-feminism
UNIT- IV	Post Colonialism
UNIT-V	Post Modernism

CO-PO and PSO Mapping Matrix

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	2	1	2	1	3	2	3	1	2	1	3	3	3	3	2	2
CO 2	2	3	1	2	1	3	2	2	1	2	1	2	2	3	3	2	2
CO 3	2	2	1	1	1	3	2	3	1	2	1	3	2	2	3	3	3
CO 4	2	2	1	1	1	3	2	3	1	2	1	3	2	2	3	3	3
CO 5	3	2	1	2	1	3	3	3	2	3	1	3	3	3	3	3	3
Average	**2.4**	**2.2**	**1.0**	**1.6**	**1.0**	**3.0**	**2.2**	**2.8**	**1.2**	**2.4**	**1.0**	**2.8**	**2.4**	**2.6**	**3.0**	**2.6**	**2.6**

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Gender Justice	High	Analysis of Liberal, Radical, and Eco-feminism to improve understanding of equality (Unit III).
Social Equality	High	Marxist study of class struggle, alienation, and the pursuit of a classless society (Unit II).
Human Rights and Liberty	High	Exploration of liberalism, individual freedom, and the rights of cultural minorities (Unit I).
Environmental Ethics	Medium	Eco-feminist perspectives linking gender justice with ecological sustainability (Unit III).
Inclusivity	High	Post-Colonial and Post-Modern critiques of power structures and cultural hegemony (Unit IV and V).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 5	Gender Equality	Directly addressed through Feminism units (Liberal, Radical, Eco-feminism) and CO-4.
SDG 10	Reduced Inequalities	Focus on class struggle (Marxism), racial equality, and minority rights to foster an egalitarian society (CO-3, CO-5).
SDG 16	Peace, Justice and Strong Institutions	Analysis of political obligation, legitimacy of

		public agents, and the value of democracy (CO-2).

Suggested readings:

17. Kymlicka, W: *Contemporary Political philosophy*, Oxford University Press, Delhi,2002
18. Suda, J.P: *A History of Modern Political Thought, Vol.1,*
19. Raphel, D.D*: Problems of Political philosophy*,
20. Miller, Devid: *Political Philosophy: A very short introduction,* Oxford University Press, USA
21. H. Chilcote, Ronald*.: Theories of comparative Politics, Taylor and Francis,2018*6Rawls, J. (2005).
22. Political liberalism (Ch. IV). New York: Columbia University Press.
23. Berlin, I. (2012). Does political theory still exist? In The proper study of mankind. Vintage: New York.
24. Sandel, M. (1998). Liberalism and the limits of justice (ch 1). Cambridge: Cambridge University Press.
25. Nussbaum, M. (2000). Women and cultural universals. In M. Baghramian and A. Ingram (eds.),
26. Pluralism: The philosophy and politics of political diversity. London: Routledge.
27. Roy, M.N. (1981). New humanism: A manifesto. New Delhi: Ajanta Publications.
28. Green, T.H*.: Principles of Political obligation*
29. William. T*.: Political Philosophy*
30. *Political Philosophy*: Blackstone
31. *Political Philosophy*: Quinton Ed.
32. *The Evolution of Political Thought*, Paknston

INDIAN METAPHYSICS
Major Paper-XIX
Paper Code: PI40005

Full Mark-60+40
Credit Point-04

Objectives:

To inspire students to go deeper into themselves. To understand the basic components of body, mind, spirit etc. To understand different aspects of Reality, Individual soul and world. To gain knowledge on different metaphysical aspects in the Upanisads and Indian Philosophical systems.

Course outcomes:

CO-1: To have a brief understanding on brahman, individual soul, the relation of Brahman and Atman, nature of the world, concept of God.
CO-2: To gain the Knowledge on bondage, liberation, and other metaphysical issues.

CO-3: Study of theories of causation and evolution will improve understanding of nature.
CO-4: Understanding of reality will develop sense of togetherness and unity of existence with the individuals.
CO-5: It will be improving moral courage and human personality.

COURSE CONTENT

UNIT- I	Development of the philosophic thought in the Upanisads, Brahman, Atman, Doctrine of Karma
UNIT- II	Theories of causation in Buddhism, Nyaya and Samkhya, Evolution
UNIT- III	The concept of Reality in Jainism, Buddhism and Samkhya
UNIT- IV	The concept of Liberation in Jainism, Buddhism,
UNIT-V	The Concept of Liberation in Samkara and Ramanuja

CO-PO and PSO Mapping Matrix

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	3	2	1	1	1	1	1	2	1	1	1	3	3	2	2	2	2
CO 2	2	2	1	2	1	2	1	3	1	2	1	3	3	2	3	2	3
CO 3	3	3	1	2	1	2	2	2	1	2	1	3	2	3	2	3	2
CO 4	2	1	1	1	1	3	2	3	2	2	1	3	2	2	3	3	3
CO 5	2	1	1	1	1	2	1	3	2	3	1	3	2	2	2	3	3
Average	**2.4**	**1.8**	**1.0**	**1.4**	**1.0**	**2.0**	**1.4**	**2.6**	**1.4**	**2.0**	**1.0**	**3.0**	**2.4**	**2.2**	**2.4**	**2.6**	**2.8**

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Values and Ethics	High	Improving moral courage and human personality through the study of Karma and Liberation (CO-5, Unit I).
Environmental Awareness	Medium	Understanding the nature of existence and theories of evolution to foster unity with the world (Unit II and III).
Human Rights and Unity	High	Developing a sense of togetherness and the unity of existence through the concept of Reality (CO-4).
Spiritual Well-being	High	Exploring the components of body, mind, and spirit to inspire deep self-reflection (Objectives).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 3	Good Health and Well-being	Promotes mental and spiritual health by exploring the components of body, mind, and spirit.
SDG 4	Quality Education	Provides deep cultural and philosophical literacy regarding Indian metaphysical traditions (CO-1, CO-2).
SDG 16	Peace, Justice and Strong Institutions	Fosters a sense of unity and togetherness (CO-4), essential for peaceful and inclusive societies.

Suggested readings:

12. Radhakrishnan, S: *Indian Philosophy*, (Vol I and Vol II), oxford university press
13. Radhakrishnan, S*: The Principle of Upanisads*, oxford university press
14. Dasgupta, S.N. (2004), *A History of Indian Philosophy,* vol. 1, Delhi, Motilal Banarasidass Publishers, Pvt. Ltd.
15. Chatterjee, S.C. and D.M. Datta (1984), *An Introduction to Indian Philosophy,* reprint, University of Calcutta.
16. Hiriyana, M: (1951), *Outlines of Indian Philosophy,* London: Allen andUnwin
17. Mahanty, J.N. (2000) *Classical Indian Philosophy: An Introductory text*.New Delhi, Oxford University Press.
18. Sinha, Jadunath: *Indian Philosophy*, New Central Book Agency(P)Ltd.Kolkata(2012).
19. Sarbani Ganguli*, Sarvani: A Critique of Causality*,
20. Bhartiya, Mahesh Chandra: *Causation in Indian Philosophy*
21. Mohanty, A.K.*: Concept and Issues in Indian Philosophy*,
22. Puligandala,R.K.:*Fundamentals of Indian Philosophy* ,

SYMBOLIC LOGIC
Major Paper- XX
Paper Code: PI40007

Full Mark: 60+40
Credit Point-4

Objectives:

The Objective of this course is to make student understand the significance of logic and language, method of deduction, quantification theory, and involve the relationship between natural language and symbolic logic.

Course outcomes:

CO-1. To develop good intellectual enterprise.
CO-2. To make the intellect sharp. To improve the critical and analytical capacities along with problem solving skills.
CO-3. To open up into the world of digital logic and logical gates.
CO-4. To test validity using truth table.
CO-5 . To train how to draw conclusion.

COURSE CONTENT

UNIT- I	Logic and Language: Nature of Arguments, Truth and Validity, Argument Forms, Truth-Table. Logical connectives, Symbolization, Propositional Calculus, Truth-Tables
UNIT- II	Method Of Deduction: Formal Proof, Validity (Rules of Inference and Replacement), Various Techniques for providing validity/invalidity proofs for tautologies.
UNIT- III	Rules of conditional proof, Providing Invalidity Reductio Ad Absurdum (RAA) Method.
UNIT- IV	Quantification Theory: Symbolization of Singular General and Multiple General Propositions; Proving validity and proving invalidity.
UNIT-V	The Logic Of Relations: Symbolization (Relation and Identity), Some attribute of Relations, Identity and Definite Descriptions: Predicate Variables and Attribute Variables.

CO-PO and PSO Mapping Matrix

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	3	2	2	2	1	1	1	1	1	2	1	3	3	2	2	2	2
CO 2	3	3	3	3	2	1	1	1	1	2	1	3	2	3	2	3	2
CO 3	2	2	3	2	3	1	1	1	1	2	2	3	2	3	2	3	2
CO 4	3	3	2	3	2	1	1	1	1	2	1	2	2	3	2	3	2
CO 5	3	3	2	3	2	1	1	1	1	2	1	3	2	2	2	3	2
Average	**2.8**	**2.8**	**2.4**	**2.8**	**2.0**	**1.0**	**1.0**	**1.0**	**1.0**	**2.0**	**1.2**	**2.8**	**2.2**	**2.6**	**2.0**	**3.0**	**2.0**

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Technical Skills	High	Application of quantification theory and the logic of relations to complex problem solving (Unit IV and V).
ICT and Digital Foundations	High	Opening up the world of digital logic and logical gates

		through propositional calculus (CO-3).
Analytical Reasoning	High	Testing validity using truth tables and various techniques for proving tautologies (Unit I and II).
Professional Integrity	Medium	Training in accurate conclusion drawing and the nature of truth vs. validity (CO-5, Unit I).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Enhances critical thinking and analytical capacities essential for high-level cognitive development (CO-2).
SDG 9	Industry, Innovation and Infrastructure	Provides the foundational logical frameworks required for computer science, digital logic, and innovative technology (CO-3).

Suggested readings:

10. Suppes ,Patric.:*Introduction to Logic,.*East -West Press Pvt. Ltd,New Delhi,2010
11. Barlingay ,S.S.:*A modern Introduction to Indian Logic,.*
12. Copi,I.M:*, Introduction to Logic*(14th Edition)Prientice Hall Of India
13. Basson and O Corner, *Smbolic Logic*,Oxford University Press (2007)
14. Hurley, P. (2014*). A conciseintroductiontologic*(12th Revisededition), (Chapters 6, Wadsworth Publishing Co Inc.
15. Copi.I.M: *Symbolic Logic* (5th edition)Macmillan.Prentice Hall of India Pvt.Ltd1998
16. Quine.W.O.:*Methodsof Logic*
17. Susanne K.Langer :*An Introduction to Symbolic logic*, Dover Publication,New Delhi(3rd Ed)
18. Virginia. Klenk : *understanding Symbolic logic,Pearson* (5th ed)

ENVIRONMENTAL ETHICS
Minor Paper- XV
Paper Code: PI42001

Full Mark: 60+40
Credit Point: 4

Objectives:

This course will familiarize students with the content and the process within ethical decision- making concerning the natural and social environment. This course will introduce students to the main ethical theories pertaining to the environment and include introduction to Anthropocentric, bio-centric and eco-centric viewpoints. This course will provide case studies to assist build student understanding of how worldviews and ethical considerations influence and moral concern about nature and develop environmental management.

Course Outcomes:

CO-1: To understand ethical concerns of ecological crisis through an examination of major theories like anthropocentrism, deep ecology, land ethics.

CO-2: To comprehend the ethical issues related to Information technology.It will help to critique the basic ethical systems and identify them in life situations.

CO-3: To develop sense of collective belongingness and responsibility.

CO-4: To show how both animates and inanimate including human beings are part and parcel of the nature and environment.

CO-5: To aware about responsibility of environmental protection.

Course Content:

UNIT-I	Nature and Scope of Environmental Ethics, Rights and Duties (fact and value)
UNIT-II	Anthropocentrism, Bio-centrism
UNIT-III	Cosmo- centrism
UNIT-IV	Deep Ecology and Diversities in surface as above so below
UNIT-V	Reverence for Life

CO-PO and PSO Mapping Matrix

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO 1	3	2	1	2	1	2	3	3	1	2	1	3	3	2	2	3	2
CO 2	2	3	1	2	3	2	2	3	2	2	1	3	2	2	3	2	3
CO 3	2	1	1	1	1	3	3	2	3	3	1	3	2	3	2	3	3
CO 4	3	2	2	2	1	3	3	2	2	3	1	3	3	3	2	3	3
CO 5	2	1	1	1	1	3	3	3	2	2	1	3	3	3	3	3	3
Average	**2.4**	**1.8**	**1.2**	**1.6**	**1.4**	**2.6**	**2.8**	**2.6**	**2.0**	**2.4**	**1.0**	**3.0**	**2.6**	**2.6**	**2.4**	**2.8**	**2.8**

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Sustainability	High	Ethics of environmental protection and the study of ecological crises (CO-5, Unit I).

Ethics and Values	High	Rights and Duties (fact/value) and the concept of "Reverence for Life" (Unit I and V).
Digital Ethics	High	Ethical issues related to Information Technology and critiques of basic ethical systems (CO-2).
Biodiversity	High	Anthropocentrism vs. Bio-centrism and Deep Ecology (Unit II and IV).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 13	Climate Action	Developing awareness for environmental protection and analyzing ecological crises (CO-1, CO-5).
SDG 15	Life on Land	Theories of Land Ethics and Bio-centrism to promote the interconnectedness of all life forms (Unit II and IV).
SDG 4	Quality Education	Promoting global citizenship and appreciation of cultural and natural diversities (CO-3).

Recommended readings:

- Keller David. R, (2010), *Environmental Ethics: The Big Questions*, Wiley- Blackwell
- Rolston Holmes, (2002), *Environmental Ethics: An Anthology*, Wiley-Blackwell
- Andrew Light and Homels Roston-III (ed*)*- *Environmental Ethics: An Anthology (2003) Blackwell*
- N. Bhuiya*:* *Environment from Different Perspectives, (2021), Rohini* Nandan, Kolkata
- H. Sahoo (ed*): An Introduction to Practical Ethics,(2020)* Kalyani Publishers
- Willian A. Shutkin*, The Land That Could Be. (2002)* Frank Pros.

STUDY OF BHAGAVAD GITA
Minor Paper- XV
Paper Code: PI42003

Full Mark: 60+40
Credit Point: 4

Course Objective:

This course helps the students to have the knowledge on Srimad Bhagabadgita in the context of Philosophy. They will be able to synthesize between karma, bhakti and jnana.

Course Outcomes:

After completing this course, the learner will be able to know

CO-1: The different aspect of human beings.
CO-2: The relation between knowledge and action.
CO-3: The coordination of knowledge and devotion.
CO-4: The relation of devotion with action and knowledge.
CO-5: The synthesis of karma, jnana and bhakti.

Course Content:

UNIT-I	Svabhava, Svadharma, Niskama karma
UNIT-II	Jnana and Vijnana, Synthesis of Jnana and Karma
UNIT-III	Jnana Yoga, Synthesis of Jnana and Bhakti
UNIT-IV	Bhakti Yoga, Its relation to Karma and Jnana
UNIT-V	Synthesis of Jnana, Karma and Bhakti

CO-PO and PSO Mapping Matrix

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO 1	2	2	1	1	1	2	1	2	2	2	1	3	3	2	2	2	3
CO 2	3	2	1	2	1	2	1	3	2	2	1	3	2	3	2	3	3
CO 3	2	1	1	1	1	1	1	3	2	2	1	3	2	2	2	3	3
CO 4	2	1	1	1	1	2	1	3	2	2	1	3	2	2	2	3	3
CO 5	3	2	1	2	1	3	2	3	2	3	1	3	3	2	3	3	3
Average	**2.4**	**1.6**	**1.0**	**1.4**	**1.0**	**2.0**	**1.2**	**2.8**	**2.0**	**2.2**	**1.0**	**3.0**	**2.4**	**2.2**	**2.2**	**2.8**	**3.0**

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Concept of Niskama Karma (selfless action) and Svadharma (duty) applied to professional conduct (Unit I).
Human Values	High	Development of an integrated personality through the synthesis of Karma, Jnana, and Bhakti (CO-5).
Social Responsibility	Medium	Understanding ones intrinsic

		nature (Svabhava) to contribute effectively to social welfare (Unit I).
Mental Well-being	High	The practice of Bhakti and Jnana Yoga for emotional stability and intellectual clarity (Unit III and IV).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 3	Good Health and Well-being	Promotes spiritual and mental wellness through yoga and balanced living (Karma-Jnana-Bhakti synthesis).
SDG 4	Quality Education	Provides value-based education that goes beyond technical skills to foster ethical and moral growth.
SDG 16	Peace, Justice and Strong Institutions	The concepts of selfless action and duty (Dharma) are foundational for personal integrity and social justice.

Recommended readings:

1. The Bhagavad Gita-Dr S. Radhakrishnan.
2. The Philosophy of The Bhagavad Gita-S.C. Panigrahi, B.C. Sahoo, Satyanarayana Book Store
3. The lord speaks-B.K. Tripathy

SEMESTER – VIII (Single Major)
(Without Research)

WESTERN METAPHYSICS
Major Paper-XXI
Paper Code: PI40002

Full Mark-60+40
Credit Point-04

Objectives:

The objective of this course is to give knowledge about western metaphysics. To introduce the essence of Philosophy, essentially is the notion of truth. To develop sources of knowledge in Western idea of Philosophy. To show knowledge in its strong and weaker senses respectively. To introduce apriori and aposteriori knowledge in Western philosophy, in other words to make a clear distinction between mathematical and empirical knowledge. To show that reality is all about eradicating our pre-conceived notions, and only to harp upon

objectivity. To reach at the core of all physical objects, which philosophy terms as Substance, explaining it in context of its universality and eternity, thereby starting from the study of knowledge to go beyond matter.

Course outcomes:

CO-1: To understand western metaphysics and the concepts properly.

CO-2: To gain knowledge on different metaphysical concepts developed in western philosophical systems like Reality, Theory of ideas, form and matter, Interactionism, Parallelism, Realism, conceptualism, nominalism etc.

CO-3: To gain the knowledge on the philosophy of Plato, Aristotle, Descartes, Spinoza, Leibniz, Locke, Berkley, Hume etc.

CO-4: To understand philosophical issues and problems from right perspectives.

CO-5: Understanding of metaphysical problems in right perspectives will pave the way of finding new solutions.

COURSE CONTENT

UNIT- I	Substance: Plato-Theory of knowledge, Theory of Ideas, Aristotle's Criticism, Aristotle- Form and Matter
UNIT- II	Interactionism, Parallelism, Pre-established Harmony
UNIT-III	Problem of Universal: Realism, Nominalism
UNIT-IV	Problem of Universal Conceptualism,
UNIT-V	The doctrine of Family Resemblance

CO-PO and PSO Mapping Matrix

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2	2	3	3	2	1	1	3	3	3	1	2	2
CO2	3	3	2	2	3	2	3	2	2	1	1	3	3	3	1	3	2
CO3	3	3	3	2	2	2	3	3	3	2	1	3	3	3	2	3	3
CO4	3	3	3	1	2	2	3	2	3	2	1	3	2	2	3	3	2
CO5	2	3	3	3	3	3	3	2	3	2	2	3	2	2	3	3	3
Average	**2.8**	**3.0**	**2.6**	**2.0**	**2.4**	**2.2**	**3.0**	**2.4**	**2.6**	**1.6**	**1.2**	**3.0**	**2.6**	**2.6**	**2.0**	**2.8**	**2.4**

1 – Low | 2 – Medium | 3 – High | '-' – No correlation

Cross-Cutting Issues Integration

Cross-cutting issue	Level	Integration Focus
Professional Ethics	High	Academic integrity in

		philosophical research, objectivity in evaluation of truth, and ethical discourse.
Gender	Low	Inclusion of feminist critiques of traditional metaphysics (rationality vs. emotion) in class discussions.
Human Values	High	Exploration of the 'Substance' of human existence, dignity, and the metaphysical basis of values.
Environment and Sustainability	Medium	Understanding the relationship between 'Matter' and 'Mind' to foster respect for the physical world (Eco-philosophy).

Sustainable Development Goals (SDG) Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Provides deep intellectual training, critical thinking, and literacy in the history of ideas.
SDG 16	Peace, Justice and Strong Institutions	Metaphysical inquiry into truth and objectivity promotes rational dialogue and conflict resolution.
SDG 17	Partnerships for the Goals	Understanding 'Universals' and 'Family Resemblance' fosters global intellectual cooperation and cultural empathy.

Suggested readings:

1. Richard Taylor, *Metaphysics, Prentice-hall,4th edition Pearson,1991*
2. Russell, Bertrand: The *Problems of Philosophy*, H. Holt and Company, Newyork,1912
3. John Hospers: *An Introduction to Philosophical Analysis*, Prentice Hall, Inc (1997)
4. D. W. Hamlyn: *Metaphysics,* Cambridge University Press,1984
5. David E. Hales: *Metaphysics: Contemporary Readings,* Create space,2013
6. Patrick, G.W.*: An Introduction to Philosophy, George Allen and Unwin Ltd,1935*
7. Connor, D.J. (1964), *A Critical History of Western Philosophy,* Macmillan, New York, 1964.
8. Moore, Bruder, (2011), *Philosophy: The Power of Ideas,* New Delhi: Tata MacGraw Hill.
9. Stegmuller, W. (1969), *Main Currents in Contemporary German, British and American Philosophy,* Dordrecht, D. Reidel Publishing.
10. Thomson, Garrett, (1993), *An Introduction to Modern Philosophy,* California:

WORLDVIEW AMONG TRIBALS
Major Paper- XXII
Paper Code: PI40004

Full Mark-60+40
Credit Point-04

Objectives-

This paper will offer an opportunity to the students to understand the philosophic worldview among the tribals. The paper will help to the students to know the traditional belief systems practised by the tribal people of the different states of India. It also helps the students to know about the description and understanding of tribal world as well as tribal myths and philosophy.

Course Outcomes-

CO-1: To get familiarized with general characteristic features geographical and demographic distribution of tribal people of the world.
CO-2: To know about the way of life and ethical living of the tribals.
CO-3: To know with regard to the rites and rituals, traditions and myths, omens and wisdoms of the tribals.
CO-4: To get acquainted with the belief system of the tribals.
CO-5: To analyse indigenous life style from various perspectives.

Course Content:

Unit-I	Tribes and Tribal people: General characteristics, geographical and demographic distribution, Evolution of concepts: Tribe, Adivasi, the indigenous and autochthonous, the Scheduled tribes from historical, social and political perspectives The tribal way of life and ethical living
Unit –II	Tribal Hermeneutics and Epistemology: Tribal in relation to nature, human beings, the universe, the supreme being and mysteries and realities
Unit-III	Rites and rituals, traditions and myths, proverbs, riddles, omens and wisdoms Belief system: supreme being, sense of sacred and non-sacred, Deities and spirits and the universe, benevolent and malevolent spirits; totem, myths and omen
Unit-IV	The Tribal Worldview: Description and understanding of Tribal world Creation, time-space, unity-harmony and balance Norms, values and worldview
Unit-V	Tribal Myths and Philosophy: Meaning of myth Relation between myth and philosophy Interpretation and analysis of myth

CO-PO and PSO Mapping Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	2	1	1	1	3	2	2	1	2	1	3	2	2	2	2	3
CO 2	2	2	1	2	1	3	3	3	2	2	1	3	2	2	3	2	3
CO 3	3	3	2	2	1	3	2	2	2	3	1	3	3	3	3	3	3
CO 4	3	2	2	2	1	2	2	3	1	2	1	3	3	3	3	3	3
CO 5	3	3	2	3	1	3	3	3	2	2	1	3	3	3	3	3	3
Average	2.6	2.4	1.6	2.0	1.0	2.8	2.4	2.6	1.6	2.2	1.0	3.0	2.6	2.6	2.8	2.6	3.0

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Ethics and Values	High	Tribal ethical living, norms, and values (Unit I and IV).
Environmental Awareness	High	Tribal relation to nature and the universe; sustainable indigenous lifestyles (Unit II).
Cultural Heritage	High	Analysis of myths, proverbs, rites, and rituals (Unit III and V).
Social Inclusion	High	Historical and political evolution of Scheduled Tribes and Adivasi identities (Unit I).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 10	Reduced Inequalities	Understanding the demographic distribution and historical evolution of indigenous identities (CO-1).
SDG 15	Life on Land	The Tribal worldview emphasizes harmony and balance with nature/the universe (Unit IV).
SDG 16	Peace, Justice and Strong Institutions	Focus on traditional wisdom and the ethics of tribal unity and harmony (Unit IV).

Suggested Readings-

1. W.A. Longchar, (1995). *The Traditional Tribal World View and Modernity*, Jorhat: Eastern Theological College, Assam.
2. Bose, Nirmal Kumar, (2014**).** *Tribal Life In India*, National Book Trust, Fifth Edition.
3. Elwin, Verrier (1949). *MYTHS OF MIDDLE INDIA*, Oxford University Press; Madras.

4. Rich, David, (2019). *Myths of the Tribe*, Rich World Books;
5. Tripathy, Biyotkesh, Basa Kishor K*, (*2005) *Tribal Myths and Legends of Orissa: The Story of Origins,* Indira Gandhi Rashtriya Manav Sangrahalaya, Bhopal
6. Elwin, Verrier, (1954). *Tribal Myths of Orissa*, Oxford University Press, London.
7. Joy, Rimai,(2019).TRIBAL RELIGION: Continuity and Change among the Tangkhul Naga,Rawat Publications; JAIPUR.
8. Bhattacharjee Somenath **,** (2015). *Religious Belief, Rituals of The Karbi Tribal Group in Northeast India,* LAP Lambert Academic Publishing.
9. Chatterjee, Subhasish, (2018). "Belief of Tribal's in Supernatural Power and Its Relation with Religious Life [With Special Reference to Indian Tribal Society", in https://www.researchgate.net/publication/326894231_Belief_of_Tribal's_in_Supernatural_Power_and_Its_Relation_with_Religious_Life_With_Special_Reference_to_Indian_Tribal_Society (Internet Source)
10. Bose Nirmal Kumar, (1977). *Tribal Life in India*, National Book Trust, New Delhi.
11. Codrington, R. H. (1891). *The Melanesians*. Oxford: Clarendon.
12. Marett, R. (1899). *Preanimistic Religion*. Folk-Lore, 2, 1-28.
13. Marett, R. (1909). *The Threshold of Religion*. Methuen: London.
14. Mutharayappa, R., (1994). Factors Affecting Fertility Among Tribals. *Man and Development.* Dec. 16(4).
15. N.N. Yas, (1967). Customs and Traditions of Some Indian Tribes, Vikas Publishing House, New Delhi.
16. Tylor, E. B. (1871). *Primitive Culture*. London.
17. Verma, P., (1960). Socio-Cultural Organisations of Tribals. Metro Publishers, Rajasthan.
18. Kerketta, Vijay Kumar, (2018). "The Santhal's belief system- An indication to their deeper dimension", in *IJEDR,* Vol- 6, issue 1.
19. Vidyarthi, Lalita Prasad and Rai, Binay Kumar, (1977). *The Tribal Culture of India*, Concept Publishing Company,;New Delhi.
20. http://nldongre.com/Magzin/75.pdf
21. http://shodhganga.inflibnet.ac.in/bitstream/10603/67892/8/08_chapter%203.pdf
22. http://www.yourarticlelibrary.com/society/essay-on-the-totem-tribal-society-india/4414
23. https://en.wikipedia.org/wiki/%C3%89mile_Durkheim
24. *shodhganga.inflibnet.ac.in*
25. http://www.beliefnet.com/faiths/hinduism/2003/02/hindu-rituals-for-death-and-grief.aspx
26. http://www.yourarticlelibrary.com/society/essay-on-the-totem-tribal-society-india/4414

SCIENTIFIC INQUIRY AND PHILOSOPHICAL THINKING
Major Paper-XXIII
Paper Code: PI40006

Full Mark: 60+40
Credit Point: 4

Objectives:

In the Philosophy of Science paper, students will examine the nature, methods, and limitations of scientific inquiry, exploring philosophical issues such as scientific realism, the demarcation problem, and the ethics of scientific practice.

Course Outcomes:

CO-1: To understand the philosophical foundations of science and its historical development.
CO-2: To analyze key philosophical issues in the philosophy of science.
CO-3: To critically evaluate the relationship between scientific knowledge, cultural context, and societal values.
CO-4: To apreciate the diversity of philosophical perspectives on the nature of science and its methods.
CO-5: To apply philosophical insights to contemporary scientific challenges and ethical dilemmas.

Course Content:

UNIT- I	What is science? a) Fundamental requirements from a scientific theory b) The dual roots of science c) Demarcation, naturalism, science, and pseudoscience d) Induction e) Causality
UNIT- II	Scientific explanation a) Deductive-Nomological model of the explanation b) Inductive-Statistical model of the explanation
UNIT- III	Scientific theory change a) Verification b) Falsification c) Scientific revolutions d) Scientific theory
UNIT-IV	Values and norms in science a) Are scientists morally responsible? b) Values and norms in science
UNIT-V	Recent trends in Philosophy of Science

CO-PO and PSO Mapping Matrix

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	3	2	2	2	1	2	1	2	1	1	1	3	3	2	2	2	2
CO 2	3	3	2	3	2	1	2	2	1	2	1	3	3	3	3	2	2
CO 3	2	2	1	2	1	3	2	3	2	3	1	3	2	3	2	3	3
CO 4	3	3	2	3	1	1	1	2	1	2	1	3	3	3	3	2	2
CO 5	3	2	2	3	2	3	2	3	2	3	1	3	2	2	3	3	3
Average	**2.8**	**2.4**	**1.8**	**2.6**	**1.4**	**2.0**	**1.4**	**2.4**	**1.4**	**2.2**	**1.0**	**3.0**	**2.6**	**2.4**	**2.6**	**2.4**	**2.4**

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Moral responsibility of scientists and normative values in scientific practice (Unit IV).
Scientific Methodology	High	Induction, causality, hypothetico-deductive method, and falsification (Unit I, II and III).
Critical Reasoning	High	Demarcation between science and pseudoscience; analyzing scientific revolutions (Unit I and III).
Social Responsibility	Medium	Evaluation of scientific knowledge within cultural and societal value systems (CO-3).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Fosters high-level cognitive skills and understanding of scientific literacy/foundations (CO-1, CO-4).
SDG 9	Innovation and Infrastructure	Analyses scientific theory change and revolutions, which drive technological and structural innovation (Unit III).
SDG 16	Peace, Justice and Strong Institutions	Focuses on the ethics of scientific practice and the moral responsibility of knowledge-bearers (Unit IV).

Suggested Readings:

- Okasha Samir, *Philosophy of Science*: A Very Short Introduction, Oxford University Press, 2002
- Janet A. Kourany, *An introduction to the Philosophy of Science,* Cambridge University Press, 2013
- Ladyman James, *Understanding Philosophy of Science*.: Routledge, London, 2002.
- Selected papers from McGrew, Tim, Alspector-Kelly, Marc, andAllhoff, Fritz, *Philosophy of science. An historical anthology*, Wiley-Blackwell, Chichester, 2009.
- Dear, Peter, *The intelligibility of nature. How science makes sense of the world, Introduction*, University of Chicago Press, Chicago,2006

- Dunbar, Kevin, andFugelsang, Jonathan, *Scientific thinking and reasoning*. In K.J, 2005
- Holyoakand R. Morrison (Eds.), *Cambridge handbook of thinking and reasoning,* Cambridge University Press, New York. 29
- Week 12 De Cruz, Helen and De Smedt, *Johan The value of epistemic disagreement in scientific practice. The case of Homo floresiensis. Studies in History and Philosophy of Science* A, 44, 169–177, (2013).
- Helen (1991) ― Multiplying subjects and the diffusion of power‖, *Journal of Philosophy*, 88, 666–674.

INTRODUCTION TO SOCIAL PHILOSOPHY
Major Course Paper-XXIV
Paper Code: PI40008

Full Mark-60+40
Credit Point-04

Objectives:
This paper tries to find out the basic laws which operate in society and influence human relations. Its aim is to interpret society with reference to the essential society unity of mankind, to enable the students comprehend the nature and scope of social philosophy and their interrelation as well. To acquaint the learners with primary concepts relating to state and society. To provide a general introduction to different socio-political issues and theories regarding them. To develop awareness about different political ideals.

Course Outcome:
CO-1: To expose nature and the scope of social philosophy
CO-2: To gain knowledge of fundamental concepts of social life.
CO-3: To understand the rights and duties of individuals in different contexts.
CO-4: To analyse social values and ideals for a better life.
CO-5: To know about social institutions. social change and social values.

COURSE CONTENT

UNIT- I	Nature and Scope of Social Philosophy - Social Philosophy and Sociology – Social Philosophy and Ethics.
UNIT- II	Fundamental concepts of social life: Community, Association, Institution, Society

UNIT- III	Social Institutions: a) Marriage and Family b) Educational Institutions c) Cultural Institutions d) Religious Institutions
UNIT- IV	Problem of Social Change – Laws of social change – Change and progress Distinguished
UNIT- V	Social Values – Justice, Liberty and Equality – Ideals of Marx, Gandhi and Ambedkar compared

CO-PO and PSO Mapping Matrix

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	2	2	1	2	1	3	1	3	1	2	1	3	3	2	2	2	2
CO 2	2	2	1	1	1	3	1	2	3	2	1	3	2	2	2	2	3
CO 3	2	2	1	1	1	3	1	3	3	2	1	3	2	3	3	3	3
CO 4	3	3	2	2	1	3	2	2	2	2	1	3	3	3	2	3	3
CO 5	3	3	2	3	1	3	2	3	2	3	1	3	3	3	3	3	3
Average	**2.4**	**2.4**	**1.4**	**1.8**	**1.0**	**3.0**	**1.4**	**2.6**	**2.2**	**2.2**	**1.0**	**3.0**	**2.6**	**2.6**	**2.4**	**2.6**	**2.8**

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Human Values	High	Social values of Justice, Liberty, and Equality; Comparison of Marx, Gandhi, and Ambedkar (Unit V).
Gender and Family	High	Study of Marriage and Family as core social institutions (Unit III).
Social Responsibility	High	Understanding the interrelation between individual rights/duties and institutional structures (Unit III and IV).
Sustainable Development	Medium	Analysis of social change vs. progress and the laws governing societal evolution (Unit IV).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Detailed analysis of Educational Institutions as pillars of social structure (Unit III).
SDG 5	Gender Equality	Explored through the philosophical study of Marriage, Family, and Equality (Unit III and V).
SDG 10	Reduced Inequalities	Core component via the comparison of Ambedkar and Marx's ideals on social structure (Unit V).
SDG 16	Peace, Justice and Strong Institutions	Focus on Social Justice, Liberty, and the nature of social institutions (Unit II, III and V).

Suggested Readings:

1. Mackenzi, J.S: *Outlines of Social Philosophy*
2. Ginsberg, M: *The Psychology of Society*
3. Sargent, S: *Fundamentals of Social Philosophy*
4. Hethruigton*: Social purpose*
5. Sorokin, P*: Reconstruction of Humanity*
6. Radhakrishnan, S*: Religion and Society*
7. Joad, C.E.M*: Guide to the Philosophy of Morals and Politics*
8. Prabhu, P.H*: Hindu Social Organization*
9. Ambedkar, B.R*: Mr. Gandhi and the Emancipation of Untouchables*
10. 10.Vol.IInternationaltask of Dr. B. R. Ambedkar Congress of Social: *The Annihilation of Caste. An unfinished*

GANDHIAN PHILOSOPHY: THEORY AND PRACTICE
Minor Paper-XVI
Paper Code: PI42002

Full Mark: 60+40

Credit Point: 4

Objectives:

This course introduces students to the philosophical foundations of Mahatma Gandhi's thought and its practical applications in individual, social, political, economic, and global contexts. It explores Gandhi's ideas of Truth (Satya), Non-violence (Ahimsa), Satyagraha, Sarvodaya, Swaraj, education, environmental ethics, and sustainable development, highlighting their continuing relevance in the twenty-first century.

Course outcomes:

CO1: Explain the fundamental concepts and philosophical foundations of Gandhian thought.

CO2: Analyse Gandhi's ethical principles of Truth, Non-violence, Satyagraha, and Sarvodaya in relation to personal and social life.

CO3: Evaluate Gandhi's political and economic ideas, including Swaraj, trusteeship, and Gram Swaraj.

CO4: Examine Gandhi's educational philosophy (Nai Talim) and his perspectives on religion, communal harmony, and social reform.

CO5: Assess the contemporary relevance of Gandhian philosophy in addressing issues such as peace, human rights, environmental sustainability, and social justice.

COURSE CONTENT

UNIT-I	Foundations of Gandhian Philosophy Concept of Truth (Satya) Concept of Non-violence (Ahimsa) Means and Ends
UNIT-II	Gandhian Ethics and Social Philosophy Satyagraha: Nature, principles and methods
UNIT-III	Gandhian Political and Economic Philosophy Swaraj: Individual and Political Trusteeship Theory
UNIT-IV	Gandhian Philosophy of Education Nai Talim (Basic Education) Education for Character Building
UNIT-V	Contemporary Relevance of Gandhian Philosophy Gandhian Environmental Ethics Relevance of Gandhian Philosophy in the Twenty-first Century

CO-PO and PSO Mapping Matrix

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	3	2	1	2	1	3	2	3	1	2	1	3	3	3	3	2	3
CO 2	2	3	2	3	1	3	2	3	1	2	1	3	3	3	3	3	3
CO 3	2	2	1	2	1	3	3	3	2	3	1	3	3	3	3	3	3
CO 4	3	3	2	3	1	3	3	3	1	2	1	3	3	3	2	3	3

CO 5	2	3	2	3	1	3	3	3	2	2	1	3	3	3	3	3	3
Average	**2.4**	**2.6**	**1.6**	**2.6**	**1.0**	**3.0**	**2.6**	**3.0**	**1.4**	**2.2**	**1.0**	**3.0**	**3.0**	**3.0**	**2.8**	**2.8**	**3.0**

Scale: 1 – Low, 2 – Medium

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Human Values and Ethics	High	Truth, Non-violence, and the Means and Ends relationship (Unit I and II).
Social Inclusivity	High	Sarvodaya, Untouchability, and Sectarianism (Unit III and V).
Sustainability	High	Critique of Modern Civilization and the principle of Trusteeship (Unit III and IV).
Peace and Conflict	High	Peace initiatives and Satyagraha (CO-3, CO-4).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 10	Reduced Inequalities	Abolition of untouchability and the inclusive vision of Sarvodaya (Unit III, V).
SDG 12	Responsible Consumption	Gandhian emphasis on simple living and the critique of modern consumerist civilization (Unit IV).
SDG 16	Peace, Justice and Strong Institutions	Promotion of Ahimsa and the ethical governance model of Swaraj (Unit I, III).

Suggested readings:

1. M. K. Gandhi, An Autobiography: The Story of My Experiments with Truth An Autobiography: The Story of My Experiments with Truth Navajivan Publishing House, Ahmedabad 1927
2. M. K. Gandhi, Hind Swaraj Hind Swaraj or Indian Home Rule Navajivan Publishing House, Ahmedabad 1909
3. M. K. Gandhi, The Collected Works of Mahatma Gandhi The Collected Works of Mahatma Gandhi Publications Division, Government of India, New Delhi 1958–1994
4. Raghavan N. Iyer, The Moral and Political Thought of Mahatma Gandhi The Moral and Political Thought of Mahatma Gandhi Oxford University Press 1973
5. Bhikhu Parekh, Gandhi's Political Philosophy Gandhi's Political Philosophy: A Critical Examination Palgrave Macmillan 1989

6. Bhikhu Parekh, Gandhi Gandhi Oxford University Press (Very Short Introductions) 2001
7. Louis Fischer, The Life of Mahatma Gandhi The Life of Mahatma Gandhi Harper & Brothers, New York 1950
8. D. G. Tendulkar, Mahatma Mahatma: Life of Mohandas Karamchand Gandhi
9. Publications Division, Government of India (reprint); originally Vithalbhai K. Jhaveri & D. G. Tendulkar 1951–1954

SEMESTER – VIII (Single Major)
(With Research)

WESTERN METAPHYSICS
Major Paper-XXI
Paper Code: PI40002

Full Mark-60+40
Credit Point-04

Objectives:

The objective of this course is to give knowledge about western metaphysics. To introduce the essence of Philosophy, essentially is the notion of truth. To develop sources of knowledge in Western idea of Philosophy. To show knowledge in its strong and weaker senses respectively. To introduce apriori and aposteriori knowledge in Western philosophy, in other words to make a clear distinction between mathematical and empirical knowledge. To show that reality is all about eradicating our pre-conceived notions, and only to harp upon objectivity. To reach at the core of all physical objects, which philosophy terms as Substance, explaining it in context of its universality and eternity, thereby starting from the study of knowledge to go beyond matter.

Course outcomes:

CO-1: To understand western metaphysics and the concepts properly.
CO-2: To gain knowledge on different metaphysical concepts developed in western philosophical systems like Reality, Theory of ideas, form and matter, Interactionism, Parallelism, Realism, conceptualism, nominalism etc.
CO-3: To gain the knowledge on the philosophy of Plato, Aristotle, Descartes, Spinoza, Leibniz, Locke, Berkley, Hume etc.
CO-4: To understand philosophical issues and problems from right perspectives.
CO-5: Understanding of metaphysical problems in right perspectives will pave the way of finding new solutions.

COURSE CONTENT

UNIT- I	Substance: Plato-Theory of knowledge, Theory of Ideas, Aristotle's Criticism, Aristotle- Form and Matter
UNIT- II	Interactionism, Parallelism, Pre-established Harmony
UNIT-III	Problem of Universal: Realism, Nominalism
UNIT-IV	Problem of Universal Conceptualism,
UNIT-V	The doctrine of Family Resemblance

CO-PO and PSO Mapping Matrix

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	3	2	2	2	2	3	3	2	1	1	3	3	3	1	2	2
CO2	3	3	2	2	3	2	3	2	2	1	1	3	3	3	1	3	2
CO3	3	3	3	2	2	2	3	3	3	2	1	3	3	3	2	3	3
CO4	3	3	3	1	2	2	3	2	3	2	1	3	2	2	3	3	2
CO5	2	3	3	3	3	3	3	2	3	2	2	3	2	2	3	3	3
Average	**2.8**	**3.0**	**2.6**	**2.0**	**2.4**	**2.2**	**3.0**	**2.4**	**2.6**	**1.6**	**1.2**	**3.0**	**2.6**	**2.6**	**2.0**	**2.8**	**2.4**

1 – Low | 2 – Medium | 3 – High | '-' – No correlation

Cross-Cutting Issues Integration

Cross-cutting issue	Level	Integration Focus
Professional Ethics	High	Academic integrity in philosophical research, objectivity in evaluation of truth, and ethical discourse.
Gender	Low	Inclusion of feminist critiques of traditional metaphysics (rationality vs. emotion) in class discussions.
Human Values	High	Exploration of the 'Substance' of human existence, dignity, and the metaphysical basis of values.
Environment and Sustainability	Medium	Understanding the relationship between 'Matter' and 'Mind' to foster respect for the physical world (Eco-philosophy).

Sustainable Development Goals (SDG) Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Provides deep intellectual training, critical thinking, and literacy in the history of ideas.

SDG 16	Peace, Justice and Strong Institutions	Metaphysical inquiry into truth and objectivity promotes rational dialogue and conflict resolution.
SDG 17	Partnerships for the Goals	Understanding 'Universals' and 'Family Resemblance' fosters global intellectual cooperation and cultural empathy.

Suggested readings:

1. Richard Taylor, *Metaphysics, Prentice-hall,4th edition Pearson,1991*
2. Russell, Bertrand: The *Problems of Philosophy*, H. Holt and Company, Newyork,1912
3. John Hospers: *An Introduction to Philosophical Analysis*, Prentice Hall, Inc (1997)
4. D. W. Hamlyn: *Metaphysics,* Cambridge University Press,1984
5. David E. Hales: *Metaphysics: Contemporary Readings,* Create space,2013
6. Patrick, G.W.*: An Introduction to Philosophy, George Allen and Unwin Ltd,1935*
7. Connor, D.J. (1964), *A Critical History of Western Philosophy,* Macmillan, New York, 1964.
8. Moore, Bruder, (2011), *Philosophy: The Power of Ideas,* New Delhi: Tata MacGraw Hill.
9. Stegmuller, W. (1969), *Main Currents in Contemporary German, British and American Philosophy,* Dordrecht, D. Reidel Publishing.
10. Thomson, Garrett, (1993), *An Introduction to Modern Philosophy,* California:

GANDHIAN PHILOSOPHY: THEORY AND PRACTICE
Minor Paper-XVI
Paper Code: PI42002

Full Mark: 60+40
Credit Point: 4

Objectives:

This course introduces students to the philosophical foundations of Mahatma Gandhi's thought and its practical applications in individual, social, political, economic, and global contexts. It explores Gandhi's ideas of Truth (Satya), Non-violence (Ahimsa), Satyagraha, Sarvodaya, Swaraj, education, environmental ethics, and sustainable development, highlighting their continuing relevance in the twenty-first century.

Course outcomes:

CO1: Explain the fundamental concepts and philosophical foundations of Gandhian thought.

CO2: Analyse Gandhi's ethical principles of Truth, Non-violence, Satyagraha, and Sarvodaya in relation to personal and social life.

CO3: Evaluate Gandhi's political and economic ideas, including Swaraj, trusteeship, and Gram Swaraj.

CO4: Examine Gandhi's educational philosophy (Nai Talim) and his perspectives on religion, communal harmony, and social reform.

CO5: Assess the contemporary relevance of Gandhian philosophy in addressing issues such as peace, human rights, environmental sustainability, and social justice.

COURSE CONTENT

UNIT-I	Foundations of Gandhian Philosophy Concept of Truth (Satya) Concept of Non-violence (Ahimsa) Means and Ends
UNIT-II	Gandhian Ethics and Social Philosophy Satyagraha: Nature, principles and methods
UNIT-III	Gandhian Political and Economic Philosophy Swaraj: Individual and Political Trusteeship Theory
UNIT-IV	Gandhian Philosophy of Education Nai Talim (Basic Education) Education for Character Building
UNIT-V	Contemporary Relevance of Gandhian Philosophy Gandhian Environmental Ethics Relevance of Gandhian Philosophy in the Twenty-first Century

CO-PO and PSO Mapping Matrix

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	3	2	1	2	1	3	2	3	1	2	1	3	3	3	3	2	3
CO 2	2	3	2	3	1	3	2	3	1	2	1	3	3	3	3	3	3
CO 3	2	2	1	2	1	3	3	3	2	3	1	3	3	3	3	3	3
CO 4	3	3	2	3	1	3	3	3	1	2	1	3	3	3	2	3	3
CO 5	2	3	2	3	1	3	3	3	2	2	1	3	3	3	3	3	3
Average	**2.4**	**2.6**	**1.6**	**2.6**	**1.0**	**3.0**	**2.6**	**3.0**	**1.4**	**2.2**	**1.0**	**3.0**	**3.0**	**3.0**	**2.8**	**2.8**	**3.0**

Scale: 1 – Low, 2 – Medium

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Human Values and Ethics	High	Truth, Non-violence, and the Means and Ends relationship (Unit I and II).
Social Inclusivity	High	Sarvodaya, Untouchability, and Sectarianism (Unit III and V).
Sustainability	High	Critique of Modern Civilization and the principle of Trusteeship (Unit III and IV).
Peace and Conflict	High	Peace initiatives and Satyagraha (CO-3, CO-4).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 10	Reduced Inequalities	Abolition of untouchability and the inclusive vision of Sarvodaya (Unit III, V).
SDG 12	Responsible Consumption	Gandhian emphasis on simple living and the critique of modern consumerist civilization (Unit IV).
SDG 16	Peace, Justice and Strong Institutions	Promotion of Ahimsa and the ethical governance model of Swaraj (Unit I, III).

Suggested readings:

1. M. K. Gandhi, An Autobiography: The Story of My Experiments with Truth An Autobiography: The Story of My Experiments with Truth Navajivan Publishing House, Ahmedabad 1927
2. M. K. Gandhi, Hind Swaraj Hind Swaraj or Indian Home Rule Navajivan Publishing House, Ahmedabad 1909
3. M. K. Gandhi, The Collected Works of Mahatma Gandhi The Collected Works of Mahatma Gandhi Publications Division, Government of India, New Delhi 1958–1994
4. Raghavan N. Iyer, The Moral and Political Thought of Mahatma Gandhi The Moral and Political Thought of Mahatma Gandhi Oxford University Press 1973
5. Bhikhu Parekh, Gandhi's Political Philosophy Gandhi's Political Philosophy: A Critical Examination Palgrave Macmillan 1989
6. Bhikhu Parekh, Gandhi Gandhi Oxford University Press (Very Short Introductions) 2001

7. Louis Fischer, The Life of Mahatma Gandhi The Life of Mahatma Gandhi Harper & Brothers, New York 1950
8. D. G. Tendulkar, Mahatma Mahatma: Life of Mohandas Karamchand Gandhi
9. Publications Division, Government of India (reprint); originally Vithalbhai K. Jhaveri & D. G. Tendulkar 1951–1954

RESEARCH AND DISSERTATION
Paper Code: RD40082

Full Mark: 100
Credit Point: 12

SEMESTER – VIII (Double Major)
(Without Research)

WESTERN METAPHYSICS
Major Paper-XXI
Paper Code: PI40002

Full Mark-60+40
Credit Point-04

Objectives:

The objective of this course is to give knowledge about western metaphysics. To introduce the essence of Philosophy, essentially is the notion of truth. To develop sources of knowledge in Western idea of Philosophy. To show knowledge in its strong and weaker senses respectively. To introduce apriori and aposteriori knowledge in Western philosophy, in other words to make a clear distinction between mathematical and empirical knowledge. To show that reality is all about eradicating our pre-conceived notions, and only to harp upon objectivity. To reach at the core of all physical objects, which philosophy terms as Substance, explaining it in context of its universality and eternity, thereby starting from the study of knowledge to go beyond matter.

Course outcomes:

CO-1: To understand western metaphysics and the concepts properly.
CO-2: To gain knowledge on different metaphysical concepts developed in western philosophical systems like Reality, Theory of ideas, form and matter, Interactionism, Parallelism, Realism, conceptualism, nominalism etc.
CO-3: To gain the knowledge on the philosophy of Plato, Aristotle, Descartes, Spinoza, Leibniz, Locke, Berkley, Hume etc.
CO-4: To understand philosophical issues and problems from right perspectives.
CO-5: Understanding of metaphysical problems in right perspectives will pave the way of

finding new solutions.

COURSE CONTENT

UNIT- I	Substance: Plato-Theory of knowledge, Theory of Ideas, Aristotle's Criticism, Aristotle- Form and Matter
UNIT- II	Interactionism, Parallelism, Pre-established Harmony
UNIT-III	Problem of Universal: Realism, Nominalism
UNIT-IV	Problem of Universal Conceptualism,
UNIT-V	The doctrine of Family Resemblance

CO-PO and PSO Mapping Matrix

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2	2	3	3	2	1	1	3	3	3	1	2	2
CO2	3	3	2	2	3	2	3	2	2	1	1	3	3	3	1	3	2
CO3	3	3	3	2	2	2	3	3	3	2	1	3	3	3	2	3	3
CO4	3	3	3	1	2	2	3	2	3	2	1	3	2	2	3	3	2
CO5	2	3	3	3	3	3	3	2	3	2	2	3	2	2	3	3	3
Average	**2.8**	**3.0**	**2.6**	**2.0**	**2.4**	**2.2**	**3.0**	**2.4**	**2.6**	**1.6**	**1.2**	**3.0**	**2.6**	**2.6**	**2.0**	**2.8**	**2.4**

1 – Low | 2 – Medium | 3 – High | '-' – No correlation

Cross-Cutting Issues Integration

Cross-cutting issue	Level	Integration Focus
Professional Ethics	High	Academic integrity in philosophical research, objectivity in evaluation of truth, and ethical discourse.
Gender	Low	Inclusion of feminist critiques of traditional metaphysics (rationality vs. emotion) in class discussions.
Human Values	High	Exploration of the 'Substance' of human existence, dignity, and the metaphysical basis of values.
Environment and Sustainability	Medium	Understanding the relationship between 'Matter'

		and 'Mind' to foster respect for the physical world (Eco-philosophy).

Sustainable Development Goals (SDG) Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Provides deep intellectual training, critical thinking, and literacy in the history of ideas.
SDG 16	Peace, Justice and Strong Institutions	Metaphysical inquiry into truth and objectivity promotes rational dialogue and conflict resolution.
SDG 17	Partnerships for the Goals	Understanding 'Universals' and 'Family Resemblance' fosters global intellectual cooperation and cultural empathy.

Suggested readings:

1. Richard Taylor, *Metaphysics, Prentice-hall,4th edition Pearson,1991*
2. Russell, Bertrand: The *Problems of Philosophy*, H. Holt and Company, Newyork,1912
3. John Hospers: *An Introduction to Philosophical Analysis*, Prentice Hall, Inc (1997)
4. D. W. Hamlyn: *Metaphysics,* Cambridge University Press,1984
5. David E. Hales: *Metaphysics: Contemporary Readings,* Create space,2013
6. Patrick, G.W.*: An Introduction to Philosophy, George Allen and Unwin Ltd,1935*
7. Connor, D.J. (1964), *A Critical History of Western Philosophy,* Macmillan, New York, 1964.
8. Moore, Bruder, (2011), *Philosophy: The Power of Ideas,* New Delhi: Tata MacGraw Hill.
9. Stegmuller, W. (1969), *Main Currents in Contemporary German, British and American Philosophy,* Dordrecht, D. Reidel Publishing.
10. Thomson, Garrett, (1993), *An Introduction to Modern Philosophy,* California:

WORLDVIEW AMONG TRIBALS
Major Paper- XXII
Paper Code: PI40004

Full Mark-60+40
Credit Point-04

Objectives-

This paper will offer an opportunity to the students to understand the philosophic worldview among the tribals. The paper will help the students to know the traditional belief systems practised by the tribal people of the different states of India. It also helps the students to know about the description and understanding of the tribal world as well as tribal myths and philosophy.

Course Outcomes-

CO-1: To get familiarized with general characteristic features geographical and demographic distribution of tribal people of the world.
CO-2: To know about the way of life and ethical living of the tribals.
CO-3: To know with regard to the rites and rituals, traditions and myths, omens and wisdoms of the tribals.
CO-4: To get acquainted with the belief system of the tribals.
CO-5: To analyse indigenous life style from various perspectives.

Course Content:

Unit-I	Tribes and Tribal people: General characteristics, geographical and demographic distribution, Evolution of concepts: Tribe, Adivasi, the indigenous and autochthonous, the Scheduled tribes from historical, social and political perspectives The tribal way of life and ethical living
Unit –II	Tribal Hermeneutics and Epistemology: Tribal in relation to nature, human beings, the universe, the supreme being and mysteries and realities
Unit-III	Rites and rituals, traditions and myths, proverbs, riddles, omens and wisdoms Belief system: supreme being, sense of sacred and non-sacred, Deities and spirits and the universe, benevolent and malevolent spirits; totem, myths and omen
Unit-IV	The Tribal Worldview: Description and understanding of Tribal world Creation, time-space, unity-harmony and balance Norms, values and worldview
Unit-V	Tribal Myths and Philosophy: Meaning of myth Relation between myth and philosophy Interpretation and analysis of myth

CO-PO and PSO Mapping Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	2	1	1	1	3	2	2	1	2	1	3	2	2	2	2	3
CO 2	2	2	1	2	1	3	3	3	2	2	1	3	2	2	3	2	3
CO 3	3	3	2	2	1	3	2	2	2	3	1	3	3	3	3	3	3

CO 4	3	2	2	2	1	2	2	3	1	2	1	3	3	3	3	3	3
CO 5	3	3	2	3	1	3	3	3	2	2	1	3	3	3	3	3	3
Average	2.6	2.4	1.6	2.0	1.0	2.8	2.4	2.6	1.6	2.2	1.0	3.0	2.6	2.6	2.8	2.6	3.0

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Ethics and Values	High	Tribal ethical living, norms, and values (Unit I and IV).
Environmental Awareness	High	Tribal relation to nature and the universe; sustainable indigenous lifestyles (Unit II).
Cultural Heritage	High	Analysis of myths, proverbs, rites, and rituals (Unit III and V).
Social Inclusion	High	Historical and political evolution of Scheduled Tribes and Adivasi identities (Unit I).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 10	Reduced Inequalities	Understanding the demographic distribution and historical evolution of indigenous identities (CO-1).
SDG 15	Life on Land	The Tribal worldview emphasizes harmony and balance with nature/the universe (Unit IV).
SDG 16	Peace, Justice and Strong Institutions	Focus on traditional wisdom and the ethics of tribal unity and harmony (Unit IV).

Suggested Readings-

27. W.A. Longchar, (1995). *The Traditional Tribal World View and Modernity*, Jorhat: Eastern Theological College, Assam.
28. Bose, Nirmal Kumar, (2014**).** *Tribal Life In India*, National Book Trust, Fifth Edition.
29. Elwin, Verrier (1949). *MYTHS OF MIDDLE INDIA*, Oxford University Press; Madras.
30. Rich, David, (2019). *Myths of the Tribe*, Rich World Books;
31. Tripathy, Biyotkesh, Basa Kishor K*, (*2005) *Tribal Myths and Legends of Orissa: The Story of Origins,* Indira Gandhi Rashtriya Manav Sangrahalaya, Bhopal
32. Elwin, Verrier, (1954). *Tribal Myths of Orissa*, Oxford University Press, London.
33. Joy, Rimai,(2019).TRIBAL RELIGION: Continuity and Change among the Tangkhul Naga,Rawat Publications; JAIPUR.

34. Bhattacharjee Somenath **,** (2015). *Religious Belief, Rituals of The Karbi Tribal Group in Northeast India,* LAP Lambert Academic Publishing.
35. Chatterjee, Subhasish, (2018). "Belief of Tribal's in Supernatural Power and Its Relation with Religious Life [With Special Reference to Indian Tribal Society", in https://www.researchgate.net/publication/326894231_Belief_of_Tribal's_in_Supernatural_Power_and_Its_Relation_with_Religious_Life_With_Special_Reference_to_Indian_Tribal_Society (Internet Source)
36. Bose Nirmal Kumar, (1977). *Tribal Life in India*, National Book Trust, New Delhi.
37. Codrington, R. H. (1891). *The Melanesians*. Oxford: Clarendon.
38. Marett, R. (1899). *Preanimistic Religion*. Folk-Lore, 2, 1-28.
39. Marett, R. (1909). *The Threshold of Religion*. Methuen: London.
40. Mutharayappa, R., (1994). Factors Affecting Fertility Among Tribals. *Man and Development.* Dec. 16(4).
41. N.N. Yas, (1967). Customs and Traditions of Some Indian Tribes, Vikas Publishing House, New Delhi.
42. Tylor, E. B. (1871). *Primitive Culture*. London.
43. Verma, P., (1960). Socio-Cultural Organisations of Tribals. Metro Publishers, Rajasthan.
44. Kerketta, Vijay Kumar, (2018). "The Santhal's belief system- An indication to their deeper dimension", in *IJEDR,* Vol- 6, issue 1.
45. Vidyarthi, Lalita Prasad and Rai, Binay Kumar, (1977). *The Tribal Culture of India*, Concept Publishing Company,;New Delhi.
46. http://nldongre.com/Magzin/75.pdf
47. http://shodhganga.inflibnet.ac.in/bitstream/10603/67892/8/08_chapter%203.pdf
48. http://www.yourarticlelibrary.com/society/essay-on-the-totem-tribal-society-india/4414
49. https://en.wikipedia.org/wiki/%C3%89mile_Durkheim
50. *shodhganga.inflibnet.ac.in*
51. http://www.beliefnet.com/faiths/hinduism/2003/02/hindu-rituals-for-death-and-grief.aspx
52. http://www.yourarticlelibrary.com/society/essay-on-the-totem-tribal-society-india/4414

SCIENTIFIC INQUIRY AND PHILOSOPHICAL THINKING
Major Paper-XXIII
Paper Code: PI40006

Full Mark: 60+40
Credit Point: 4

Objectives:

In the Philosophy of Science paper, students will examine the nature, methods, and limitations of scientific inquiry, exploring philosophical issues such as scientific realism, the demarcation problem, and the ethics of scientific practice.

Course Outcomes:

CO-1: To understand the philosophical foundations of science and its historical development.
CO-2: To analyze key philosophical issues in the philosophy of science.

CO-3: To critically evaluate the relationship between scientific knowledge, cultural context, and societal values.

CO-4: To apreciate the diversity of philosophical perspectives on the nature of science and its methods.

CO-5: To apply philosophical insights to contemporary scientific challenges and ethical dilemmas.

Course Content:

UNIT- I	What is science? a) Fundamental requirements from a scientific theory b) The dual roots of science c) Demarcation, naturalism, science, and pseudoscience d) Induction e) Causality
UNIT- II	Scientific explanation a) Deductive-Nomological model of the explanation b) Inductive-Statistical model of the explanation
UNIT- III	Scientific theory change a) Verification b) Falsification c) Scientific revolutions d) Scientific theory
UNIT-IV	Values and norms in science a) Are scientists morally responsible? b) Values and norms in science
UNIT-V	Recent trends in Philosophy of Science

CO-PO and PSO Mapping Matrix

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	3	2	2	2	1	2	1	2	1	1	1	3	3	2	2	2	2
CO 2	3	3	2	3	2	1	2	2	1	2	1	3	3	3	3	2	2
CO 3	2	2	1	2	1	3	2	3	2	3	1	3	2	3	2	3	3
CO 4	3	3	2	3	1	1	1	2	1	2	1	3	3	3	3	2	2
CO 5	3	2	2	3	2	3	2	3	2	3	1	3	2	2	3	3	3
Average	**2.8**	**2.4**	**1.8**	**2.6**	**1.4**	**2.0**	**1.4**	**2.4**	**1.4**	**2.2**	**1.0**	**3.0**	**2.6**	**2.4**	**2.6**	**2.4**	**2.4**

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Moral responsibility of scientists and normative values in scientific practice

		(Unit IV).
Scientific Methodology	High	Induction, causality, hypothetico-deductive method, and falsification (Unit I, II and III).
Critical Reasoning	High	Demarcation between science and pseudoscience; analyzing scientific revolutions (Unit I and III).
Social Responsibility	Medium	Evaluation of scientific knowledge within cultural and societal value systems (CO-3).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Fosters high-level cognitive skills and understanding of scientific literacy/foundations (CO-1, CO-4).
SDG 9	Innovation and Infrastructure	Analyses scientific theory change and revolutions, which drive technological and structural innovation (Unit III).
SDG 16	Peace, Justice and Strong Institutions	Focuses on the ethics of scientific practice and the moral responsibility of knowledge-bearers (Unit IV).

Suggested Readings:

- Okasha Samir, *Philosophy of Science*: A Very Short Introduction, Oxford University Press, 2002
- Janet A. Kourany, *An introduction to the Philosophy of Science,* Cambridge University Press, 2013
- Ladyman James, *Understanding Philosophy of Science*.: Routledge, London, 2002.
- Selected papers from McGrew, Tim, Alspector-Kelly, Marc, andAllhoff, Fritz, *Philosophy of science. An historical anthology*, Wiley-Blackwell, Chichester, 2009.
- Dear, Peter, *The intelligibility of nature. How science makes sense of the world, Introduction*, University of Chicago Press, Chicago,2006
- Dunbar, Kevin, andFugelsang, Jonathan, *Scientific thinking and reasoning*. In K.J, 2005
- Holyoakand R. Morrison (Eds.), *Cambridge handbook of thinking and reasoning,* Cambridge University Press, New York. 29
- Week 12 De Cruz, Helen and De Smedt, *Johan The value of epistemic disagreement in scientific practice. The case of Homo floresiensis. Studies in History and Philosophy of Science* A, 44, 169–177, (2013).

❖ Helen (1991) ― Multiplying subjects and the diffusion of power‖, *Journal of Philosophy*, 88, 666–674.

INTRODUCTION TO SOCIAL PHILOSOPHY

Major Paper-XXIV
Paper Code: PI40008

Full Mark-60+40
Credit Point-04

Objectives:

This paper tries to find out the basic laws which operate in society and influence human relations. Its aim is to interpret society with reference to the essential society unity of mankind, to enable the students comprehend the nature and scope of social philosophy and their interrelation as well. To acquaint the learners with primary concepts relating to state and society. To provide a general introduction to different socio-political issues and theories regarding them. To develop awareness about different political ideals.

Course Outcome:

CO-1: To expose nature and the scope of social philosophy
CO-2: To gain knowledge of fundamental concepts of social life.
CO-3: To understand the rights and duties of individuals in different contexts.
CO-4: To analyse social values and ideals for a better life.
CO-5: To know about social institutions. social change and social values.

COURSE CONTENT

UNIT- I	Nature and Scope of Social Philosophy - Social Philosophy and Sociology – Social Philosophy and Ethics.
UNIT- II	Fundamental concepts of social life: Community, Association, Institution, Society
UNIT- III	Social Institutions: e) Marriage and Family f) Educational Institutions g) Cultural Institutions h) Religious Institutions
UNIT- IV	Problem of Social Change – Laws of social change – Change and progress Distinguished

UNIT- V	Social Values – Justice, Liberty and Equality – Ideals of Marx, Gandhi and Ambedkar compared

CO-PO and PSO Mapping Matrix

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	2	2	1	2	1	3	1	3	1	2	1	3	3	2	2	2	2
CO 2	2	2	1	1	1	3	1	2	3	2	1	3	2	2	2	2	3
CO 3	2	2	1	1	1	3	1	3	3	2	1	3	2	3	3	3	3
CO 4	3	3	2	2	1	3	2	2	2	2	1	3	3	3	2	3	3
CO 5	3	3	2	3	1	3	2	3	2	3	1	3	3	3	3	3	3
Average	**2.4**	**2.4**	**1.4**	**1.8**	**1.0**	**3.0**	**1.4**	**2.6**	**2.2**	**2.2**	**1.0**	**3.0**	**2.6**	**2.6**	**2.4**	**2.6**	**2.8**

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Human Values	High	Social values of Justice, Liberty, and Equality; Comparison of Marx, Gandhi, and Ambedkar (Unit V).
Gender and Family	High	Study of Marriage and Family as core social institutions (Unit III).
Social Responsibility	High	Understanding the interrelation between individual rights/duties and institutional structures (Unit III and IV).
Sustainable Development	Medium	Analysis of social change vs. progress and the laws governing societal evolution (Unit IV).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Detailed analysis of Educational Institutions as pillars of social structure (Unit III).
SDG 5	Gender Equality	Explored through the philosophical study of Marriage, Family, and Equality (Unit III and V).

SDG 10	Reduced Inequalities	Core component via the comparison of Ambedkar and Marx's ideals on social structure (Unit V).
SDG 16	Peace, Justice and Strong Institutions	Focus on Social Justice, Liberty, and the nature of social institutions (Unit II, III and V).

Suggested Readings:

11. Mackenzi, J.S: *Outlines of Social Philosophy*
12. Ginsberg, M: *The Psychology of Society*
13. Sargent, S: *Fundamentals of Social Philosophy*
14. Hethruigton*: Social purpose*
15. Sorokin, P*: Reconstruction of Humanity*
16. Radhakrishnan, S*: Religion and Society*
17. Joad, C.E.M*: Guide to the Philosophy of Morals and Politics*
18. Prabhu, P.H*: Hindu Social Organization*
19. Ambedkar, B.R*: Mr. Gandhi and the Emancipation of Untouchables*
20. 10.Vol.IInternationaltask of Dr. B. R. Ambedkar Congress of Social: *The Annihilation of Caste. An unfinished*

GANDHIAN PHILOSOPHY: THEORY AND PRACTICE
Minor Paper-XVI
Paper Code: PI42002

Full Mark: 60+40
Credit Point: 4

Objectives:

This course introduces students to the philosophical foundations of Mahatma Gandhi's thought and its practical applications in individual, social, political, economic, and global contexts. It explores Gandhi's ideas of Truth (Satya), Non-violence (Ahimsa), Satyagraha, Sarvodaya, Swaraj, education, environmental ethics, and sustainable development, highlighting their continuing relevance in the twenty-first century.

Course outcomes:

CO1: Explain the fundamental concepts and philosophical foundations of Gandhian thought.

CO2: Analyse Gandhi's ethical principles of Truth, Non-violence, Satyagraha, and Sarvodaya in relation to personal and social life.

CO3: Evaluate Gandhi's political and economic ideas, including Swaraj, trusteeship, and Gram Swaraj.

CO4: Examine Gandhi's educational philosophy (Nai Talim) and his perspectives on religion, communal harmony, and social reform.

CO5: Assess the contemporary relevance of Gandhian philosophy in addressing issues such as peace, human rights, environmental sustainability, and social justice.

COURSE CONTENT

UNIT-I	Foundations of Gandhian Philosophy Concept of Truth (Satya) Concept of Non-violence (Ahimsa) Means and Ends
UNIT-II	Gandhian Ethics and Social Philosophy Satyagraha: Nature, principles and methods
UNIT-III	Gandhian Political and Economic Philosophy Swaraj: Individual and Political Trusteeship Theory
UNIT-IV	Gandhian Philosophy of Education Nai Talim (Basic Education) Education for Character Building
UNIT-V	Contemporary Relevance of Gandhian Philosophy Gandhian Environmental Ethics Relevance of Gandhian Philosophy in the Twenty-first Century

CO-PO and PSO Mapping Matrix

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	3	2	1	2	1	3	2	3	1	2	1	3	3	3	3	2	3
CO 2	2	3	2	3	1	3	2	3	1	2	1	3	3	3	3	3	3
CO 3	2	2	1	2	1	3	3	3	2	3	1	3	3	3	3	3	3
CO 4	3	3	2	3	1	3	3	3	1	2	1	3	3	3	2	3	3
CO 5	2	3	2	3	1	3	3	3	2	2	1	3	3	3	3	3	3
Average	**2.4**	**2.6**	**1.6**	**2.6**	**1.0**	**3.0**	**2.6**	**3.0**	**1.4**	**2.2**	**1.0**	**3.0**	**3.0**	**3.0**	**2.8**	**2.8**	**3.0**

Scale: 1 – Low, 2 – Medium

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Human Values and Ethics	High	Truth, Non-violence, and the Means and Ends relationship (Unit I and II).
Social Inclusivity	High	Sarvodaya, Untouchability, and Sectarianism (Unit III and V).
Sustainability	High	Critique of Modern Civilization and the principle of Trusteeship (Unit III and IV).
Peace and Conflict	High	Peace initiatives and Satyagraha (CO-3, CO-4).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 10	Reduced Inequalities	Abolition of untouchability and the inclusive vision of Sarvodaya (Unit III, V).
SDG 12	Responsible Consumption	Gandhian emphasis on simple living and the critique of modern consumerist civilization (Unit IV).
SDG 16	Peace, Justice and Strong Institutions	Promotion of Ahimsa and the ethical governance model of Swaraj (Unit I, III).

Suggested readings:

1. M. K. Gandhi, An Autobiography: The Story of My Experiments with Truth An Autobiography: The Story of My Experiments with Truth Navajivan Publishing House, Ahmedabad 1927
2. M. K. Gandhi, Hind Swaraj Hind Swaraj or Indian Home Rule Navajivan Publishing House, Ahmedabad 1909
3. M. K. Gandhi, The Collected Works of Mahatma Gandhi The Collected Works of Mahatma Gandhi Publications Division, Government of India, New Delhi 1958–1994
4. Raghavan N. Iyer, The Moral and Political Thought of Mahatma Gandhi The Moral and Political Thought of Mahatma Gandhi Oxford University Press 1973
5. Bhikhu Parekh, Gandhi's Political Philosophy Gandhi's Political Philosophy: A Critical Examination Palgrave Macmillan 1989
6. Bhikhu Parekh, Gandhi Gandhi Oxford University Press (Very Short Introductions) 2001
7. Louis Fischer, The Life of Mahatma Gandhi The Life of Mahatma Gandhi Harper & Brothers, New York 1950
8. D. G. Tendulkar, Mahatma Mahatma: Life of Mohandas Karamchand Gandhi
9. Publications Division, Government of India (reprint); originally Vithalbhai K. Jhaveri & D. G. Tendulkar 1951–1954

PHILOSOPHICAL REASONING AND CRITICAL ANALYSIS
Minor Paper-XVII
Paper Code: PI42004

Full Mark: 60+40
Credit Point: 4

PHILOSOPHICAL REASONING AND CRITICAL ANALYSIS

Objectives:

This course on critical thinking and applied reasoning would equip students with essential skills for analyzing, evaluating, and constructing arguments in various contexts. Students will engage in exercises, case studies, and discussions to develop their critical thinking skills and apply them to a wide range of practical and intellectual challenges. By the end of the course, students would be equipped with the tools and mindset necessary to think critically, reason effectively, and make well-informed decisions in their personal and professional lives.

Course Outcomes:

1. Attaining a proper understanding of the method of analysis, evaluation and interpretation in critical thinking and the primacy of critical thinking in philosophical pursuit.
2. Attaining an ability to understand different arguments and identify the logical /semi-logical fallacies in the arguments.
3. Attaining the knowledge of analogical reasoning and its applicability in the legal and moral domains.
4. Improved problem-solving abilities, allowing students to critically assess philosophical problems and propose reasoned solutions.
5. Application of critical thinking skills to contemporary issues, fostering informed and thoughtful engagement with social, political, and ethical debates.

Course Components:

UNIT-I	Introduction to Critical Thinking: Standards of Critical Thinking: Benefits and Limitations.
UNIT-II	Arguments and Recognizing arguments: Definition and Contents of Argument, Premises hidden Premises, Conclusions intermediate Conclusions
UNIT-III	Fallacies: Introduction, Fallacies of Relevance, Fallacies of Presumption, Fallacies of Ambiguity, Illicit Transference, Fallacies in Ordinary Language
UNIT-IV	Types of Reasoning: Analogical, Legal, and Moral; Science andSuperstition: Distinction, Evidentiary Support, Objectivity, and Integrity

UNIT-V	Applied reasoning in contemporary issues: Analysing contemporary social, political and ethical issues

CO-PO and PSO Mapping Matrix

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	3	3	2	3	1	1	1	2	1	2	1	3	3	3	2	2	2
CO 2	3	3	2	3	2	1	1	1	2	2	1	3	3	3	2	2	2
CO 3	3	3	2	3	1	2	1	2	1	2	1	3	3	3	2	3	2
CO 4	3	2	2	3	1	2	1	3	2	2	1	3	2	3	3	3	3
CO 5	3	3	2	3	1	3	2	3	2	3	1	3	2	3	3	3	3
Average	**3.0**	**2.8**	**2.0**	**3.0**	**1.2**	**1.8**	**1.2**	**2.2**	**1.6**	**2.2**	**1.0**	**3.0**	**2.6**	**3.0**	**2.4**	**2.6**	**2.4**

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Evaluation of integrity, objectivity, and the distinction between evidence-based science and superstition (Unit IV).
Legal and Moral Reasoning	High	Application of analogical reasoning to complex legal and moral domains (Unit IV).
Social and Political Awareness	High	Analysing contemporary social, political, and ethical issues through applied reasoning (Unit V).
Scientific Temper	High	Developing a mindset for evidential support and objectivity versus presumption (Unit IV).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Equips students with cognitive tools for higher-order thinking and informed decision-making (CO-1, CO-5).
SDG 16	Peace, Justice and Strong Institutions	Enhances legal reasoning and the ability to evaluate arguments in social/political justice contexts (Unit IV and

		V).
SDG 9	Industry, Innovation and Infrastructure	Promotes scientific integrity and objective analysis, essential for research and innovation (Unit IV).

Prescribed Books: -

1. Hurley, Patrick. J.- *A Concise Introduction to Logic*, 12th Ed.
2. Sen, Madhuchhanda- *An Introduction to Critical Thinking*, Pearson India Ltd.

Reference Books:

1. David Kelley, *Art of Reasoning: An Introduction to Logic and Critical Thinking*, W. W. Norton, Incorporated.
2. Alec Fisher, *Critical Thinking; An Introduction*, Cambridge University Press.

E- Recourses

1. https://youtu.be/zFfSf2nska8?si=Ez6hB0LhIDyfYQgr
2. https://open.library.okstate.edu/criticalthinking/chapter/__unknown__/
3. https://youtu.be/vEkxq636_gc?si=UjJsr6yekOj0ltcY
4. https://iep.utm.edu/fallacy/
5. https://youtu.be/yAjkQ1YqLEE?si=RZDdRejljarLJre6
6. https://www.indeed.com/career-advice/career-development/types-of-reasoning
7. https://open.library.okstate.edu/criticalthinking/chapter/__unknown__-2/#:~:text=Thinking%20clearly%20and%20systematically%20can,not%20just%20having%20new%20ideas.
8. https://youtube.com/playlist?list=PLtKNX4SfKpzX_bhh4LOEWEGy3pkLmFDmkandsi=_pchcRWwvgMp4hzO

SEMESTER – VIII (Double Major)
(With Research)

WESTERN METAPHYSICS
Major Paper-XXI
Paper Code: PI40002

Full Mark-60+40
Credit Point-04

Objectives:

The objective of this course is to give knowledge about western metaphysics. To introduce the essence of Philosophy, essentially is the notion of truth. To develop sources of knowledge in Western idea of Philosophy. To show knowledge in its strong and weaker

senses respectively. To introduce apriori and aposteriori knowledge in Western philosophy, in other words to make a clear distinction between mathematical and empirical knowledge. To show that reality is all about eradicating our pre-conceived notions, and only to harp upon objectivity. To reach at the core of all physical objects, which philosophy terms as Substance, explaining it in context of its universality and eternity, thereby starting from the study of knowledge to go beyond matter.

Course outcomes:

CO-1: To understand western metaphysics and the concepts properly.

CO-2: To gain knowledge on different metaphysical concepts developed in western philosophical systems like Reality, Theory of ideas, form and matter, Interactionism, Parallelism, Realism, conceptualism, nominalism etc.

CO-3: To gain the knowledge on the philosophy of Plato, Aristotle, Descartes, Spinoza, Leibniz, Locke, Berkley, Hume etc.

CO-4: To understand philosophical issues and problems from right perspectives.

CO-5: Understanding of metaphysical problems in right perspectives will pave the way of finding new solutions.

COURSE CONTENT

UNIT- I	Substance: Plato-Theory of knowledge, Theory of Ideas, Aristotle's Criticism, Aristotle- Form and Matter
UNIT- II	Interactionism, Parallelism, Pre-established Harmony
UNIT-III	Problem of Universal: Realism, Nominalism
UNIT-IV	Problem of Universal Conceptualism,
UNIT-V	The doctrine of Family Resemblance

CO-PO and PSO Mapping Matrix

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2	2	3	3	2	1	1	3	3	3	1	2	2
CO2	3	3	2	2	3	2	3	2	2	1	1	3	3	3	1	3	2
CO3	3	3	3	2	2	2	3	3	3	2	1	3	3	3	2	3	3
CO4	3	3	3	1	2	2	3	2	3	2	1	3	2	2	3	3	2
CO5	2	3	3	3	3	3	3	2	3	2	2	3	2	2	3	3	3
Average	**2.8**	**3.0**	**2.6**	**2.0**	**2.4**	**2.2**	**3.0**	**2.4**	**2.6**	**1.6**	**1.2**	**3.0**	**2.6**	**2.6**	**2.0**	**2.8**	**2.4**

1 – Low | 2 – Medium | 3 – High | '-' – No correlation

Cross-Cutting Issues Integration

Cross-cutting issue	Level	Integration Focus
Professional Ethics	High	Academic integrity in philosophical research, objectivity in evaluation of truth, and ethical discourse.
Gender	Low	Inclusion of feminist critiques of traditional metaphysics (rationality vs. emotion) in class discussions.
Human Values	High	Exploration of the 'Substance' of human existence, dignity, and the metaphysical basis of values.
Environment and Sustainability	Medium	Understanding the relationship between 'Matter' and 'Mind' to foster respect for the physical world (Eco-philosophy).

Sustainable Development Goals (SDG) Mapping

SDGs	SDG Titles	Nature of Contribution
SDG 4	Quality Education	Provides deep intellectual training, critical thinking, and literacy in the history of ideas.
SDG 16	Peace, Justice and Strong Institutions	Metaphysical inquiry into truth and objectivity promotes rational dialogue and conflict resolution.
SDG 17	Partnerships for the Goals	Understanding 'Universals' and 'Family Resemblance' fosters global intellectual cooperation and cultural empathy.

Suggested readings:

1. Richard Taylor, *Metaphysics, Prentice-hall,4th edition Pearson,1991*
2. Russell, Bertrand: The *Problems of Philosophy*, H. Holt and Company, Newyork,1912
3. John Hospers: *An Introduction to Philosophical Analysis*, Prentice Hall, Inc (1997)
4. D. W. Hamlyn: *Metaphysics,* Cambridge University Press,1984
5. David E. Hales: *Metaphysics: Contemporary Readings,* Create space,2013
6. Patrick, G.W.*: An Introduction to Philosophy, George Allen and Unwin Ltd,1935*
7. Connor, D.J. (1964), *A Critical History of Western Philosophy,* Macmillan, New York, 1964.
8. Moore, Bruder, (2011), *Philosophy: The Power of Ideas,* New Delhi: Tata MacGraw Hill.

9. Stegmuller, W. (1969), *Main Currents in Contemporary German, British and American Philosophy,* Dordrecht, D. Reidel Publishing.
10. Thomson, Garrett, (1993), *An Introduction to Modern Philosophy,* California:

GANDHIAN PHILOSOPHY: THEORY AND PRACTICE
Minor Paper-XVI
Paper Code: PI42002

Full Mark: 60+40
Credit Point: 4

Objectives:
This course introduces students to the philosophical foundations of Mahatma Gandhi's thought and its practical applications in individual, social, political, economic, and global contexts. It explores Gandhi's ideas of Truth (Satya), Non-violence (Ahimsa), Satyagraha, Sarvodaya, Swaraj, education, environmental ethics, and sustainable development, highlighting their continuing relevance in the twenty-first century.

Course outcomes:

CO1: Explain the fundamental concepts and philosophical foundations of Gandhian thought.

CO2: Analyse Gandhi's ethical principles of Truth, Non-violence, Satyagraha, and Sarvodaya in relation to personal and social life.

CO3: Evaluate Gandhi's political and economic ideas, including Swaraj, trusteeship, and Gram Swaraj.

CO4: Examine Gandhi's educational philosophy (Nai Talim) and his perspectives on religion, communal harmony, and social reform.

CO5: Assess the contemporary relevance of Gandhian philosophy in addressing issues such as peace, human rights, environmental sustainability, and social justice.

COURSE CONTENT

UNIT-I	Foundations of Gandhian Philosophy Concept of Truth (Satya) Concept of Non-violence (Ahimsa) Means and Ends
UNIT-II	Gandhian Ethics and Social Philosophy Satyagraha: Nature, principles and methods
UNIT-III	Gandhian Political and Economic Philosophy

	Swaraj: Individual and Political Trusteeship Theory
UNIT-IV	Gandhian Philosophy of Education Nai Talim (Basic Education) Education for Character Building
UNIT-V	Contemporary Relevance of Gandhian Philosophy Gandhian Environmental Ethics Relevance of Gandhian Philosophy in the Twenty-first Century

CO-PO and PSO Mapping Matrix

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	3	2	1	2	1	3	2	3	1	2	1	3	3	3	3	2	3
CO 2	2	3	2	3	1	3	2	3	1	2	1	3	3	3	3	3	3
CO 3	2	2	1	2	1	3	3	3	2	3	1	3	3	3	3	3	3
CO 4	3	3	2	3	1	3	3	3	1	2	1	3	3	3	2	3	3
CO 5	2	3	2	3	1	3	3	3	2	2	1	3	3	3	3	3	3
Average	**2.4**	**2.6**	**1.6**	**2.6**	**1.0**	**3.0**	**2.6**	**3.0**	**1.4**	**2.2**	**1.0**	**3.0**	**3.0**	**3.0**	**2.8**	**2.8**	**3.0**

Scale: 1 – Low, 2 – Medium

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Human Values and Ethics	High	Truth, Non-violence, and the Means and Ends relationship (Unit I and II).
Social Inclusivity	High	Sarvodaya, Untouchability, and Sectarianism (Unit III and V).
Sustainability	High	Critique of Modern Civilization and the principle of Trusteeship (Unit III and IV).
Peace and Conflict	High	Peace initiatives and Satyagraha (CO-3, CO-4).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 10	Reduced Inequalities	Abolition of untouchability and the inclusive vision of

		Sarvodaya (Unit III, V).
SDG 12	Responsible Consumption	Gandhian emphasis on simple living and the critique of modern consumerist civilization (Unit IV).
SDG 16	Peace, Justice and Strong Institutions	Promotion of Ahimsa and the ethical governance model of Swaraj (Unit I, III).

Suggested readings:

1. M. K. Gandhi, An Autobiography: The Story of My Experiments with Truth An Autobiography: The Story of My Experiments with Truth Navajivan Publishing House, Ahmedabad 1927
2. M. K. Gandhi, Hind Swaraj Hind Swaraj or Indian Home Rule Navajivan Publishing House, Ahmedabad 1909
3. M. K. Gandhi, The Collected Works of Mahatma Gandhi The Collected Works of Mahatma Gandhi Publications Division, Government of India, New Delhi 1958–1994
4. Raghavan N. Iyer, The Moral and Political Thought of Mahatma Gandhi The Moral and Political Thought of Mahatma Gandhi Oxford University Press 1973
5. Bhikhu Parekh, Gandhi's Political Philosophy Gandhi's Political Philosophy: A Critical Examination Palgrave Macmillan 1989
6. Bhikhu Parekh, Gandhi Gandhi Oxford University Press (Very Short Introductions) 2001
7. Louis Fischer, The Life of Mahatma Gandhi The Life of Mahatma Gandhi Harper & Brothers, New York 1950
8. D. G. Tendulkar, Mahatma Mahatma: Life of Mohandas Karamchand Gandhi
9. Publications Division, Government of India (reprint); originally Vithalbhai K. Jhaveri & D. G. Tendulkar 1951–1954

PHILOSOPHICAL REASONING AND CRITICAL ANALYSIS
Minor Paper-XVII
Paper Code: PI42004

Full Mark: 60+40
Credit Point: 4

Objectives:

This course on critical thinking and applied reasoning would equip students with essential skills for analyzing, evaluating, and constructing arguments in various contexts. Students will engage in exercises, case studies, and discussions to develop their critical thinking skills and apply them to a wide range of practical and intellectual challenges. By the end of the course,

students would be equipped with the tools and mindset necessary to think critically, reason effectively, and make well-informed decisions in their personal and professional lives.

Course Outcomes:

6. Attaining a proper understanding of the method of analysis, evaluation and interpretation in critical thinking and the primacy of critical thinking in philosophical pursuit.
7. Attaining an ability to understand different arguments and identify the logical /semi-logical fallacies in the arguments.
8. Attaining the knowledge of analogical reasoning and its applicability in the legal and moral domains.
9. Improved problem-solving abilities, allowing students to critically assess philosophical problems and propose reasoned solutions.
10. Application of critical thinking skills to contemporary issues, fostering informed and thoughtful engagement with social, political, and ethical debates.

Course Components:

UNIT-I	Introduction to Critical Thinking: Standards of Critical Thinking: Benefits and Limitations.
UNIT-II	Arguments and Recognizing arguments: Definition and Contents of Argument, Premises hidden Premises, Conclusions intermediate Conclusions
UNIT-III	Fallacies: Introduction, Fallacies of Relevance, Fallacies of Presumption, Fallacies of Ambiguity, Illicit Transference, Fallacies in Ordinary Language
UNIT-IV	Types of Reasoning: Analogical, Legal, and Moral; Science andSuperstition: Distinction, Evidentiary Support, Objectivity, and Integrity
UNIT-V	Applied reasoning in contemporary issues: Analysing contemporary social, political and ethical issues

CO-PO and PSO Mapping Matrix

CO/PO	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO 1	3	3	2	3	1	1	1	2	1	2	1	3	3	3	2	2	2
CO 2	3	3	2	3	2	1	1	1	2	2	1	3	3	3	2	2	2
CO 3	3	3	2	3	1	2	1	2	1	2	1	3	3	3	2	3	2
CO 4	3	2	2	3	1	2	1	3	2	2	1	3	2	3	3	3	3
CO 5	3	3	2	3	1	3	2	3	2	3	1	3	2	3	3	3	3
Average	**3.0**	**2.8**	**2.0**	**3.0**	**1.2**	**1.8**	**1.2**	**2.2**	**1.6**	**2.2**	**1.0**	**3.0**	**2.6**	**3.0**	**2.4**	**2.6**	**2.4**

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional Ethics	High	Evaluation of integrity, objectivity, and the distinction between evidence-based science and superstition (Unit IV).
Legal and Moral Reasoning	High	Application of analogical reasoning to complex legal and moral domains (Unit IV).
Social and Political Awareness	High	Analysing contemporary social, political, and ethical issues through applied reasoning (Unit V).
Scientific Temper	High	Developing a mindset for evidential support and objectivity versus presumption (Unit IV).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Equips students with cognitive tools for higher-order thinking and informed decision-making (CO-1, CO-5).
SDG 16	Peace, Justice and Strong Institutions	Enhances legal reasoning and the ability to evaluate arguments in social/political justice contexts (Unit IV and V).
SDG 9	Industry, Innovation and Infrastructure	Promotes scientific integrity and objective analysis, essential for research and innovation (Unit IV).

Prescribed Books: -

3. Hurley, Patrick. J.- *A Concise Introduction to Logic*, 12th Ed.
4. Sen, Madhuchhanda- *An Introduction to Critical Thinking*, Pearson India Ltd.

Reference Books:

3. David Kelley, *Art of Reasoning: An Introduction to Logic and Critical Thinking*, W. W. Norton, Incorporated.
4. Alec Fisher, *Critical Thinking; An Introduction*, Cambridge University Press.

E- Recourses

9. https://youtu.be/zFfSf2nska8?si=Ez6hB0LhIDyfYQgr
10. https://open.library.okstate.edu/criticalthinking/chapter/__unknown__/
11. https://youtu.be/vEkxq636_gc?si=UjJsr6yekOj0ltcY
12. https://iep.utm.edu/fallacy/
13. https://youtu.be/yAjkQ1YqLEE?si=RZDdRejljarLJre6
14. https://www.indeed.com/career-advice/career-development/types-of-reasoning
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