



Rajendra University, Balangir

Department of Philosophy

Model Curriculum for Three/Four Years Degree Course

(With Multiple Entry/Exit Option)

Based on NEP-2020

Syllabus for

Philosophy Major and Minor

(Core I& II/ Multidisciplinary/Value Added Course)



Odisha State Higher Education Council, Bhubaneswar

Government of Odisha

Contents

- 1. Structure and Regulation.....**
- 2. Core Courses (4 Credits each).....**
- 3. Multidisciplinary Courses.....**
(3 courses to be chosen from **baskets of Multidisciplinary** for Semester-I/II/III with 3 credits each)
- 4. Ability Enhancement Courses.....**
(Odia and English are the compulsory courses under Semester-I/II respectively with 4 Credits each)
- 5. Skill Enhancement Courses (SEC).....**
(3 courses to be chosen from **baskets of SEC** for Semester-I/II/III respectively with 3 credits each)
- 6. Value Added Courses.....**
 - a. Environmental Studies and Disaster management compulsory under Semester-I with 3 Credits**
 - b. 3 courses to be chosen from baskets of VAC for Semester-III/V/VI with 3 credits each**
- b. Summer Vocational Course**
(Students may opt for vocational courses after 2nd Semester and 4th Semester for Certificate Course or Diploma Course respectively with 4 credits each)

Programme Outcome

Philosophy, as a program of study, has disciplinary outcomes, which are qualitative and humane specific as the following.

A. Learning Discipline-Centered Skills

1. Enhancement of Critical Thinking Skills: Students opting for the course may have ample opportunities to develop critical thinking skills, such as the ability to analyse, evaluate, and

construct arguments, by which they can identify challenges and assumptions, predispositions, etc., underlying thoughts, beliefs, and conceptualization.

2. Practicing Logical Approach and Techniques: Philosophy involves various types of reasoning and argumentations in formal and informal logic. By practicing these, students can learn to construct valid arguments, identify logical fallacies, and follow rigorous methods of reasoning. This training in logical reasoning enhances their ability to analyze complex problems and arrive at well-founded conclusions.

3. Proficiency in Analytical Skills: Students of philosophy are likely to well acquire analytical skills, philosophical methods, and reasoning while doing rigorous philosophical analysis; this will help inculcate the ability to interpret complex texts, identify logical fallacies, and construct coherent arguments.

4. Inculcation of Communication Skills: Students of philosophy will engage in argumentations, which may help to enhance their communication skills, including the ability to articulate complex ideas clearly, persuasively, and effectively to diverse audiences. Analytic and Linguistic philosophy will be helpful for this.

5. Developing Problem-Solving Abilities: Philosophy students will develop problem-solving abilities by applying philosophical methods and analyzing concepts to address real-world issues and challenges. This will help them to contribute innovative solutions in various fields. Philosophy also fosters creative problem-solving by encouraging individuals to think outside the box and consider alternative perspectives. By engaging with philosophical questions and debates, students develop the ability to generate innovative solutions to complex problems and explore new ways of thinking about familiar issues.

6. Development of Decision-Making Capacity: Philosophy provides individuals with a framework for making sound decisions based on careful reasoning and ethical considerations. By honing their judgment skills through philosophical inquiry, students become better equipped to navigate real-world challenges and make informed choices in their personal and professional lives.

7. Abstract levels of Inquiry: Students who study the program will better develop proficiency in abstract levels of inquiry, including the ability to find foundational truth, speculate over and address the profound questions about ultimate reality, knowledge, existence, morality, and the human condition, and formulate hypotheses to solve the riddles for themselves.

8. Better Dealing with Axiological Issues for Meaningful Life: Students pursuing the course will cultivate ethical reasoning abilities, and moral sensitivity, which will enable them to engage in thoughtful reflection on ethical and aesthetic values principles and make well-reasoned ethical judgments in personal and professional contexts. Students can learn to assess ethical dilemmas, consider different perspectives, and make morally responsible decisions by exploring ethical theories and case studies.

9. Being equipped with knowledge, skills, ethical values, engagement with philosophical ideas, and contributions to intellectual discourse will help lead the most meaningful and purposeful lives in an increasingly complex and interconnected world. 9. Meta-cognition: Philosophy, in general, and epistemology, in particular, is a metalevel of study in so far as it encourages meta-cognition, or thinking about thinking, the same thought processes, beliefs, and assumptions, leading to greater self-awareness and intellectual humility. This self-reflective practice enhances their ability to recognize biases, question.

10. Better Interdisciplinary Understanding: Students will gain an interdisciplinary understanding of philosophy, including its connections to other disciplines such as psychology, sociology, political science, literature, and the natural sciences.

11. **Develop Cultural Awareness:** Students will develop cultural awareness and sensitivity by studying diverse philosophical traditions worldwide, including Western, Eastern, African, and Indigenous philosophies. Students will cultivate a sense of global citizenship and social responsibility, recognizing the ethical dimensions of individual and collective actions and striving to contribute to a more just, inclusive, and sustainable world.

12. **Holistic Attitude for Perfection:** This course will help maintain and enhance intellectual curiosity, a love of wisdom, a passion for inquiry, and open-mindedness. It helps to learn self-reflection and self-examination. These are key to personal growth through philosophical inquiry, cultivating intellectual humility, openness to new ideas, and a deeper understanding of themselves and their place in the world. At the same time, it will also help foster an attitude for perfection that will always extend beyond the classroom, enriching students' personal and professional lives.

B. Scope for Higher Education:

Learning philosophy enriches one's intellectual and personal development. It provides a strong foundation for further higher education by fostering critical thinking, interdisciplinary understanding, ethical reasoning, communication skills, problem-solving abilities, cultural awareness, and a lifelong passion for learning. Engaging with philosophy can significantly enhance thinking and judging skills in various ways so that students can do well in their higher education.

C. Employability:

Learning philosophy enhances the scope for employability as the students can equip themselves with thinking, analyzing, judging, and communicating skills by promoting critical thinking, logical reasoning, analytical skills, ethical reasoning, meta-cognition, creative problem-solving and decision-making abilities. These skills are not only valuable in academic contexts but also in everyday life, enabling individuals to engage more effectively with the world around them and make well-informed decisions.

D. Enhancing Humane Capability:

Engaging with philosophy can indeed significantly enhance humane capability, which refers to one's capacity for empathy, compassion, ethical reasoning, and moral sensitivity. By developing, empathy, understanding, and compassion, philosophy encourages individuals to consider alternative perspectives and explore different perspectives, cultures, and experiences; by engaging with philosophical texts and ideas, individuals develop empathy and a deeper understanding of the diverse range of human thought and emotion and empathize with the experiences and viewpoints of others. By studying philosophical texts and engaging in philosophical discussions, individuals develop empathy and compassion for diverse individuals and communities, fostering a sense of interconnectedness and solidarity with others. This enriched capacity for ethical reflection and moral sensitivity contributes to individual well-being and the promotion of a more compassionate and just society. Engaging with philosophy enhances humane capability by fostering ethical development, empathy, compassion, moral reasoning, virtue cultivation, social justice advocacy, global citizenship, and personal flourishing.

Semester I

Paper- I

Introduction to Philosophy

Unit-I:

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

Unit-II:

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

Unit-III:

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

Unit-IV:

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

Paper- II

Introduction to Moral Philosophy

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

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

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

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

Semester II

Paper- III

Philosophy of Vedas and Upanishads

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, *VirātPuruṣa* (*PuruṣaSukta*), *Yajña* and *Tapasyā*, *Satya* and *Ṛta*, *Svarga*, *Narka*, *Vidi*, *Nisedah* and *Arthavada*, Life, Death and Rebirth.

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

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

Paper IV

Introduction to Logic and Scientific Method

Course Components:

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

Unit-II: Sentence and Proposition, Classification of Propositions (from the standpoint of Quality & Quantity), Transforming ordinary sentences to propositions, Distribution of terms, Seven-fold relation of propositions, Square of opposition of propositions,

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

Unit-4: Inductive Reasoning & Scientific Enquiry: Formal Grounds of Induction, Mill's Five Experimental Methods.

Semester III

Paper V

Greek Philosophy

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

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

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

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

Paper- VI

Modern European Philosophy-I

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

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

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

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

Paper VII

Systems of Indian Philosophy-I

Unit-I: Salient Features of Indian Philosophy and Basic Concepts, Carvaka: Epistemology and Metaphysics.

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

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

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

Semester IV

Paper VIII

Ethical Theories

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

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

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

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

Paper IX

Social and Political Philosophy

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

Unit- II: Political Ideals and Systems- Justice, Liberty, Equality; Anarchy, Monarchy, Democracy and forms of governance systems. Introduction to Political Doctrines- Humanism, Secularism, Feminism, Philosophy of Ecology.

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

Unit-IV: Political Ideologies- (a) Socialism (b) Ambedkar's social democracy (c) Kautilya on political ideology- Ruler (*Rājā*) and the Ruled (*Prajā*), (d) Sarvodaya (Gandhi and Vinoba), (e) Vasudhaiva Kutumbakam.

Paper X

Systems of Indian Philosophy-II

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

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

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

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

Semester V

Paper XI

Modern European Philosophy-II

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

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

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

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

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

Paper XII

Applied Ethics

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

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

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

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

Paper XIII Philosophical Analysis

Course Component:

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

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

Unit- III Sentence Meaning: Sentence and Proposition; Word Meaning and sentence meaning, Criteria of sentence meaning, Basic features of sentence meaning in Indian Philosophy- *Akāṅkṣā*, *yogyatā*, *Sannidhi* and *Tātparya*, *AnvitābhīdhānaVāda* and *AbhihitānvayaVāda*.

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

Semester VI

Paper XIV Philosophy of Religion

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

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

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

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

Paper XV Symbolic Logic

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

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

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

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

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

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

Semester VII

Paper XVI Philosophy of *Īśa Upaniṣad*

Unit-I: Introduction to *Upaniṣads*: the Term *Upaniṣad*, Number, Dates, and Authorship of the *Upaniṣad*, the *Upaniṣad* as *Vedānta*, and how it is different from the *Brāhmaṇa*, *Āraṇyaka* (from Introduction Part of the Principal *Upaniṣads* of S. Radhakrishnan) ; Introduction and Significance of *Īśa Upaniṣad*.

Unit-II: *Īśa Upaniṣad* – Mantra 1- 6; Ethics, Karma & Rebirth of the *Upaniṣad* Philosophy (from Introduction Part of the Principal *Upaniṣads* of S. Radhakrishnan) (from Introduction Part of the Principal *Upaniṣads* of S. Radhakrishnan)

Unit-III: *Īśa Upaniṣad* – Mantra 7- 12; Knowledge and Ignorance in the *Upaniṣad* (from Introduction Part of the Principal *Upaniṣads* of S. Radhakrishnan)

Unit-IV: *Īśa Upaniṣad* – Mantra 13- 18, Life as Eternal (from Introduction Part of the Principal *Upaniṣads* of S. Radhakrishnan)

Paper XVII Contemporary Indian Philosophy

Unit-I: Tagore: Nature of Religion, Reality, and God; Nature of Man (Finite, Infinite and both Finite - Infinite, Humanism.

Vivekananda: God, World and *Mayā*, Liberation: Ways for Liberation. Universal Religion and Practical *Vedānta*,

Unit-II: Sri Aurobindo: Evolution and Involution; Reality as *Sacchidananda*, Supermind and Gnostic Being, Triple Transformation and Integral Yoga.

Mahatma Gandhi: Truth, God, and Non-violence, End and Means, *Satyāgraha*, Social and Political Ideas, Education.

Unit- III:

Bhima Bhoi: Concept of Reality, Liberation, and Socio political thought.

Jyotirao Phule: Critical Understanding of Caste-System

B.R. Ambedkar: Annihilation of Caste, Neo-Buddhism

Unit- IV: S. Radhakrishnan: Man, Reality and Religion, Ways of Knowing, Intellect and Intuition, Idealism.

J. Krishna Murty: Man and Nature, Human Crisis, Philosophy of Education-

Paper XVIII Post-Kantian Philosophy - I

Unit-I: Introduction to Hegel's Philosophy: Dialectical Method, the nature of Spirit, Absolute idealism, Internalization and alienation, Ethics.

Unit- II: Introductory reading of Bradley: Concept of Appearance and Reality.

Henri Bergson: the revolt against materialism, creative evolution, the two sources of morality and religion.

Unit-III: Arthur Schopenhauer: Schopenhauer's Critique of Kant, the world as idea, the World as Will: the will to live and the will to reproduce, the world as evil, Ethics

Unit-IV: Herbert Spencer: First principle – the Unknowable, Evolution- the evolution of life, the evolution of mind, the evolution of society, the evolution of morals.

Paper XIX Existentialism and Phenomenology

Unit-I: Husserl's Phenomenology: Method, Theory of Essences, and Critique of Psychologism.

Unit- II: Husserl's Phenomenology: Intentionality, Life-world, noema and noesis, Ethics.

Unit-III: Heidegger: Phenomenological Method, the concept of being (Dasein), the Process of Being, and Man as Being in the World.

Unit-IV: J.P. Sartre: Phenomenological Method, Being and Nothingness, Freedom, Bad Faith.

Semester VIII**Paper XX Post-Kantian Philosophy - II**

Unit-I: Soren Kierkegaard: Kierkegaard's Analysis of Human Existence: Despair, Social Critique, and Anxiety, the "Spheres of Existence" or "Stages on Life's Way subjectivity as Truth

Unit- II: Friedrich Nietzsche: Critique of Religion and Morality, Value Creation, Nietzsche's Meta-ethical Stance and the Nature of Value Creation, Some Nietzschean Values: will to power, superman, Decadence, Aristocracy, Affirmation,

Unit-III: William James: Pragmatism, Pluralism, principles of Psychology; John Dewey: Education, Instrumentalism, Science and Politics.

Unit-IV: Whitehead: Philosophy of Science, Philosophy of Education, Metaphysics, and Religion.

Paper XXI Linguistic & Analytic Philosophy

Unit-I: G. Frege: On Sense and Reference. G.E. Moor: Refutation of Idealism: Defence of Common Sense, Proof of the External World

Unit- II: Bertrand Russell: Logical Atomism, Logical Constructions, and Incomplete Symbols.

Unit-III: A. J. Ayer: Rejection of Metaphysics; Verification Theory and Meaning; Linguistic Theory of Necessary Propositions.

Unit-IV: Wittgenstein: Picture Theory of Meaning; Saying and Showing; Meaning and Use; Language Games; Critique of Private Language.

Core XXII Meta-Ethics

Unit-I: Ethics; Types of Ethics; Introduction to Meta-Ethics, Moral Epistemology, Moral Psychology.

Unit- II: Ethical Cognitivism: Moral Realism: Ethical Naturalism and Ethical Non-Naturalism; Moral Anti-Realism: Moral Subjectivism; Moral Relativism,

Unit-III: Ethical Non-Cognitivism: Emotivism, Quasi Realism, Universal Prescriptivism.

Unit-IV: Error Theory, Expressivism, Moral Supernaturalism, Moral Constructivism.

Core XXIII Symbolic Logic: Quantification Theory

Unit-I: Singular Propositions and General Propositions; Proving Validity; Preliminary Quantification Rules.

Unit- II: Proving Invalidity; Multiply-General Propositions.

Unit-III: Quantification Rules: Universal Instantiation; Existential Generalization; Existential Instantiation; Universal Generalization.

Unit-IV: More on Proving Invalidity; Logical Truths Involving Quantifiers

Multidisciplinary Course

Philosophy of Bhagavad Gita

Unit-I:

Dharma:-Varnadharma, Svabhava, Sadharma- Paradharma

Unit-II:

Karma:-Classification of Karma; Sense of Agency, Nişkāma Karma, Lokasaṁgraha, Relation between Karma Yoga and Jñāna yoga.

Unit-III:

Jnana:-Distinction between Jnana and Vijñāna. Criteria of True Knowledge (Buddhi Yoga & Jñāna Yoga), Kṣetra, Kṣetrajña, Puruṣottama. Sāttvika, Rājasika and Tāmasika Jñāna

Unit-IV:

Bhakti Yoga:- Four kinds of devotees, Characteristics of Ideal Bhakti- Saraṇāgati & Prapattikrupa (grace); Relation between Bhakti Yoga & Jñāna Yoga

Value Added Course

ETHICS & VALUES

UNIT-I- ETHICS AND HUMAN INTERFACE

[5 Hours]

Learning Outcome-

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

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

UNIT-II- ETHICS AND MAJOR RELIGIONS AND CIVILIZATIONS

[7 hours]

Learning Outcome-

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

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

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

UNIT-III- CONSTITUTIONAL VALUES, GOOD CITIZENSHIP, PATRIOTISM AND VOLUNTEERISM [10 Hours]

Learning Outcome-

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

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

UNIT-IV- WORK ETHICS [6 hours]

Learning Outcome-

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

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

UNIT-V-ETHICS AND SCIENCE AND TECHNOLOGY [7 Hours]

Learning Outcome-

- ✓ *Understand how Science is related to ethics and values has ethical implications.*

- Ethics of Science and Technology. Are science and Technology ethically neutral? Are Science and Technology Value Free?
- Ethics of scientific Research ,Innovation and Technology
- Ethics of Social Media, Modern Gadgets
- AI and Ethics

Subject Teacher: Philosophy or Any Science Teacher

UNIT-VI- ETHICS AND VULNERABLE SECTIONS OF SOCIETY [10 hours]

Learning Outcome-

- ✓ *Understand how various vulnerable sections of our society are treated unequally and what needs to be done to address their inequality*
- ✓ *Understand dimensions of substance abuse*

- 1. Women and family**—Gendered practices in the family, marriages (dowry, child marriage, women's consent).
Women and work—women's work at home and at work place, pay gap, gendered roles, harassment at work place and working women and role conflict.
Women and Society— Gender sensitive language, property right, marriage-divorce/Separation and women's right; violence against women
- 2. Issues Relating to Children:** Nutrition and health , Child Exploitation: Child labour ,trafficking, sexual exploitation
- 3. Issues Relating to Elderly Persons :** Abuse of Elders, Financial insecurity, Loneliness and Social insecurity, Health Care Issues, Needs for a happy and Dignified Ageing
- 4. Issues Relating to persons with disability:** Rights of PWD, affirmative action, prevention of discrimination, providing equal opportunity, various scheme for empowering PWD and social justice for PWD.
- 5. Issues Relating to Third Gender:** Understanding LGBTQ, Social justice for them, Removal of discrimination,Affirmative action and Acceptance of diversity of gender.

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

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