

## PG SYLLABUS-2022-23

### DEPARTMENT OF PHILOSOPHY AND CRITICAL THINKING

#### FIRST SEMESTER

#### PAPER - I (INDIAN EPISTEMOLOGY)

#### Course Objectives:

1. To acquaint students with the Indian system of knowledge.
2. To explain in-depth the underlying nature and structure of knowledge and the intricacies of its sources as advocated by the different Indian schools of thought.
3. To introduce the different debates among the scholars of different schools of Indian philosophy about the validity of these sources.
4. To discuss the different theories of knowledge as advocated by different schools of Indian philosophy.
5. To acquaint the students with different theories of errors as explained by the scholars of different schools of Indian philosophy.

#### Course Content

#### UNIT-I

PRAMĀ AND APRAMĀ, PRAMĀNAS: PRATYAKSA AND ANUMĀNA

#### UNIT-II

UPAMĀNA, SABDA, ARTHĀPATTI AND ANUPALABDHI

#### UNIT-III

PRĀMĀNYAVĀDA: SVATAH AND PARATAH PRĀMĀNYAVĀDA; APRĀMĀNYAVĀDA: SVATAH AND PARATAH

#### UNIT-IV

KHYĀTIVĀDAS (DOCTRINES OF ERROR IN INDIAN PHILOSOPHY)

#### BASIC STUDY MATERIALS:

1. D. M. DUTTA, SIX WAYS OF KNOWING
2. S. C. CHATTERJEE, NYAYA THEORY OF KNOWLEDGE
3. B. KAR, THEORIES OF ERROR IN INDIAN PHILOSOPHY
4. SRINIVAS RAO, PERCEPTUAL ERROR: THE INDIAN THEORIES

#### Course outcome(s)

1. Ability to understand various sources of knowledge in Indian philosophy.
2. Enhancement of the Indian traditional knowledge systems.
3. Cultivation of the capacity of the students to identify right cognitions from wrong ones.
4. Enhancing the intellectual capacity of the students in the field of epistemology.

## **PAPER-II (INDIAN METAPHYSICS)**

### **Course Objectives:**

1. To examine the details of various theories of reality as produced by different schools of Indian philosophy.
2. To acquaint the students with different theories of causation as developed by different Schools of thought.
3. The course is aimed at acquainting students with the broad outlines of the distinctive ideas of Indian metaphysical systems.

### **Course Content**

#### **UNIT-I**

THE CONCEPT OF REALITY: UPANISHADS, ADVAITA, AND VISISTADVAITA

#### **UNIT-II**

THE CONCEPT OF REALITY: JAINISM, BUDDHISM, AND VAISESIKA

#### **UNIT-III**

THE DOCTRINE OF CAUSALITY: SATKĀRYAVĀDA, ASATKĀRYAVĀDA, ASADKĀRANAVĀDA, SADKĀRANAVĀDA: PARINĀMAVĀDA AND VIVARTAVĀDA

#### **UNIT-IV**

THE CONCEPT OF PERSON: PERSONALITY; VEDISM, CHĀRVAK, JAINISM, AND BUDDHISM

### **BASIC STUDY MATERIALS:**

1. S. RADHAKRISHNAN, THE PRINCIPAL UPANISHADS
2. S. RADHAKRISHNAN, INDIAN PHILOSOPHY- VOL. I AND II.
3. S. N. DASGUPTA, INDIAN PHILOSOPHY
4. M. HIRIYANA, OUTLINES OF INDIAN PHILOSOPHY
5. P. T. RAJU, SPIRIT, BEING, AND SELF

### **Course outcome(s)**

1. Students are made aware of various concepts concerning Indian theories of Reality.
2. Enhancement of critical understanding of different allied concepts related to Indian metaphysics.
3. Enables the students to realize different metaphysical paths outlined by different traditional Indian philosophers.
4. Helps the students' reasoning capacity to unfold and interpret different concepts in the field of Indian metaphysics.

## **PAPER-III (INDIAN ETHICS)**

### **Course Objectives:**

1. To ignite student's learning capacity in key philosophical concepts related to Good and Bad, right and wrong, just and unjust, etc.
2. To develop students understanding of current debates and ethical issues in everyday life.
3. To enable students to develop the ability for moral reasoning and act with ethical deliberations.
4. To endorse the Indian way of life compressing Indian values, ethos, and cultural context.

### **Course Content**

#### **UNIT-I**

ṚTA, ṚNA, YAJÑA, PURUSĀRTHA

#### **UNIT-II**

DHARMA: SVADHARMA, PARADHARMA, ĀPTADHARMA, VARNĀSHRAMADHARMA

KARMA: KARMA, AKARMA, VIKARMA AND NISKĀMAKARMA

#### **UNIT-III**

ETHICS OF JAINISM, BUDDHISM, SĀNKHYA-YOGA

#### **UNIT-IV**

ETHICS IN CONTEMPORARY INDIAN PHILOSOPHY: VIVEKANANDA, AUROBINDO, TAGORE, IQBAL

### **BASIC STUDY MATERIALS:**

1. S. K. MAITRA, ETHICS OF HINDUS
2. M. HIRIYANA, THE INDIAN CONCEPTION OF VALUES
3. SURAMA, DASGUPTA, DEVELOPMENT OF MORAL PHILOSOPHY IN INDIA
4. I.C. SHARMA, THE ETHICAL PHILOSOPHIES OF INDIA
5. RAJENDRA PRASAD, VARNASHRAMADHARMA, NISKAMAKARMA, AND PRACTICAL MORALITY

### **Course outcome(s)**

1. It empowers students to develop the ability for moral reasoning and act with ethical deliberations.
2. One is expected to be equipped with the Indian way of life and its contribution to the welfare of the whole cosmos.
3. Students are acquainted with the modern interpretation of the Indian way of life through contemporary Thinkers.
4. Students will find themselves in a stable position to solve intricacies faced in their day-to-day lives.

## **PAPER-IV (POST-KANTIAN AND CONTEMPORARY PHILOSOPHY)**

### **Course Objectives:**

1. To introduce the Hegelian method as the foundation of continental tradition.
2. To evaluate the metaphysical thinking of Bradley.
3. To critically analyze the existential issues of human life.
4. To make students understand the critique of modern philosophy.

### **Course Content**

#### **UNIT-I**

HEGEL: ABSOLUTE, DIALECTIC

BRADLEY: ABSOLUTE, REALITY AND APPEARANCE

#### **UNIT-II**

WILLIAM JAMES: TRUTH, RADICAL EMPIRICISM; J P SARTRE: MAN, FREEDOM AND BAD FAITH; A. J. AYER: POSITIVISM, ELIMINATION OF METAPHYSICS

#### **UNIT-III**

PHENOMENOLOGY: INTENTIONALITY; HEIDEGGER: DASEIN AND TECHNOLOGY

#### **UNIT-IV**

POST-MODERNISM: NIETZSCHE; CRITIQUE OF ENLIGHTENMENT; FOUCAULT; CONCEPT OF POWER AND KNOWLEDGE; DERRIDA; DECONSTRUCTIONISM; RORTY; CRITIQUE OF EPISTEMOLOGY AND REPRESENTATIONALISM

### **BASIC STUDY MATERIALS:**

1. PASSMORE, A HUNDRED YEARS OF PHILOSOPHY
2. A. J. AYER, TWENTIETH CENTURY PHILOSOPHY; LANGUAGE, TRUTH, AND LOGIC
3. D. M. DUTTA, CHIEF CURRENTS OF CONTEMPORARY PHILOSOPHY
4. W. T. STACE, THE PHILOSOPHY OF HEGEL
5. J. N. MOHANTY, THE CONCEPT OF INTENTIONALITY
6. ROY BOYNEY, FOUCAULT AND DERRIDA
7. FRANCOIS CUSSET, FRENCH THEORY: HOW FOUCAULT, DERRIDA AND DELEUZE & CO.... TRANSFORMED THE INTELLECTUAL LIFE OF THE UNITED STATES

### **Course outcome(s)**

1. Enables the students to reflect on continental philosophical tradition along with the British Idealism of Bradley.
2. Expose the students to Hegelian dialectic and his idealism.
3. Provides an understanding of human existential problems discussed through Heidegger and Sartre.
4. Students are aware of the alternative debate to modernism by introducing Habermas and Derrida.

## **PAPER-V (SYMBOLIC LOGIC)**

### **Course Objectives:**

1. To introduce the students to the basic concept of Symbolic Logic.
2. To explain different decision procedures of arguments.
3. To provide a detailed exposition of the quantification of language.
4. To explicate the application of set theory for validating arguments.

### **Course Content**

#### **UNIT-I**

INTRODUCTION; LOGIC AND LANGUAGE; ARGUMENTS CONTAINING COMPOUND STATEMENTS; THE METHOD OF DEDUCTION: FORMAL PROOF OF VALIDITY; THE RULE OF REPLACEMENT AND PROVING INVALIDITY

#### **UNIT-II**

THE METHOD OF DEDUCTION: THE RULE OF C.P. THE RULE OF INDIRECT PROOF; PROOF OF TAUTOLOGIES; THE STRENGTHEN RULE OF C. P. SHORT TRUTH TABLE METHOD AND R.A.A

#### **UNIT-III**

QUANTIFICATION THEORY

#### **UNIT-IV**

ELEMENTARY INTUITIVE SET THEORY

### **BASIC STUDY MATERIALS:**

1. I. M. COPI, SYMBOLIC LOGIC
2. PATRICK SUPPES, INTRODUCTION TO LOGIC (CHAPTER-9, FRO UNIT-IV ONLY)

### **Course outcome(s)**

1. Enables the students to decode the notion of truth and falsity with the help of contingent, contradictory, and tautological propositions.
2. Helps the students understand the notion of validity, invalidity, and soundness of arguments.
3. Students can work out the various deduction and quantification theory methods.
4. Students are in a position to understand the importance of set theory and its application to determine the validity of different arguments.

## **SECOND SEMESTER**

### **PAPER-VI (WESTERN EPISTEMOLOGY)**

#### **Course Objectives:**

1. To introduce the students to various approaches to epistemology.
2. To critically engage students with different components of knowledge.
3. To evaluate different issues and problems concerning various theories of knowledge.
4. To expose the contemporary developments in the field of epistemology.

#### **Course Content**

##### **UNIT-I**

A.J. AYER: PROBLEMS OF KNOWLEDGE, PLATO: KNOWLEDGE, BELIEF, AND OPINION

HUME: THEORY OF KNOWLEDGE; KANT'S ANTINOMIES

##### **UNIT-II**

SCEPTICISM, EPISTEMIC JUSTIFICATION, AND CERTAINTY

##### **UNIT-III**

PROBLEMS OF PERCEPTUAL KNOWLEDGE, FOUNDATIONALISM, INTERNALISM, EXTERNALISM, DEONTOLOGY

##### **UNIT-IV**

NATURALISED EPISTEMOLOGY: W. V. QUINE

#### **BASIC STUDY MATERIALS:**

1. A.D. WOZLEY, THEORY OF KNOWLEDGE
2. NOAH LEMOS, AN INTRODUCTION TO THE THEORY OF KNOWLEDGE
3. R.M. CHISOLM, THEORY OF KNOWLEDGE
4. D.M. ARMSTRONG, BELIEF, TRUTH AND KNOWLEDGE
5. A.J. AYER, THE PROBLEM OF KNOWLEDGE
6. A.C. DANTO, ANALYTICAL PHILOSOPHY OF KNOWLEDGE
7. PAUL NEWALL, AN INTRODUCTION TO CONTEMPORARY EPISTEMOLOGY
8. JONATHAN DANCY, AN INTRODUCTION TO CONTEMPORARY EPISTEMOLOGY
9. W.V.O. QUINE, THEORIES AND THINGS
10. RICHARD FELDMAN, NATURALISED EPISTEMOLOGY

#### **Course outcome(s)**

1. The course shall enable students to have in-depth knowledge about epistemology.
2. Students are expected to get acquainted with critical thinking pertaining to the major components of knowledge such as justification, belief, and truth.
3. Enhancement of the capacity to understand the nature and role of skepticism in knowledge claims.
4. Development of the ability to comprehend the idea of traditional knowledge claims in the field of science.

## **PAPER-VII (WESTERN METAPHYSICS)**

### **Course Objectives:**

1. To introduce students to various traditional metaphysical theories from the Western perspective.
2. To critically analyze different problems concerning metaphysics from modern philosophical perspectives.
3. To expose students to analyze various metaphysical concepts.
4. To explicate the recent debates in the field of metaphysics.
- 5.

### **Course Content**

#### **UNIT-I**

FOUNDATIONS OF METAPHYSICS AND TYPES OF METAPHYSICS: SPECULATIVE, REVISIONARY, DESCRIPTIVE, AND MINIMAL

#### **UNIT-II**

PLATO'S THEORY OF IDEAS AND SOUL, ARISTOTLE'S THEORY OF MATTER AND FORM

#### **UNIT-III**

AQUINAS THEORY OF LAWS, AUGUSTINE'S THEORY OF SELF, ANSELM'S ONTOLOGICAL ARGUMENT

#### **UNIT-IV**

SPACE & TIME: NEWTON, LEIBNITZ, AND KANT); PROBLEM OF MIND: DESCARTES MYTH, SELF-KNOWLEDGE (GILBERT RYLE)

### **BASIC STUDY MATERIALS:**

1. JOHN BURNET, HISTORY OF GREEK PHILOSOPHY
2. W. K. C. GUTHRIE, HISTORY OF GREEK PHILOSOPHY, VOL. I & II
3. RICHARD TAYLOR, METAPHYSICS
4. D. W. HAMLYN, METAPHYSICS
5. G. T. W. CUNNINGHAM, PROBLEM OF PHILOSOPHY
6. GILBERT RYLE, THE CONCEPT OF MIND
7. DAVID HALS, METAPHYSICS: CONTEMPORARY READINGS

### **Course outcome(s)**

1. Enables to grasp various concepts of Western metaphysics.
2. Exposes the students to the depth of metaphysical thinking of Plato, Aristotle, and Modern philosophy.
3. Enhances the understanding of students to various metaphysical schools of thought such as realism and Idealism.
4. Students are also expected to have learned the contemporary debates of metaphysics concerning personal identity and critiques of metaphysical thinking.

## **PAPER-VIII (WESTERN ETHICS)**

### **Course Objectives:**

1. To acquaint students with major concerns of moral philosophy.
2. To engage students with different meta-ethical theories.
3. To critically examine the problems of moral epistemology
4. To explicate the psychological issues concerning morality.

### **Course Content**

#### **UNIT-I**

VIRTUE ETHICS, DEONTOLOGY, CONSEQUENTIALISM

#### **UNIT-II**

META-ETHICAL THEORIES: COGNITIVISM, NON-COGNITIVISM, EMOTIVISM, PRESCRIPTIVISM

#### **UNIT-III**

UNIVERSALISM, RELATIVISM, AND MORAL NIHILISM (MACKIE & WHITEHEAD)

#### **UNIT-IV**

LAW AND MORALITY, LEGAL POSITIVISM (H. L. HART), LEGAL NATURALISM (LON L FULLER)

### **BASIC STUDY MATERIALS:**

1. ARISTOTLE'S NICHOMACHEAN ETHICS
2. SHELLY KEGAN, NORMATIVE ETHICS
3. L M HINMAN, ETHICS: A PLURALISTIC APPROACH TO MORAL THEORY
4. SAMUEL SCHEFFLER, CONSEQUENTIALISM AND ITS CRITIQUES
5. R. M. HARE, LANGUAGE OF MORALS
6. A. J. AYER, LANGUAGE, TRUTH, AND LOGIC
7. H.L. HART, CONCEPT OF LAW
8. LON L FULLER, THE MORALITY OF LAW

### **Course outcome(s)**

1. Students are expected to learn various Western ethical theories.
2. Enables the students to develop moral reasoning and to get engaged in ethical deliberation.
3. Provides an understanding of epistemic and psychological issues concerning morality.
4. One is equipped with the moral sensitivity and moral understanding required to comprehend and resolve various ethical dilemmas.

## **PAPER-IX (LINGUISTIC AND CONCEPTUAL ANALYSIS)**

### **Course Objectives:**

1. To introduce the linguistic turn and analysis as a method in philosophy.
2. To engage students in the idea of linguistic description and its problems in philosophy.
3. To critically evaluate the rejection of traditional metaphysical thinking.
4. To enhance the understanding of various theories of meaning.

### **Course Content**

#### **UNIT-I**

G. FREGE: ON SENSE AND REFERENCE, G.E MOORE: A DEFENCE OF COMMON SENSE, AND REFUTATION OF IDEALISM

#### **UNIT-II**

BERTRAND RUSSELL: ON DESCRIPTION, P F STRAWSON: ON REFERRING, BERTRAND RUSSEL: A REPLY TO STRAWSON

#### **UNIT-III**

A.J. AYER: THE NATURE OF PHILOSOPHICAL ANALYSIS, W.V.O. QUINE: TWO DOGMAS OF EMPIRICISM, H.P. GRICE, AND P. F. STRAWSON: IN DEFENSE OF A DOGMA.

#### **UNIT-IV**

GILBERT RYLE: DESCARTES' MYTH, JOHN WISDOM: PHILOSOPHY AND PSYCHOANALYSIS

J.L. AUSTIN: THEORY OF ACTION

### **BASIC STUDY MATERIALS:**

1. JOHN PASSMORE, A HUNDRED YEARS OF PHILOSOPHY
2. A. J. AYER, TWENTIETH CENTURY PHILOSOPHY
3. GILBERT RYLE, THE CONCEPT OF MIND
4. ROBERT R AMMERMAN, (ED) CLASSICS OF ANALYTIC PHILOSOPHY
5. P. K. MOHAPATRA & S. C. PANIGRAHI, (ED) PERSPECTIVES IN ANALYTIC PHILOSOPHY

### **Course outcome(s)**

1. Exposes students to the linguistic turn and the analytic method in philosophy.
2. Enhancement of the cognitive capacity of students by introducing the comprehension of the logico-linguistic philosophy.
3. Enable students to grasp various developments of the analytic tradition.
4. Students are expected to have learned the importance of language analysis in philosophy.

## **PAPER-X (COMPARATIVE RELIGION)**

### **Course Objectives:**

1. To acquaint students with the fundamental concepts of various religions in a comparative way.
2. To acquaint students deeply with the spirit of every religion to eradicate misunderstandings and develop a sense of open-mindedness.
3. To develop the power of tolerance and secularism among students.
4. To restore peace prosperity and social solidarity in human society.

### **Course Content**

#### **UNIT-I**

NATURE, SCOPE, AND METHOD OF STUDY OF COMPARATIVE RELIGION

#### **UNIT-II**

BASIC TENETS OF RELIGIONS: HINDUISM, SIKHISM, AND SUFISM

#### **UNIT-III**

BASIC TENETS OF RELIGIONS: CHRISTIANITY, ISLAM, ZOROASTRIANISM, AND BAHAIISM

#### **UNIT-IV**

UNITY OF RELIGIONS, INTER-RELIGIOUS DIALOGUE, SECULARISM, PROSELYTISATION

### **BASIC STUDY MATERIALS:**

1. Y. MASIH, A COMPARATIVE STUDY OF RELIGIONS
2. HUSTON SMITH, THE WORLD'S RELIGIONS
3. ROBERT A SEGAL, THE BLACKWAY COMPANION TO THE STUDY OF RELIGIONS
4. PRITIBHUSAN CHATTERJEE, COMPARATIVE RELIGION: A STUDY
5. K. N. TIWARI, COMPARATIVE RELIGION

### **Course Outcome(s):**

1. Deep understanding of the spirit of religions.
2. A person with a broad mind and vision about religions.
3. A student is expected to enjoy peace, harmony, and co-existence within himself and the society.
4. Comparison enables one to gather clear knowledge about religious cultures and philosophies.

## **THIRD SEMESTER**

### **PAPER-XI (INDIAN ANALYTIC PHILOSOPHY)**

#### **Course Objectives:**

1. To acquaint students with the analytical trend of contemporary philosophy in India.
2. To enhance the analytical ability of the students in comprehending philosophical issues.
3. To enable students to apply analytic techniques to bring clarity in the opaque zones of Indian philosophical problems.
4. To acquaint students with the real status of Indian philosophy

#### **Course Content**

##### **UNIT-I**

G. MISRA'S ARTICLE ON METAPHYSICAL MODELS AND CONFLICTING CULTURAL PATTERNS

##### **UNIT-II**

DAYAKRISHNA'S ARTICLE ON THREE MYTHS OF INDIAN PHILOSOPHY

##### **UNIT-III**

J N MOHANTY'S ARTICLE ON PHILOSOPHY AS A REFLECTION ON EXPERIENCE

##### **UNIT-IV**

RAJENDRAPRASAD; RELIGION AND MORALITY: A CONCEPTUAL EXPLORATION

#### **BASIC STUDY MATERIALS:**

1. N. K. DEVRAJ, (ED) INDIAN PHILOSOPHY TODAY
2. P. K. MOHAPATRA & S. C. PANIGRAHI, (ED) PERSPECTIVES IN ANALYTIC PHILOSOPHY
3. DAYAKRISHNA, INDIAN PHILOSOPHY- A COUNTER PERSPECTIVE

#### **Course Outcomes:**

1. The student is expected to be acquainted with the application of philosophical techniques in life.
2. Students learned that philosophy is not a theoretical discussion but an activity.
3. A student is expected to know that philosophy in India is not an ethnic-religious doctrine.
4. Students become aware of the status of Indian philosophy that logic is the way of knowing the truth

## **PAPER-XII (APPLIED ETHICS)**

### **Course Objectives:**

1. To understand the practical aspects of ethics in reference to modern technology and, the environment.
2. To critically engage students about the ethical issues evident in medical practices.
3. To adopt, and understand moral consciousness in business practices.
4. To analyze the modern-day mainstream and social media from an ethical point of view.

### **Course Content**

#### **UNIT-I**

ENVIRONMENTAL ETHICS: ANTHROPOCENTRISM, BIO-CENTRISM, DEEP ECOLOGY, ECO-FEMINISM

#### **UNIT-II**

BIO-MEDICAL ETHICS: DOCTOR-PATIENT RELATIONSHIP, CLONING, AND SURROGACY

#### **UNIT-III**

BUSINESS ETHICS: CORPORATE GOVERNANCE, CORPORATE SOCIAL RESPONSIBILITY, ETHICS OF ADVERTISING

#### **UNIT-IV**

MEDIA ETHICS: ETHICS OF SOCIAL MEDIA, CYBER ETHICS, ETHICS OF JOURNALISM

### **BASIC STUDY MATERIALS:**

1. PETER SINGER, PRACTICAL ETHICS
2. PETER SINGER, APPLIED ETHICS
3. PATRICK LEE PLAISANCE, MEDIA ETHICS; KEY PRINCIPLES FOR RESPONSIBLE PRACTICE
4. J. JAGDEB, BIO-MEDICAL ETHICS

### **Course Outcome(s):**

1. Students are expected to learn better ways of understanding and addressing day-to-day moral issues in their personal and professional lives.
2. Widen the perspectives of students towards the intricacies of moral decision-making.
3. Students can establish coherence in the intellectual, behavioral, and material aspects of their practical and professional lives.
4. Helps the students to be equipped with moral reasoning that can be applied to different professional lives.

## **PAPER-XIII (ADVAITA VEDANTA)**

### **Course Objectives:**

1. It is to acquaint the student with important philosophical issues relating to truth and knowledge and how these issues were dealt with in the Advaita Vedanta.
2. It is to spiritualize the animality within in terms of realization through philosophical exercise.
3. To develop the horizon of knowledge that knowledge about the physical world is not enough.
4. To enable students to know the dignity of man.

### **Course Content**

#### **UNIT-I**

PREAMBLE (ADHYASA), DELIBERATION ON BRAHMAN, ORIGIN ETC. OF THE UNIVERSE, SCRIPTURE AS THE SOURCE OF KNOWLEDGE OF BRAHMAN, UPANISHADS REVEAL BRAHMAN.

(CHAPTER-I, SEC.1; FROM PREAMBLE TO SUTRA-4)

#### **UNIT-II**

AVIRODHA-NON-CONTRADICTION(CHAPTER II, SEC.1)

#### **UNIT-III**

AVIRODHA-NON-CONTRADICTION (CHAPTER-II, SEC.2)

#### **UNIT-IV**

PURUSOTTAM YOGA (CHAPTER-XV, SRIMAD BHAGAVAD GITA)

### **BASIC STUDY MATERIALS:**

1. SWAMI GAMBHIRANANDA, (TR.) BRAHMASUTRA BHASYA OF SRI SHANKARACARYA
2. SANKARACHARYA, SRIMAD BHAGAVAD GITA
3. BIHARILAL PANDIT, SRIMAD BHAGAVAD GITA (ODIA)

### **Course Outcome(s):**

1. The students will have a fair understanding of how the earliest thinkers thought about the creation of the world, our knowledge of that world, and what ought to be the purpose of our life in that world.
2. The vision towards life and the world changes.
3. Students know that scientific knowledge and spiritual one can go together.
4. Efforts are made by students to realize the truth not dogmatically, but logically.

## PAPER-XIV (THE PHILOSOPHY OF WITTGENSTEIN)

### Course Objectives:

1. To introduce students to the early work of Wittgenstein's philosophy which is *TractatusLogicoPhilosophicus (TLP)*.
2. To critically engage the idea of philosophical tasks/ methods as reflected by Wittgenstein.
3. To elaborate on the ideas of logic, language, and world as critically discussed in *TLP*.
4. To make students understand the limits of both language and logic.

### Course Content

#### UNIT-I

NATURE OF THE WORLD, THE NATURE OF LANGUAGE

#### UNIT -II

NATURE OF PHILOSOPHY, NATURE OF OTHER MODES OF THOUGHT – LOGIC, MATHEMATICS, SCIENCE, ETHICS, AND RELIGION

#### UNIT- III

REJECTION OF ESSENTIALISM, DIVERSE FUNCTIONS OF LANGUAGE

#### UNIT-IV

NATURE AND SOURCE OF PHILOSOPHICAL PROBLEMS; MIND AND LANGUAGE

### BASIC STUDY MATERIALS:

1. D. F. PEARS & B. F. MCGUINNESS, (TR.) LUDWIG WITTGENSTEIN; TRACTATUS LOGICO PHILOSOPHICUS
2. G. E. M. ANSCOMBE, (TR.) LUDWIG WITTGENSTEIN
3. LUDWIG WITTGENSTEIN, NOTE BOOKS
4. LUDWIG WITTGENSTEIN, BLUE AND BROWN BOOKS
5. GEORGE PITCHER, PHILOSOPHY OF WITTGENSTEIN
6. D. F. PEARS, WITTGENSTEIN
7. ANTHONY KENNY, WITTGENSTEIN
8. MAXBLACK A COMPANION TO WITTGENSTEIN'S TRACTATUS

### Course Outcome(s):

1. Enables students to reflect on Wittgenstein's *Tractatus* which is considered to be a classic in the analytic tradition.
2. Students are expected to have learned a different philosophical turn that explicates the structure of language and reality.
3. Provides an understanding of the Philosophical problems and their solutions.
4. Enables students to learn the limits of language and mysticism.

## **PAPER-XV (POLITICAL PHILOSOPHY)**

### **Course Objectives:**

1. To make students understand and evaluate the philosophical significance of political ideas and systems.
2. To critically analyze the idea of Plato, Aristotle, and Marxism which includes dialectical materialism, Alienation, class struggle, etc.
3. To engage students to evaluate the idea of justice from both traditional and modern perspectives.
4. To introduce to the debates of certain philosophical ideals such as individualism, communitarianism, and liberalism.

### **Course Content**

#### **UNIT-I**

ANCIENT AND MEDIEVAL POLITICAL THOUGHT: PLATO, ARISTOTLE, AND AUGUSTINE

PLATO: THE CONCEPT OF JUSTICE, IDEAL STATE

ARISTOTLE: STATE AND CITIZENSHIP

AUGUSTINE: THEORY OF STATE

#### **UNIT-II**

SOCIAL CONTRACT THEORY: LOCKE, HOBBS, AND ROUSSEAU

SOCIO-ECONOMIC REVOLUTION: HEGEL, MARX, AND LENIN

#### **UNIT-III**

POLITICAL THOUGHT: THE MAHABHARAT, THE ARTHA SHASTRA OF KAUTILYA, THE MANU SMRITI

#### **UNIT-IV**

PHILOSOPHICAL ANALYSIS OF POLITICAL CONCEPTS: AUTHORITY, TWO CONCEPTS OF LIBERTY (ISIAH BERLIN), EQUALITY

### **BASIC STUDY MATERIALS:**

1. GEORGE SABINE, POLITICAL PHILOSOPHY
2. C. I. WYPER, POLITICAL THOUGHT
3. ANTHONY QUINTON, (ED.) POLITICAL PHILOSOPHY

### **Course Outcome(s):**

1. Students are expected to have learned about various political concepts concerning the equality and dignity of human beings.
2. Sensitization of students about the fundamental political institutions and their philosophical importance.
3. Enable students to learn the political ideals of Indian traditional thinking.
4. Students are expected to comprehend certain modern political concepts and schools of thought

## **FOURTH SEMESTER**

### **PAPER-XVI (PHILOSOPHY OF THE UPANISHADS)**

#### **Course Objectives:**

1. To Increase students understanding of Vedic systems and their philosophy for spiritualistic development
2. To make a holistic development of their personality.
3. To expose various Indian scriptures and texts like Vedas, and Upanishads to realize their self.
4. To critically evaluate the importance of Vedic values, ethos, and Indian value system in life. It brings personal and social growth.
5. To contribute value for the betterment of society and themselves.

#### **Course Content**

##### **UNIT-I**

KENA UPANISHAD: PART-1, 2, 3 & 4

##### **UNIT-II**

KATHA UPANISHAD: PART-1; CANTO-1 &2

##### **UNIT-III**

KATHA UPANISHAD: PART-1, CANTO-3; PART-2, CANTO-1

##### **UNIT-IV**

KATHA UPANISHAD: PART-2, CANTO-2&3

#### **BASIC STUDY MATERIALS:**

1. SWAMI GAMBHIRANANDA, EIGHT UPANISHADS-VOL. I
2. S. RADHAKRISHNAN, THE PRINCIPAL UPANISHADS
3. R. D. RANADE, A CONSTRUCTIVE SURVEY OF UPANISHADIC PHILOSOPHY

#### **Course Outcome(s):**

1. It will promote the Indian way of life encapsulating Indian values, ethos, and cultural context.
2. As future citizens, students should go out of the university fully aware of Indian philosophical tradition and should be indeed part of it. Unless they feel part and parcel of this thought process, they will not be able to contribute any value addition to their job profile.
3. It will make students understand the reverence of the Vedic Values in the contemporary world.
4. This course will help develop an understanding of the importance of Nature (Cosmos) and help students pursue a holistic existence.
5. It will promote the art of questioning, and its solution for a good life.

## **PAPER-XVII (MAJOR TRENDS IN ODISSAN PHILOSOPHY)**

### **Course Objectives:**

1. To examine the various concepts of Mahima dharma, Vaisnavism, and Adivasi culture.
2. To acquaint students with the native culture, and tradition of the state.
3. To enable students to have ideas on the Jagannath Culture, and philosophy.
4. To acquaint students with the development of Vaisnava culture in Odisha.

### **Course Content**

#### **UNIT-I**

MAHIMA PHILOSOPHY: THE CONCEPT OF REALITY, SOCIO-ETHICAL PERSPECTIVE

#### **UNIT-II**

PANDIT NILAKANTHA DAS: ODISSAN CULTURE & RELIGION, THE BHAGAVAD GITA

#### **UNIT-III**

SRI JAGANNATH: TRADITION, CULTURE, AND PHILOSOPHY

PANCHASAKHA PHILOSOPHY: JAGANNATH DAS, BALARAM DAS, ACHYUTANANDA DAS, AND ANANTA DAS

#### **UNIT-IV**

PHILOSOPHICAL CONTRIBUTIONS OF G. MISRA AND G. C. NAYAK: NATURE, SCOPE, AND LIMIT OF ADVAITA CONCEPTIONS OF PHILOSOPHY

### **BASIC STUDY MATERIALS:**

1. PANDIT NILAKANTHA DAS, SRIMAD BHAGAVAD GITA PITHIKA
2. M. N. DAS, HISTORY AND CULTURE OF ODISSA
3. G. MISRA, ADVAITA CONCEPTION OF PHILOSOPHY: ITS METHOD, SCOPE, AND LIMITS
4. G.C. NAYAK, UNDERSTANDING SHANKARA VEDANTA
5. S. C. PANIGRAHI, BHIMA BHOI & MAHIMA DARSHANA

### **Course Outcome(s):**

1. Students will be aware of Odisha's rich philosophical culture and heritage.
2. It will instill a critical mindset in analyzing Mahima dharma, Vaisnavism, and Adivasi Culture.
3. It will help students to work on the contemporary trends in Odisha.
4. Students are encouraged to work and research upon the less researched areas of tribal and Odishan philosophy.

## **PAPER-XVIII (PHILOSOPHY OF SCIENCE)**

### **Course Objectives:**

1. To introduce the discussions on philosophy of science.
2. To critically engage on the idea of the scientific method.
3. To evaluate the idea of scientific progress.
4. To engage them with the idea of scientific revolution and paradigm shift.

### **Course Content**

#### **UNIT-I**

INTRODUCTION TO PHILOSOPHY OF SCIENCE: NATURE OF SCIENCE & ITS METHODOLOGY; SCIENTIFIC EXPLANATION, LAWS & THEORIES; SCIENTIFIC PROOFS: THEORETICAL & EXPERIMENTAL

#### **UNIT-II**

SCIENTIFIC POSITIVISM: PRINCIPLES OF VERIFIABILITY, CONFIRMATION, AND FALSIFIABILITY

#### **UNIT-III**

PARADIGM SHIFT: THEORY OF INCOMMENSURABILITY OF SCIENTIFIC PROGRESS

#### **UNIT-IV**

FEYERBACH'S VIEWS OF SCIENCE, LAKATOS'S VIEW OF SCIENCE

### **BASIC STUDY MATERIALS:**

1. TOULMIN. S, THE PHILOSOPHY OF SCIENCE: AN INTRODUCTION
2. HEMPEL. C. G, ASPECTS OF SCIENTIFIC EXPLANATION
3. NAGEL. E, THE STRUCTURE OF SCIENCE: PROBLEMS IN LOGIC AND SCIENTIFIC EXPLANATION
4. KUHN THOMAS, THE STRUCTURE OF THE SCIENTIFIC REVOLUTION
5. ANTHONY.O.H, AN INTRODUCTION TO PHILOSOPHY OF SCIENCE

### **Course Outcomes:**

1. The course enables students to analyze philosophical debates associated with natural sciences.
2. Students are expected to acquire a basic understanding of what science is, and how it can be distinguished from other ways of knowledge.
3. Students are expected to have learned how scientific explanation works.
4. The course aims at helping students to understand the relation between science and philosophy methodologically.

## **PAPER-XIX (CONTEMPORARY INDIAN PHILOSOPHY)**

### **Course Objectives:**

1. To acquaint students with the concepts that are central to Indian modernity.
2. To understand the dynamics of Indian social reality and its conceptualization.
3. To acquaint with different kinds of humanism of different thinkers.
4. To acquaint students with the secular interpretation of the caste system.

### **Course Content**

#### **UNIT-I**

K. C. BHATTACHARYA: SWARAJ IN IDEAS, CONCEPT OF PHILOSOPHY, CONCEPT OF MAYA

#### **UNIT-II**

IQBAL: SELF, GOD, INTELLECT & INTUITION

#### **UNIT-III**

M. N. ROY: RADICAL HUMANISM, AND MATERIALISM

#### **UNIT-IV**

AMBEDKAR: ANNIHILATION OF CASTE, NEO-BUDDHISM, PHILOSOPHY OF HINDUISM

### **BASIC STUDY MATERIALS:**

1. GOPINATH BHATTACHARYA, (ED.) K.C. BHATTACHARYA, STUDIES IN PHILOSOPHY
2. M. IQBAL, THE SECRETS OF SELF
3. M. N. ROY, RADICAL HUMANIST
4. B. R. AMBEDKAR, ANNIHILATION OF CASTE, THE BUDDHA & HIS DHARMA, RIDDLES IN HINDUISM

### **Course Outcomes:**

1. A student is expected to have a dogma-free vision about the social reality.
2. A student is expected to have a clear understanding of the scientific way of living.
3. To familiarize the students the concepts such as colonialism, nationalism, rights, and justice from Indian perspectives.
4. Students are expected to develop a holistic vision about self, society, and the whole cosmos.

## **PAPER-XX (PROJECT)**

### **Course Objectives:**

1. To understand the basic concepts of research and its methodologies.
2. To identify and discuss the role and importance of research in the subject of philosophy.
3. To identify and discuss the issues and the concepts salient to the research process.
4. To identify and discuss the complex issues inherent in selecting a research problem, selecting appropriate research design, and implementing a research project.
5. To identify an appropriate research topic.
6. To select and define appropriate research problems and parameters.

### **Course Content**

STUDENTS ARE REQUIRED TO PREPARE A PROJECT ON ANY ISSUES RELATED TO DIFFERENT BRANCHES OF PHILOSOPHY: THEORY: 70+ VIVA VOCE: 30

### **Course Outcomes:**

1. Prepare a project proposal.
2. Organize and conduct research more appropriately.
3. Write a research paper and dissertation.
4. Write a research proposal for projects, grants, books, etc.
5. Explain key research concepts and issues.
6. Read, comprehend, and explain research articles in their academic discipline.
7. Understand the importance of research ethics in the research process.
8. Be able to assess and critique a published journal article that uses one of the primary research methods in the field.

