

SYLLABUS FOR UNDERGRADUATE PROGRAMME IN PHILOSOPHY

(Bachelor of Arts (B.A.) Examination)

**UNDER
CHOICE BASED CREDIT SYSTEM (CBCS)**

With
Learning Based Outcomes

2022-2025



**Department of Philosophy
Ravenshaw University
Cuttack-753003**



About the Department

Honours teaching in Philosophy started in the year 1908 in erstwhile Ravenshaw College. The post graduate department of Philosophy started in Ravenshaw (Autonomous College) in the year 1995 and in Ravenshaw University from 15.11.2006. Presently the department offers three academic programmes such as B.A. (Honours) (24 Seats), M.A. (32 Seats), and Ph.D. The department thrives to create an academic space for teaching and research in Philosophy at par with national and international standards inculcating critical thinking and value awareness among the faculty members, scholars, students, and others associated with the department. Furthermore, the department strives to make it a centre of excellence in Applied and Experimental Philosophy. The faculty members are specialised in some of the core areas of philosophy including Analytic philosophy, Indian Philosophy, Socio-political philosophy and Ethics etc. The department is very much engaged in the pursuit of philosophical thinking and activity at various levels. It, thus, organises seminars/conferences/workshops throughout the year consistently at national and international levels. The department, moreover, conducts weekly seminars for faculty members and students. The faculty members are actively engaged in research as well. They have contributed various research papers and books published by some reputed national and international publication houses. The department has different collaborations with other institutions of teaching and research like IIT, Bhubaneswar, Sri Aurobindo Centre for Advanced Research Trust, Puducherry and Indian Council of Philosophical Research, New Delhi etc. Some of the illustrious teachers of the Department were Mohini Mohan Senapati, Ratnakar Pati, S. K. Chattopadhyaya, Ganeswar Misra and Hrudananda Ray. One of the illustrious alumnus is the late Pandit Nilakantha Das. Other alumni are Ganeswar Misra, Hrudananda Ray. The passing out students usually opt for higher studies that includes research philosophy or are employed in various Govt. and Non-Govt. organisations. In the recent past, a large number of students were employed in various colleges and in Universities as Lectures and Assistant Professors. Apart from teaching profession, philosophy students of this department are also employed in various administrative jobs. The department has a library that includes five thousand e-books and one thousand books covering different areas of philosophy at present. The library is planned to be revamped with some classic and contemporary collection of philosophical texts very soon. There is one smart class room in the department which has all the modern equipment facilitating a higher level of teaching and learning. For further information please click [here](#)

B.A. in Philosophy under Choice based Credit System (CBCS) with Learning Based Outcomes

About the Programme

B.A. in Philosophy under the Choice Based Credit System (CBCS) with Learning Outcomes aims at offering a general framework within which **Philosophy Teaching** may be organized. It serves twin goals of responding to the needs of students to grow as competent, self-reflective learners with relevant academic and professional skills and to prepare them as contributors to the growing discipline. This framework is intended to help maintaining the standards of teaching, its periodic review against graduate attributes, qualification descriptors, program learning outcomes and course level learning outcomes. It is viewed in the spirit of innovation in teaching-learning process and adopted according to local conditions, regional priorities, national and global needs along with the availability of the expertise.

Looking at the diversity and complexity of the subject and diversified students' background along with subject dynamism, the curriculum is developed considering various aspects such as:-

- ✓ Entry level expectations of students coming from various Board of examination (CBSE/ICSE/CHSE/State Boards) and their socio-economic background
- ✓ General expectations from a three year undergraduate honours training.
- ✓ The changing profile of undergraduate students

Keeping the above aspect in mind the proposed learning objectives and outcomes, therefore, has been adapted to the local, regional and linguistic diversities with the changing academic scenario and conditions. Further, the objectives and outcomes have been framed with a projected scope on the basis of the extent of academic facilities available (e.g. availability of faculty and their expertise, resources and opportunities for field training).

Graduate Attributes in Philosophy

After completion of this program, the students will be able to acquire the following attributes, qualities and skills. Some of the graduate attributes in philosophy are listed below:

- ❖ **Disciplinary knowledge:** Students must have good knowledge of the history of the subject, the relevant historical line of development in Indian and western philosophy

and should show good command of logic, ethics, philosophy of science, metaphysics, epistemology and aesthetics.

- ❖ **Communications skills:** Ability to communicate various concepts of philosophy in writing and orally and ability to present complex philosophical ideas with clarity and present philosophical concepts logically
- ❖ **Critical thinking and analytical reasoning:** Ability to identify relevant assumptions, hypothesis, implications or conclusions; formulate logically correct arguments and to know the pros and cons of the various arguments given by philosophers regarding mind, existence, necessity, evidence, belief, substance, justice, equality, fairness, beauty and truth.
- ❖ **Research-related skills:** Capability to ask NEW questions that will take the subject forward E) **Self-directed learning:** Ability to work independently, ability to search relevant resources and e-content for self-learning and enhancing knowledge in philosophy
- ❖ **Moral and ethical awareness/reasoning:** To understand how serious the effects of plagiarism are and to inculcate a lifelong habit of never indulging in plagiarism. An equally important moral awareness should exist of avoiding narrow-minded thinking.
- ❖ **Lifelong learning:** Ability to acquire a habit of reading and thinking about philosophy for life and to appreciate modern developments in the subject with the critical spirit that they will inculcate in the program

Qualification Descriptors for a Bachelor's Degree Program in Philosophy

Students who choose B.A (Hons) Philosophy Programme, develop the ability to think critically, logically and analytically and hence use philosophical reasoning to develop sophisticated theories and also in everyday life. BA (Hons) Philosophy consists of Core Courses and Electives and also Discipline Specific Courses. A student qualifying in the subject will have broad knowledge of Indian philosophy and western philosophy; the student will know specific details of the theories of analytic and continental philosophy; the student will develop highly specific skills in logic, ethics, metaphysics, epistemology and will be well informed about current trends in feminism and social issues related to applied ethics and bio ethics. Descriptors for B.A (Hons.) Philosophy may include the following:

- ❖ Demonstrate fundamental/systematic and coherent knowledge of the academic field of philosophy with comprehensive understanding of ontology, metaphysics and epistemology and to think in an interdisciplinary manner

- ❖ Demonstrate the habit of reading leading journals of philosophy like Mind, Journal of Philosophy, Analysis, Philosophy and Phenomenological Research, Nous, Synthese, etc.
- ❖ Demonstrate skills to identify presuppositions and entailments of theories
- ❖ Apply the acquired knowledge in philosophy and transferable skills to new/unfamiliar contexts and real-life problems.
- ❖ Demonstrate the ability to think about the foundations of sciences and the arts and to see the fruits of inquiry, whether in literature, the arts, or the sciences, as a culmination of a unified enterprise.

Programme Outcomes of B.A. Programme

The programme outcomes and attributes are attained by the graduate students of Ravenshaw University through learning acquired on completion of a programme of study. Individual programmes of study has a defined programme specific learning outcomes which needs to be attained for the award of a specific degree. The programme learning outcomes of Ravenshaw University focus on various aspects of knowledge and skills that prepare students for further study, employment, and citizenship. Therefore, the UG programme of the Ravenshaw University has been designed with the objective to develop in-depth knowledge of students in frontier areas of concerned subject and seeks to achieve the following:

- PO1: Critical Thinking:** Students will have the capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, and beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development
- PO2: Effective Communication:** Students will acquire the ability to express thoughts and ideas effectively in writing and orally in English and regional and make meaningful interpretation by people, ideas, books, media and technology.
- PO3: Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.
- PO4: Effective Citizenship:** Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5: Values and Ethics: Recognize different value systems including own, understand the moral dimensions of different decisions, and accept responsibility for them.

PO6: Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.

PO7: Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes

Programme Specific Learning Outcome

The completion of the B A. (Hons.) Philosophy Programme will enable a student to:

PSO1: Understand the broad ideas that are enshrined in the basic thinking of various centres of philosophy

PSO2: Develop the idea of creating new theories of metaphysics and epistemology and ethics and logic and aesthetics

PSO3: Critically analyse the hypothesis, theories, techniques and definitions offered by philosophers

PSO4: Utilize philosophy to understand social realities and problems and to come up with ideal solutions to them

PSO5: Identify how deeply philosophy is connected to other disciplines like economics and natural sciences and literature

PSO6: Understand and appreciate the foundational nature of philosophy.

Mapping Course with Programme specific Outcome (PSO) Philosophy

Course Code	Course Name	Programme Outcomes (POs)							Programme Specific Outcomes (PSOs)						
		1	2	3	4	5	6	7	1	2	3	4	5	6	
C-I	General Philosophy	√	√			√		√	√	√	√	√	√	√	√
C-II	Logic & Scientific Method	√	√					√	√	√	√	√	√	√	√
GE-I	Symbolic Logic	√	√					√	√	√	√				
C-III	Systems of Indian Philosophy-I	√				√	√	√	√	√	√	√	√	√	√
C-IV	Symbolic Logic	√	√					√	√	√	√				
GE-II	Indian Philosophy	√		√	√	√	√	√	√	√	√	√	√	√	√
C-V	Ethics	√	√		√	√	√	√	√	√	√	√	√	√	√
C-VI	History of Greek Philosophy	√				√	√	√	√	√	√	√	√	√	√
C-VII	Systems of Indian Philosophy-II	√		√	√	√	√	√	√	√	√	√	√	√	√
GE-III	History of Modern European Philosophy	√	√					√	√	√	√				

Course Code	Course Name	Programme Outcomes (POs)							Programme Specific Outcomes (PSOs)						
		1	2	3	4	5	6	7	1	2	3	4	5	6	
C-VIII	Contemporary Indian Philosophy	√		√	√	√	√	√	√	√	√	√	√	√	√
C-IX	History of Modern European Philosophy	√				√	√	√	√	√	√	√	√	√	√
C-X	Philosophy of Language	√				√		√	√	√	√	√	√	√	√
GE-IV	Ethics: Theory And Practice	√		√	√	√		√	√	√	√	√	√	√	√
C-XI	Western Classics: Meditations Of Rene Descartes	√				√		√	√	√	√	√	√	√	√
C-XII	Indian Text: Isa Upanisad	√	√	√	√	√	√	√	√	√	√	√	√	√	√
DSE-I	Philosophy of Bhagvad Gita	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Ethics In Public Domain	√	√	√	√	√	√	√	√	√	√	√	√	√	√
DSE-II	Philosophy of Religion	√				√	√	√	√	√	√	√	√	√	√
	Philosophy of Mind	√				√		√	√	√	√	√	√	√	√
C-XIII	Social And Political Philosophy	√			√	√	√	√	√	√	√	√	√	√	√
C-XIV	Applied Ethics	√	√	√	√	√	√	√	√	√	√	√	√	√	√
DSE-III	Gandhian Studies	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Analytic Philosophy	√				√		√	√	√	√	√	√	√	√
DSE-IV	Recent Western Philosophy	√				√	√	√	√	√	√	√	√	√	√
	Continental Philosophy	√				√	√	√	√	√	√	√	√	√	√
	Project	√	√	√	√	√	√	√	√	√	√	√	√	√	√
VA	Comparative study of world religions	√	√		√	√	√	√	√	√	√	√	√	√	√
AO	Human Value and Ethics	√	√		√	√		√	√	√	√				

Teaching Learning Process

Teaching and learning is a continuous process which is surrounded by students' attitude to learn & share the knowledge, academic curiosity, reading & practicing, creativity, thinking ability and extending knowledge levels. Therefore, the teaching learning process of the programme focuses on learner-centric pedagogies, and interactive and participatory pedagogies. Planning for teaching constitute a critical dimension. The teaching and learning process revolves around a well-structured and sequenced acquisition of knowledge and skills.

Teaching and learning under this programme involves classroom lectures as well tutorials. The tutorials allow a closer interaction between the students and the teacher as each student gets individual attention. For a visual and better learning outcomes instructors would use ICT facilities, e-learning platforms and other innovative e-content platforms for student-centric learning methods. As part of *participative teaching-learning practices* few

courses include seminars, presentations and group discussions. To cater the needs of slow and advance learners, special, remedial and peer teaching classes will be encouraged. Apart from these, exposure visits, special lectures by invited experts, workshops, and National/International seminars are to be held to augment knowledge, encourage innovative ideas and expose the students to global academic and research advancement. There is also the provision of mentor- mentee for each class where the mentor can keep track of each student's progress and address her/his individual difficulties. For the experiential learning course on project work is offered (i.e. short-term projects, research projects, assignments and field works), which is the integral components of the programme that enable the students to solve practical problems. The provision of written assignments and projects submitted by students as part of the course, are also to be discussed in special classes. Some courses also have a laboratory component and for each course students will be assigned regular home assignments and will be tested periodically through quizzes and class tests to ensure that they have properly learnt the course material.

Assessment Methods / Evaluation Scheme

Assessment methods and evaluation schemes will be as per the Ravenshaw University Examination Rules and Regulation. Each Core, discipline specific electives (DSE) and Generic Electives (GE) papers will have maximum 100 marks with 6 credits whereas Ability Enhancement (AECC) and Skill Enhancement Courses (SEC) will have maximum 50 marks with 4 credits. The value added and add on courses if any will have maximum 50 marks with 2 credits. The distribution of marks for assessment and evaluation is follows:

For 100 Marks Paper

- I. 20 marks will be assessed and evaluated by internal assessment
- II. 80 marks will be assessed and evaluated by end term examination

For 50 Marks Paper

- I. 10 marks will be assessed and evaluated by internal assessment
- II. 40 marks will be assessed and evaluated by end term examination

The internal assessment and evaluation may be done through a continuous process having assignments, class test, review works, writing of term papers, quiz or examination.

The end term examination will be based on written examination for theory paper and the question will be set following Bloom's taxonomy which will cover the entire syllabus of the course. For the research project paper, the student will submit the project write up and defend his/her project through presentation/Viva-Voce as per the University rule.

COURSE STRUCTURE OF UG PHILOSOPHY HONOURS UNDER CBCS

Semester	Course Code	Course Name	Credit	Full Marks
I	C- 1	General Philosophy	6	100
	C- 2	Logic & Scientific Method	6	100
	GE-1	Symbolic Logic	6	100
	AECC-1	Environmental Studies	4	100
	EV-1 (Ethics and Values)	Issues related to Women	1	25
	Total		23	425
II	C-3	Systems of Indian Philosophy-I	6	100
	C- 4	Symbolic Logic	6	100
	GE- 2	Indian Philosophy	6	100
	AECC-2	MIL, Communication English/Odia/Hindi)	4	100
	EV-2 (Ethics and Values)	Values and Good Citizenship	1	25
	Total		23	425
III	C-5	Ethics	6	100
	C-6	History of Greek Philosophy	6	100
	C-7	Systems of Indian Philosophy-II	6	100
	GE-3	History of Modern European Philosophy	6	100
	SEC-1	Communicative English	4	100
	EV-3 (Ethics and Values)	Issues of Drug, Tobacco and Achol Addiction	1	25
	Total		29	525
IV	C-8	Contemporary Indian Philosophy	6	100
	C-9	History of Modern European Philosophy	6	100
	C-10	Philosophy of Language	6	100
	GE-4	Ethics: Theory And Practice	6	100
	SEC-2	Students will choose a paper from a group of papers offered by university/department.	4	100
	EV-4 (Ethics and Values)	Ethical Values for students life	1	25
	Total		29	525

COURSE STRUCTURE OF UG PHILOSOPHY HONOURS UNDER CBCS				
Semester	Course Code	Course Name	Credit	Full Marks
V	C-11	Western Classics: Meditations Of Rene Descartes	6	100
	C-12	Indian Text: Isa Upanisad	6	100
	DSE -1	Philosophy of Bhagvad Gita	6	100
		Ethics In Public Domain	6	100
	DSE -2	Philosophy of Religion	6	100
		Philosophy of Mind	6	100
	EV-5 (Ethics and Values)	Vulnerable section of society: Understanding their issues	1	25
Total			25	425
VI	C -13	Social And Political Philosophy	6	100
	C -14	Applied Ethics	6	100
	DSE-3	Gandhian Studies	6	100
		Analytic Philosophy	6	100
	DSE-4	Recent Western Philosophy	6	100
		Continental Philosophy	6	100
	DSE-4	Dissertation	6	100
	EV-6 (Ethics and Values)	Environmental and Techno Ethics	1	25
Total			25	425
Grand Total			154	2750

Value Added and Add On Courses offered beyond the prescribed syllabus					
Semester	Course Code	Course name	Credits	Total Marks	Contact Hours
Any Semester	VA- I	Comparative study of world Religions	2	50	30
Any Semester	AO-I	Human Value and Ethics	2	50	30

*Note: * Following SECC papers may be*

Sl. Offered by the University

- 1 Modern Office Management
- 2 Leadership and Personality Development
- 3 Financial Literacy and Banking
- 4 Data Analysis and Computer Application
- 5 Quantitative Aptitude and Logical Reasoning

DSE-Discipline Specific Elective Papers: (Credit: 06 each) (4 papers to be opted by students of Philosophy Honours i.e 2 papers in Semester V and 2 papers in Semester VI)

CORE COURSES
CC- I
GENERAL PHILOSOPHY
(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. The objective of the course is to make the student familiar with the functions of words and sentences in language.
2. The issues like how words and sentences acquire their meanings and what problem is there in determining the meaning of these expressions will be discussed.
3. Further, we claim to know many truths. What is that truth we claim to know and what makes a statement true will also be discussed.

Course Outcomes

- CO1.** Student will discern different aspects of language and identify the nature of truth.
- CO2.** Students can relate the way language functions in relation to reality.
- CO3.** Students shall analyze various notions of truth.
- CO4.** Students will compare and contrast different philosophical concepts.

Contents:

Unit-I: Definition, Nature & Function of Philosophy, and Philosophy in relation to other modes of thinking like Science & Religion.

Unit-II: Metaphysics: Monism, Pluralism, Realism, Idealism, Metaphysical issues: Substance, Universal, Mind & Body.

Unit-III: Problem of knowledge: What is knowledge? Sources of knowledge: Empiricism, Rationalism, Theories of Truth

Unit-IV: Problems of Ethics: (1) Theories of Goodness: The good and the evil (2) Theories of conduct: Egoism & Altruism.

Prescribed Book:

- (1) John Hospers: An Introduction to Philosophical Analysis

Reference book:

- (1) G.T.W. Patrick: Introduction to Philosophy
- (2) A.C. Ewing: The Fundamental Questions of Philosophy
- (3) G.W. Cunningham: Problems of Philosophy
- (4) Richard Taylor: Metaphysics
- (5) D.W. Hamlyn: Metaphysics

Semester I/CC- II

LOGIC AND SCIENTIFIC METHOD

(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. The Objective of the Course is to give elementary knowledge on logical thinking and its method.

Course Outcome

- CO1.** After completion of the course, it is expected that one can identify logical relation among propositions.
- CO2.** Students are expected to classify basic rules of logic and scientific method.
- CO3.** The course would enable students to derive valid argument.
- CO4.** Students will develop critical thinking.

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

Unit-II: Classification of propositions (from stand-point of Quality & Quantity), Distribution of Terms, Square of oppositions, Existential Import of Propositions, Interpretation of categorical proposition.

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

Unit-4: Inductive Reasoning & Scientific Enquiry: Causation & Mills Experimental Methods.

Prescribed Book:

- (1) Cohen & Nagel- Introduction to Logic & Scientific Method.

Reference Book:

- (1) Copi, Cohen & Mac Mahan- Introduction to Logic (14th Edition)
- (2) Alex Rosenberg- Philosophy of Science: A Contemporary Introduction
- (3) John Hospers: An Introduction to Philosophical Analysis.

Semester-II/Paper- CC- III

SYSTEMS OF INDIAN PHILOSOPHY -I

(Credit 06)

F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. The Objective of the Course is to acquaint the students with Indian philosophical traditions.
2. The course aims to relating to truth and knowledge and how these issues are dealt in Indian schools of thought.

Course Outcome

- CO1.** The student can compare and contrast 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.
- CO2.** Students can examine and locate the fundamentals of Indian traditional thought.
- CO3.** Students can estimate the idea of reality in relation to Indian philosophy.
- CO4.** Students can list the basic components of knowledge.

Contents:

Unit-I: Salient Features of Indian Philosophy, Basic concepts like Rta, Rna, Carvakas- Epistemology and Metaphysics (Lokayatamata)

Unit-II- Jainism - Syadvada, Anekantavada, Jaina ethics (concept of Triratna)

Unit-III: Buddhism: Four Noble Truths, Doctrine of Momentariness, Dependant Origination, No Soul Theory, Nirvana

Unit-IV: Samkhya-Dualistic System: Purusa, Prakriti, Theory of Causation, Theory of Evolution

Prescribed Books:

- (1) Dutta & Chatterjee - An Introduction to Indian Philosophy
- (2) C. D. Sharma - A Critical Survey of Indian Philosophy

Reference Books:

- (1) R. K. Puligandla- Fundamentals of Indian Philosophy.
- (2) M. Hiriyana- Outlines of Indian Philosophy
- (3) J. N. Sinha- Indian Philosophy
- (4) S. Radhakrishnan- Indian Philosophy(Vol.1 & 2)

Semester-II

Paper-CC-IV: SYMBOLIC LOGIC

(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. The Objective of the Course is to provide elementary knowledge on symbolic logic.
2. To introduce certain derivation through which students can identify the validity of an argument.

Course Outcome

- CO1.** After completion of the course, it is expected that students can demonstrate and exhibit logical reasoning.
- CO2.** Students can identify and apply logical inference.
- CO3.** The course will enable students can identify and analyze logical symbolization.
- CO4.** Students would develop and apply critical thinking.

Contents:

Unit-I: Chapter- I Introduction

Chapter- II- The Calculus of Propositions

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

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

The Elements of Predicate Calculus (Section 1 to 9 of chapter V)

Unit-IV: Appendix (Sec-1 to Sec-4)

Books Prescribed: -

- (1) Basson & O' Corner: Introduction to Symbolic Logic

Semester- III
Paper- CC-V: ETHICS
(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. To introduce students with the definition and scope of moral philosophy and its relation with other social sciences.
2. To acquaint the students with various moral concepts and their usages in our daily life
3. To expose students to different dimensions of moral reasoning.

Course Outcome

- CO1.** The students would be capable to distinguish moral concepts from non-moral concepts.
- CO2.** Students can differentiate between statements concerning morality from statements concerning matters of fact.
- CO3.** One can apply moral philosophy in personal as well as professional life.
- CO4.** Students can exhibit and apply moral reasoning.

Contents:

- Unit-I:** Definition, Nature & Scope of Ethics, Ethics in relation to Politics, Sociology and Religion
- Unit-II:** Distinction between moral and non-moral action, Moral and factual judgement. Object of Moral judgement.
- Unit-III:** Theories of Morality: Hedonism, Utilitarianism, Rigorism, Perfectionism
- Unit-IV:** Theories of punishment; Retributive, Reformative and Preventive theory.

Prescribed Book:

- (1) J. N. Sinha- A Manual of Ethics

Reference Books:

- (1) W. Frankena– Ethics
(2) William Lily- An Introduction to Ethics

Semester- III/ Paper- CC- VI
HIISTORY OF GREEK PHILOSOPHY
(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. The Objective of the course is to have understanding of some of the important ideas of early Greek philosophers.
2. It would enable students to have philosophical understanding about metaphysics, epistemology and ethics in Greek tradition.

Course Outcome

- CO1.** Students can estimate and analyze the points of academic rigor the Greek Philosophy exhibited.
- CO2.** Students can estimate and enlist the major philosophical contributions of Socrates, Plato and Aristotle.
- CO3.** Students can critique major philosophical axioms taken by Greek thinkers.
- CO4.** Students can compare and contrast philosophical contributions of major Greek philosophers.

Contents:

Unit-I: Nature of Greek Philosophy: What is Philosophy? Origin, development and Salient features of early Greek Thought

Unit-II: Pre-Socratic Thought: The Being of Parmenides, Becoming of Heraclitus and Atomism of Democritus

Unit-III: Socrates: Problem before Socrates, Dialectical method, epistemology and ethics of Socrates.

Unit-IV: Plato: Theory of Knowledge, Theory of Idea, and Theory of Soul
Aristotle: Theory of Form and Matter, Theory of Causation.

Prescribed Book:

- (1) W. T. Stace - Greek Philosophy

Reference books:

- (1) Burnet - Greek Philosophy
- (2) B. A. G, Fuller - A History of Greek Philosophy
- (3) B. Russell - A History of Western Philosophy
- (4) Y. Masih - A Critical History of Philosophy

Semester –III/Paper- CC- VII
SYSTEMS OF INDIAN PHILOSOPHY (II)
(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. The Objective of the Course is to acquaint the students with Indian philosophical traditions.
2. The course aims to relating to truth and knowledge and how these issues are dealt in Indian schools of thought.

Course Outcome

- CO1.** The students will asses fundamental principles of upanisadic thought.
- CO2.** Students can enlist different pramanas propounded by nyaya and vaisesika philosophers.
- CO3.** Students can demonstrate basic principles of advaita philosophers.
- CO4.** Students can compare and contrast between different philosophical arguments provided by advaitin and nonadvaitin philosophers.

Contents:

- Unit-I** Upanisadic view of Atman and Brahman, Vidya and Avidya, Para vidya and Aparavidya
- Unit-II** Yoga system of Patanjali: CittaVritti Nirodha and Astanga Yoga
- Unit-III** Vaishesika: Categories (Padarthas),Nyaya: Pramanas
- Unit-IV** Sankara and Ramanuja's view on Maya, Jiva, Isvara, Brahman and Liberation

Prescribed Books: -

- (1) Dutta and Chatterjee: An Introduction to Indian Philosophy
- (2) C.D. Sharma: A Critical Survey of Indian Philosophy
- (3) M. Hiriyana: Outlines of Indian Philosophy

Books for Reference: -

- (1) J.N Sinha: Indian Philosophy
- (2) R.K Puligandla: Fundamentals of Indian Philosophy
- (3) S. Radhakrishnan: Indian Philosophy (Vol-I and II)

Semester- IV/ Paper- CC-VIII
CONTEMPORARY INDIAN PHILOSOPHY
(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. To address the transition of traditional Indian philosophical reflections to the contemporary Indian philosophy through concepts of Reality, Man, religion and society.
2. To critically engage students' various philosophical ideas of Vivekananda and Aurobindo
3. To evaluate the issue of nationalism and humanism in Tagore's philosophy

Course Outcome

- CO1.** Students will engage in the projects demonstrated by contemporary Indian thinkers.
- CO2.** Students will demonstrate the assumptions taken by modern Indian thinkers..
- CO3.** Students identify major variations of philosophical arguments taken by Indian thinkers especially Gandhi, Tagore, Vivekananda and Sri Aurobindo etc..
- CO4.** Students will compare and contrast major philosophical axioms recorded by contemporary thinkers.

Contents:

- UNIT-I** Tagore: Nature of man God, Reality and Religion
Vivekananda: The concept of man, Universal Religion and Practical Vedanta
- Unit-II** SriAurobindo:World, Maya, Evolution and Reality (Sacchidananda), Integral yoga
- Unit- III** Gandhi: Truth, God and Non-violence, Ideal social order
Dr B.R. Ambedkar: Vision of a just society
- Unit- IV** S. Radhakrishnan: Man, Reality and Religion
J Krishna Murty: Man and Nature, Human Crisis

Prescribed Book: -

- (1) B.K Lal: Contemporary Indian Philosophy

Books for Reference: -

- (1) T.M.P Mahadevan and V. Saroja: Contemporary Indian Philosophy
(2) H. Sahoo (Ed): Contemporary Indian Philosophy

Semester-IV/Paper- CC-IX

HISTORY OF MODERN EUROPEAN PHILOSOPHY

(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. The objective of the course is to introduce Western modern philosophy of Descartes, Spinoza, David Hume, Locke and Berkeley
2. This course will enable the students to apply rational and empirical methods of philosophizing.

Course Outcome

- CO1.** Students are expected to define basic metaphysical and epistemological assumptions of modern European philosophers.
- CO2.** Students can propose alternative outlooks against the existing metaphysical outlooks demonstrated in the course.
- CO3.** Students are also students can analyze major philosophical concepts proposed by modern philosophers
- CO4.** Students can compare and contrast between basic assumptions of rationalists and empiricists.

Contents:

- Unit- I Bacon: Theory of Idola, Inductive Method
Descartes: Universal Doubt, Cogito-Ergo-Sum, Existence of God
- Unit-II Spinoza: Substance, Attribute and Modes
Leibnitz: Theory of Monads, Pre-established harmony
- Unit- III Locke: Refutation of Innate ideas, Sources of knowledge
Berkeley: Subjective idealism, Eise est- percipii
Hume: Impression and Idea, Scepticism and Causality
- Unit- IV Kant: Reconciliation between empiricism and Rationalism
Possibility of Synthetic-a priori judgement

Prescribed Book: -

- (1) R.K. Pati: History of Modern European Philosophy

Books for Reference: -

- (1) Y Masih: History of Western Philosophy
- (2) Ira Sen Gupta: A History of Western Philosophy
- (3) Frank Thilly: History of Western Philosophy

Semester-IV/ Paper-CC-X
PHILOSOPHY OF LANGUAGE
(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. To make the students comprehend the basic structure and function of language.
2. To make students aware fundamental concepts in philosophy of language.

Course Outcome

- CO1.** Students can dictate and enlist vague and ambiguous sentences used in common discussion.
- CO2.** Students will analyze various notion of truth.
- CO3.** Students can identify various definitions used in translation or meaning prescription.
- CO4.** Students can enlist various criteria of meaning and thereby they can determine meaning to a sentence.

Contents:

- 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: Proposition and sentence
Word Meaning and sentence meaning, Criteria of sentence meaning
- Unit-IV Concept: Nature and source
Truth: Correspondence, Coherence and Truth as it works

Prescribed book: -

- (1) John Hospers: An Introduction to Philosophical Analysis

Books for Reference: -Alston: Philosophy of Language

Semester-V/ Paper-CC-XI

WESTERN CLASSICS: MEDITATIONS OF RENE DESCARTES

(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. The objective of the course is to introduce one of the important classics of western philosophy.

Course Outcome

- CO1. At the end of the course student will understand the method of doubt and reasons.
- CO2. Students can identify the strength and weakness of Cartesian system.
- CO3. Students can identify different types mental reasoning.
- CO4. Students can apply Cartesian method or the method of doubt in philosophical reasoning.

Contents:

Unit- I	Meditation I:	Skeptical Doubts
	Meditation II:	Cogito-ergo-sum, Sum- res-cogitans, The Wax argument
Unit- II	Meditation III:	Clear and Distinct perceptions Theory of Ideas, Existence of God
Unit- IV	Meditation IV:	God is no deceiver, will, intellect and possibility of Error
Unit- V	Meditation V:	Essence of Material things, Existence of God
Unit- IV	Meditation- VI	Mind- body Dualism, Primary and Secondary Quality

Prescribed Book: -

- (1) Rene Descartes: Meditations on first Philosophy

Books for Reference: -

- (1) Rae Langton: A Study Guide to Descartes Meditations
- (2) Amelie Rorty: Essays on Descartes Meditations

Semester- V/Paper- CC-XII
INDIAN TEXT: ISA UPANISAD
(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives:

1. The objective of the Course is to acquaint the students with the classical thoughts of Indian tradition.

Course Outcomes:

- CO1.** Students will understand and analyze general philosophical outlook depicted in the text.
- CO2.** Students can identify the strength and weakness in the philosophical reasoning depicted in the Isa Upanisad.
- CO3.** Students will demonstrate the philosophical rigor prescribed in the Isa Upanisad.
- CO4.** Students will identify and apply moral reasoning preached in the text into their personal life.

Contents:

Unit-I	What are Upanishads? Place of Upanishad in Indian Philosophy and Isa Upanishad
Unit-II	Mantra 1 to 9
Unit- III	Mantra 10 to 14
Unit- IV	Mantra 15 to 18

Prescribed Book: -

- (1) Swami Gambhirananda, Eight Upanisads (vol-1) God and Reality, Advaita Ashrama, Calcutta

Books for Reference: -

- (1) S. Radhakrishnan: The Principal Upanisads
- (2) Satyabadi Mishra: Central Philosophy of the Upanishads
- (3) Aditya ku. Mohanty: Upanishads Rediscovered

Semester- VI (paper- CC-XIII)
SOCIAL & POLITICAL PHILOSOPHY

(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. To introduce students' various philosophical ideas and principles of state and society.
2. To critically engage with the idea of secularism as a principle of state.
3. To address and evaluate various social and political revolutions as in form of socialism, Marxism, feminism and humanism etc.
4. To ensure a critical approach to understand the problems with these philosophical ideas.

Course Outcome

- CO1.** Students will examine some fundamental concepts of Political philosophy.
- CO2.** Students shall engage and organize various normative theories related to the origin and nature of the state.
- CO3.** Students shall identify major philosophical arguments employed in political philosophy.
- CO4.** Students shall construct and evaluate major philosophical arguments of 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- Justice, Liberty, Equality Political Doctrines- Humanism, Secularism, Feminism, Philosophy of Ecology.

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

Unit-IV: Political Ideologies- (a) Anarchism (b) Marxism (c) Sarvodaya

Prescribed Books-

- (1) O.P. Gauba An Introduction to Political Philosophy.

Reference Books-

- (1) Mackenzie: Social & Political Philosophy
- (2) Sukhvir Singh- Social and Political Philosophy
- (3) Sushila Ramaswamy- Political Theories: Ideas & Concepts
- (4) D.D. Raphael- Problems of Political Philosophy
- (5) Patitapaban Das- Social and Political Philosophy

Semester-VI (Paper- CC-XIV)
APPLIED ETHICS
(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

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

Course Outcome

- CO1.** Students shall define various normative theories to be applied in practical life.
CO2. Students can identify moral problems occurred in Medical Ethics.
CO3. Students shall enlist different moral dilemmas in business.
CO4. Students will apply moral reasoning to solve moral deadlocks in the media.

Unit- I:

What is Applied Ethics: Nature & Scope of Applied Ethics- Ethical Theories- Deontology, Utilitarianism, Relativism & Subjectivism

Unit-II:

Taking Life: Animals- Animals rights, Reverence for life

Taking Life: Humans- Types of Euthanasia, Abortion

Unit-III:

Environmental Ethics: Anthropocentrism, Non-anthropocentrism, Deep Ecology

Unit-IV:

Professional Ethics: (a) Business Ethics- Rights and Obligations, Justice & Honesty in Ethics.
(b) Bio-medical Ethics- Hippocratic Oath, Rights and Obligations of Health- Care Professionals, Doctor- Patient-Relationship

Prescribed Book-

- (1) Peter Singer- Practical Ethics

Reference Books-

- (1) J. Jagadeb- Bio-medical Ethics
- (2) Tom Regan Animal Rights
- (3) J. P. Theroux- Ethics: Theory & Practice
- (4) P.K Mohapatra :Ethics and Society

DSE-I. A
PHILOSOPHY OF BHAGVAD GITA
(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. The objective of the course is to widen the values and moral conflicts that are available in the text Gita.

Course Outcome

- CO1.** Students will understand the theoretical background of moral reasoning used in the Gita.
- CO2.** Students shall examine various arguments employed in the Gita.
- CO3.** Students shall organize basic moral concepts and examine their logical sequence..
- CO4.** They can identify moral dilemmas in personal life and apply the solutions given by the Gita to solve them.

Unit-I:

Dharma:-Varnadharma, Swabhava, Swadharma- Paradharmā

Unit-II:

Karma:-Classification of Karma; Agency Niskama Karma, Lokasamgraha, Relation between Karma Yoga and Jnana yoga

Unit-III:

Jnana:- Distinction between Jnana and Vijnana. Criteria of True Knowledge (Buddhi Yoga & JnanaYoga), Kshetra, Kshetrajna, Purusottama.Sattvika, Rajasika and TamasikaJnana

Unit-IV:

Bhakti Yoga: - Four kinds of devotee, Characteristics of Ideal Bhakti-Saranagati&Prapattikrupa (grace); Relation between Bhakti Yoga &Jnana Yoga

Prescribed Books-The Bhagabad Gita- S. Radhakrishnan (Trs&Ed)

Reference Books-

- (1) Concept of Yoga in the Gita- S. C. Panigrahi
- (2) Bhagabad Gita & Modern Life- K. M. Munshi& R. R. Diwakar
- (3) The Lord Speaks (2016)- B. K. Tripathy
- (4) SrimadBhagabad Gita Bhasya of Sri Sankaracharya- A. G. K. Warriar(Trs)
- (5) The Ethical Philosophy of Gita- P. N. Srinivasachari

DSE-I. B

ETHICS IN PUBLIC DOMAIN

(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. Familiarise the students with the definition and scope of moral philosophy and its relation with other social sciences
2. To acquaint the students with various moral concepts and their usages in our daily life
3. Bring into the light various linguistic dimensions operating in moral statements

Course Outcome

- CO1.** The students can distinguish moral concepts from other concepts
CO2. Can analyse language and discern moral statements from non-moral statements.
CO3. One can realise the importance of moral philosophy in personal as well as professional life.

Contents:

Unit I: What is Ethics? - I

Morality

Approaches to the study of Morality:

Scientific or Descriptive Approach

Philosophical Approach

Unit II: What is Ethics? - II

Cultural Relativism

Subjectivism

Unit III: Family and Marriage

The Married Women

Morality: Parents and Children

Unit IV: Structures of Inequality

Caste ,Poverty

Recommended Readings:

- (1) Ethics - Theory & Practice- 6th Edition, Jacques Thiroux, Prentice Hall Publishers
- (2) Amartya Sen Inequality Reexamined, Oxford 1992 (Chapters 4 & 7)
- (3) B. R. Ambedkar, Caste in Indian, (from Writings and Speeches Vol. 3. Bombay, 1987 (pp 99-111)
- (4) David Archard Privacy, the public interest and a prurient public, (in Media Ethics ed. Mathew Kieran, Routledge 1998 (pp 82-94)
- (5) Herbert Dreyfuss Nihilism on the information highway (in On the Internet by Herbert Dreyfuss Routledge 2001 (pp. 73-87)
- (6) James Rachel's, 'Morality, Parents and Children, in Ethics in Practice and anthology ed. Hugh Lafollette, Blackwell, 2002 (pp 167-178)
- (7) Nagel, Thomas "Personal Rights and Public Space" Philosophy & Public Affairs, Vol. 24, No. 2 (Spring, 1995), pp. 83-107

DSE-II. A
PHILOSOPHY OF RELIGION
(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. To introduce students to understand the distinction between religion and philosophical reflections of religion
2. To critically address the arguments for the existence of God
3. To evaluate the arguments for the nonexistence of God and different other ideas that are incompatible with the notion of God
4. To examine various philosophical issues concerning religious language

Course Outcome

- CO1.** Students shall engage in the philosophical projects undertaken by medieval philosophers.
- CO2.** Students can define fundamental concepts like god, soul, evil etc as used in philosophy of religion.
- CO3.** Students can identify and analyze various arguments in relation to the existence of God.
- CO4.** Students can organize and construct their own arguments to prove or disprove the existence of God.

Unit-I

Judaic- Christian Concept of God (Chapter-1) Introduction to Philosophy of Religion

Grounds for belief in existence of God (Chapter- 2)

Unit-II

Grounds for belief against existence of God (Chapter- 3)

Unit-III

The Problem of Evil (Chapter- 4)

Unit-IV

Problems of Religious Language

Prescribed Book-

- (1) John Hick- Philosophy of Religion

Reference Books-

- (1) Y. Masih- Introduction to Religious Philosophy
- (2) Arvind Sharma - Philosophy of Religion-

DSE- II. B
PHILOSOPHY OF MIND
(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. The aim of the course is to have an understanding of both what consciousness is and how it relates to other, nonconscious aspects of reality.
2. In Philosophy 'consciousness' has been used for four main topics; knowledge in general, intentionality, introspection and phenomenal experience.

Course Outcome

- CO1.** After the completion of the course the student will have a fair understanding of important aspects of consciousness.

UNIT I

Mind and Body

1. The mind/body problem, and Descartes' dualism

Text: Descartes, Meditations II and VI (Chalmers article #1)

UNIT-II

1. Behaviourism

Text: Ryle, "Descartes' Myth," (Chalmers #5)

UNIT III

1. Identity Theories

Text: Smart, "Sensations and Brain Processes," (Chalmers #9)

UNIT-IV

1. Functionalism

Text: Putnam, "The Nature of Mental States," (Chalmers #11).

2. Problems with Functionalism: The Knowledge Argument

Text: "Epiphenomenal Qualia," (Chalmers #28)

Recommended Readings:

- (1) Churchland, P.,(1988) Matter and Consciousness: A Contemporary Introduction to the Philosophy of Mind, USA, MIT Press,
- (2) Crane, T.(2003), The Mechanical Mind: A Philosophical Introduction to Minds, Machines and Mental Representation,(2nd edition), , New York Routledge
- (3) David J. Chalmers(ed.) (2002), Philosophy of Mind: Classical and Contemporary Readings, Oxford, Oxford University Press
- (4) Heil, J.(2012), Philosophy of Mind: A Contemporary Introduction (3rd edition), London,
- (5) Kim, J.(2010), Philosophy of Mind, (3rd edition), USA, Westview Press

DSE- III. A
GANDHIAN STUDIES
(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. The objective of the course is to enlighten the students about M.K Gandhi's philosophical ideas.
2. To enable students to comprehend the moral thoughts of Gandhi.

Course Outcome

- CO1.** This course makes the students to practically use and experiment the method and means of Gandhi in their lives and daily activities.
- CO2.** Students will deconstruct the moral thoughts of Gandhi's philosophy.
- CO3.** Students will compare and contrast the political and economic models that are being discussed by Gandhi.
- CO4.** Students will apply Gandhian thought into solving contemporary moral crisis.

Unit-I

Gandhi's concept of a Just society. Basic Ideals- Truth, Non-violence, Equality and Human Freedom.

Unit-II

Gandhi's idea of Social Engineering, Constructive Programme. Fight against social Evils (Injustice, Caste system, Untouchability) upliftment of Women.

Unit-III

Social Ideals of Gandhi Sarvodaya, Criticism of industrial civilization, Grama Swaraj, Anarchism, Trusteeship.

Unit –IV

Method of Social Action, Satyagraha- Kinds of Satyagraha, Methods of Satyagraha. Mercy- Killing, Ideals of Basic Education. Basic Norms & Method of Education, Education for a Happier & Peaceful Society. World Peace.

Prescribed Book-

- (1) The Philosophy of Mahatma Gandhi D.M Dutta

Reference Books-

- (1) Social & Political Thought of M.K. Gandhi- Jaya Tanuja Bandopadhyay
- (2) Mahatma Gandhi- R.R. Diwakar

DSE-III. B
ANALYTIC PHILOSOPHY
(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. To introduce the linguistic turn and analysis as a method in philosophy
2. To engage students 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 Outcome

- CO1.** Students will be able describe the linguistic turn and the analytic method in philosophy.
- CO2.** Students can assess the cognitive capacity of the logico-linguistic philosophy.
- CO3.** Students will be able to critique various developments of analytic tradition.
- CO4.** Students can identify the importance of language analysis in philosophy.

Unit I:

Analytic Philosophy: An Overview - I

1. Appearance and Reality **Text: Text: RUSSELL, B., (1980) *THE Problems of Philosophy*, Oxford University Press. (Indian Reprint, 1984)**

Unit II:

Analytic Philosophy: An Overview - II

1. Existence of Matter 2. Nature of Matter **Text: Text: RUSSELL, B., (1980) *THE Problems of Philosophy*, Oxford University Press. (Indian Reprint, 1984)**

Unit III:

1. Knowledge by Acquaintance and Knowledge by Description **Text: RUSSELL, B., (1980) *THE Problems of Philosophy*, Oxford University Press. (Indian Reprint, 1984).**

Unit IV:

1. Elimination of Metaphysics (Ayer) **Text: Ayer, A. J. (1936) *Language, Truth and Logic*, Penguin.**

Recommended Readings:-

- (1) A. Martinich and David Sosa (eds.)(2001) *Analytic Philosophy: An Anthology*, Black Well,
- (2) Glock, Hans-Johann.(2008) *What is Analytic Philosophy*.Cambridge, Cambridge University Press
- (3) 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

DSE- IV. A
RECENT WESTERN PHILOSOPHY
(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. The objective of the course is to introduce the recent thinkers in Western philosophical tradition.
2. To facilitate on philosophical writing.

Course Outcome

- CO1.** Students will engage in basic philosophical assumptions taken by philosophers like James, Sartre.
- CO2.** Students demonstrate the uniqueness of the recent philosophers.
- CO3.** Students will compare and contrast among philosophical systems developed by Sartre and James.
- CO4.** Students will critique major flaws of these philosophers.

Contents:

Unit I: Arther Schopenhauer; the world as representation, the world as will, theory of perception, ethics

Unit II: Nietzsche: Critique of enlightenment, prescriptivism, Apollonian and Dionysian, will to power, concept of superman

Unit III: J.P. Sartre, concept of freedom, bad faith, humanism

Unit IV: William James: Meaning and truth, varieties of religious experience,

Recommended text:

- (1) B.A.G fuller and MC Muerrin, A History of Philosophy
- (2) D. M Dutta, Chief Currents of Contemporary Philosophy
- (3) Frank Thilly, history of Western Philosophy

Reference Book:

- (1) M.K Bhadra, A critical survey of Phenomenology and Existentialism
- (2) H.J Blackhalm, Six Existential thinkers
- (3) W.Mc Neil and K.S Feldman, Continental Philosophy: An Anthology

DSE- IV. B
CONTINENTAL PHILOSOPHY

(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. The aim of the course is to have an outlook on different thinkers and their philosophical inputs for a philosophical discussion.

Course Outcome

- CO1.** After the completion of the course the student will have a fair understanding of important concepts raised by different western philosophers.

Unit I: Kant

Immanuel Kant- Introduction to “The Critique of Pure Reason” Translated by Norman Kemp Smith, Macmillan. pp 41to 62

Unit II: Hegel

Alexandre Kojeve(1980). *Introduction to the Reading of Hegel: Lectures on ‘The Phenomenology of the Spirit’*. Ithaca & London: Cornell University Press, pp. 3-30.

Unit III: Heidegger

Martin Heidegger. (1977). “The Question Concerning Technology”. in *Being and Nothingness*, Part- 3, Chap.1 Sec IV. Hazel E. Barnes: New York. Pp. 340-51.

Unit IV: Sartre

Jean-Paul Sartre.“Look” in Kim Atkins (ed.)(2005), *Self and Subjectivity*. Oxford: Blackwell Publishing, pp. 87-100.

Recommended Reading List

- (1) Atkins, Kim (ed.),(2005) *Self and Subjectivity*. Malden: Blackwell Publishers
- (2) Critchley, Simon,(2001)*Continental Philosophy: A Very Short Introduction*, Oxford: Oxford University Press
- (3) Glendinning, Simon,(2006) *The Idea of Continental Philosophy*, Edinburgh: Edinburgh University Press.

DSE- IV. C

Project Optional

(Credit 06) (Dissertation 60 + Viva 40 Marks)

The student has to prepare a project of his own selecting a topic from philosophical perspective in consultation with a teacher. He / She has to prepare a dissertation of 60 marks which will be evaluated by an external examiner and he / she will face a viva-voice test (40 marks) by an external examiner along with his / her supervisor of the concerned project.

GENERIC ELECTIVE (GE)

First Year/ First Semester/ Paper GE-1

SYMBOLIC LOGIC

(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. The Objective of the Course is to provide elementary knowledge on symbolic logic.
2. To introduce certain derivation through which students can identify the validity of an argument.

Course Outcome

- CO1.** After completion of the course, it is expected that students can demonstrate and exhibit logical reasoning.
- CO2.** Students can identify and apply logical inference.
- CO3.** The course will enable students can identify and analyze logical symbolization.
- CO4.** Students would develop and apply critical thinking.

Unit 1: Chapter 1- Introductory

Chapter II- The Calculus of Propositions

Unit II: Chapter III- The Calculus of Propositions (Sec 1 to 6)

Unit III: Chapter IV- The Calculus of Propositions (Sec 7 to 9)

Chapter V- The Elements of Predicate Calculus

Unit IV: Appendix Sec 1 to Sec 4

Prescribed Book: -

- (1) Basson and O. Conner: Introduction to symbolic Logic

Second Semester/Paper GE-II
INDIAN PHILOSOPHY
(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. The Objective of the Course is to acquaint the students with Indian philosophical traditions.
2. The course aims to relating to truth and knowledge and how these issues are dealt in Indian schools of thought.

Course Outcome

- CO1.** The student can compare and contrast 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.
- CO2.** Students can examine and locate the fundamentals of Indian traditional thought.
- CO3.** Students can estimate the idea of reality in relation to Indian philosophy.
- CO4.** Students can list the basic components of knowledge.

- Unit I: Salient features of Indian philosophy and key concepts,
Carvaka epistemology and metaphysic
Jainism Syadvada and Anekantavada
- Unit II: Buddhism- The Four noble Truth, Doctrine of Dependent origination,
No Soul Theory, Nirvana
- Unit III: Samkhya- Purusa, Prakrti, Theory of Evolution
Yoga- Patanjali's Citta Vrtti Nirodha, Astanga Yoga
- Unit IV: Nyaya- Theory of Inference
Vaishesika- Padarthas (Categories)

Prescribed Books:-

- (1) Dutta and Chatterjee: An Introduction to Indian Philosophy

Reference Books:-

- (1) C.D Sharma: A critical Survey of Indian Philosophy
- (2) G.C Nayak: Bharatiya Darshana (Odia)
- (3) B.B. Choudhury: Bharatiya Darshana Ruparekha (Odia Translated book)

GE- III/ THIRD SEMESTER
HISTORY OF MODERN EUROPEAN PHILOSOPHY
(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives

1. The objective of the course is to introduce Western modern philosophy of Descartes, Spinoza, David Hume, Locke and Berkeley
2. This course will enable the students to apply rational and empirical methods of philosophizing.

Course Outcome

- CO1.** Students are expected to define basic metaphysical and epistemological assumptions of modern European philosophers.
- CO2.** Students can propose alternative outlooks against the existing metaphysical outlooks demonstrated in the course.
- CO3.** Students are also students can analyze major philosophical concepts proposed by modern philosophers
- CO4.** Students can compare and contrast between basic assumptions of rationalists and empiricists.

Contents:

- Unit I : Bacon: Theory of Idolas, Inductive Method
Descartes: Methods of Doubt, Cogito ergo Sum
- Unit II: Spinoza: Substance, Attributes and Modes
Leibnitz: Theory of Monads, Pre-Established Harmony
- Unit III: Locke: Refutation of Innate Ideas, Theory of Knowledge
Berkeley: Esse est percipi, Subjective Idealism
- Unit IV: Hume: Ideas and Impressions Skepticism
Kant: Reconciliation of Empiricism and Rationalism

Prescribed Books: -

- (1) R.K Pati- A History of Modern European Philosophy

Reference Books: -

- (1) Ira Sengupta- A History of Western Philosophy
- (2) Barlingay and Kulkarni- A History of Western Philosophy
- (3) Ray and Das- Paschatya Darshanra Itihasa
- (4) Y. Masih- A Critical History of Western Philosophy
- (5) R. Falkenberg- A History of Philosophy

SEMESTER IV/ PAPER GE-IV

ETHICS: THEORY AND PRACTICE

(Credit 06) F.M =100 (Mid Sem.-20+ End Sem.-80)

Course Objectives:

1. To acquaint the students with various moral concepts and their usages in our daily life
2. To acquaint the students with various moral concepts and their usages in our daily life.

Course Outcomes:

- CO1. Students can distinguish moral actions from non-moral actions.
- CO2. Students can identify and enlist moral judgements and matters of fact.
- CO3. Students will analyze various theories of moral standard.
- CO4. Students can apply various theories of moral standard to solve problems occurred in environment and different professions.

Contents:

- Unit I:** Definition, Nature and Scope of Ethics, Distinction between moral and Non-moral action.
- Unit II:** Distinction between factual and moral judgement, objects of moral Judgement.
- Unit III:** Moral Standards: Hedonism, Mill's Utilitarianism, And Kant's Rigorism and Perfectionism.
- Unit IV:** Environmental Ethics: Anthropocentrism and Non- Anthropocentrism Bio-centric Egalitarianism, Deep Ecology, Responsibility for future Generation

Prescribed Book: -

- (1) J.N. Sinha- A Manual of Ethics
- (2) Peter Singer- Practical Ethics

VALUE ADDED COURSE-I
PAPER I
COMPARATIVE STUDY OF WORLD RELIGIONS
(Credit 02), Full Marks =50, Contact Hour (30 hours)

Course Objectives

1. To expose the students with the critical perspective in understanding different religions of the world.

Course Outcome

- CO1.** Student will understand the multiplicity of religions, its nature and practice.
- CO2.** Students will have rational and critical outlook on his/her own faith.
- CO3.** Student will inculcate the attitude of solidarity, equal respect for different religions and faithful.

Course Contents

Unit I

1. Main tenets and practices of world religions: Hinduism, Buddhism, Jainism, Sikhism, Judaism, Christianity and Islam
2. Problems and methods in the study of religions: nature, necessity and scope of comparative religion.
3. Possibility and relevance of the study of comparative religion: commonality and differences; transcendental unity of religions; inter-religious dialogue

Unit II

4. Death, afterlife, rebirth, immortality, eschatology: liberation and its means
5. God-man relation in religions;

Unit III

6. Varieties of Religious experiences
7. Religious Exclusivism and Inclusivism

Unit IV

8. Religious hermeneutics
9. Religious Tolerance and Conflict Resolutions

Recommended Reading List:

1. A. von Denffer, *Some Reflections on Dialogue between Christians and Muslims*, 4 vols., New York: Oxford University Press, 1995.
2. Arvind Sharma, *Our Religions: The Seven World Religions Introduced by Preeminent Scholars from Each Tradition*, San Francisco: Harper San Francisco, 1993.
3. E.G. Parrinder, *Comparative Religion*, London: Allen & Unwin, 1962.
4. Erie J. Sharpe, *Comparative Religion*, Chicago: Open Court, 1997.

5. John Hick, *An Interpretation of Religion: Human Responses to the Transcendent*, New Haven: Yale University Press, 2004.
6. K.N. Tiwari, *Comparative Religion*, Delhi: Motilal Banarsidass, 1983.
7. Ninian Smart, *The Religious Experience of Mankind*, 3rd edition, New York: Charles Scribner's, 1984.
8. R.C. Zaehner (ed.), *The Concise Encyclopedia of Living Faiths*, Boston: Beacon Press, 1967.
9. W.C. Smith, *The Meaning and End of Religion*, Minneapolis: Fortress Press, 1990.

ADD ON COURSE- I
PAPER-I
HUMAN VALUES AND ETHICS
(Credit 02) F.M =50

COURSE CONTENTS

Course Objectives

1. To make the student responsible moral agent with the critical understanding of concepts of human value and ethics.

Course Outcome

- CO1.** Understand the relevance of human values and peaceful co-existence
- CO2.** Widen their perspectives in moral decision making
- CO3.** Develop right understanding with respect to the basic aspirations of human life
- CO4.** Gain holistic understanding of the interrelatedness of individual, family, society and nature
- CO5.** Enhance clarity, assurance & purposefulness of life

Unit I

1. What is Value Education?
2. Knowledge and Skill
3. Value and Virtue

Unit II

4. Moral Agency and the Notion of Dharma
5. Freedom of Will and Determinism

Unit III

6. Understanding Human Existence: Human Being and Human Person
7. The Basic Human Aspirations: Continuous Happiness and Prosperity
8. Understanding harmony at the level of Individual, Family and Society

Unit IV

9. Understanding harmony at the level of Nature
10. Cardinal Human Virtues such as Compassion, Wisdom, Justice, Tolerance, Non-violence, Service to Humanity with the help of suitable illustrations

Recommended Reading List

1. Gurucharan Das, *The Difficulty of Being Good*. New Delhi: Penguin Books, 1990 (Chapter 3)
2. Herry G. Frankfurt (1971). Freedom of the Will and the Concept of a Person. *The Journal of Philosophy*, 68 (1): 5 – 20.
3. R.R. Gaur et al, *A Foundation Course in Human Values and Professional Ethics*. New Delhi: Excel Books, 20

