SYLLABUS FOR POSTGRADUATE PROGRAMME IN PHILOSOPHY
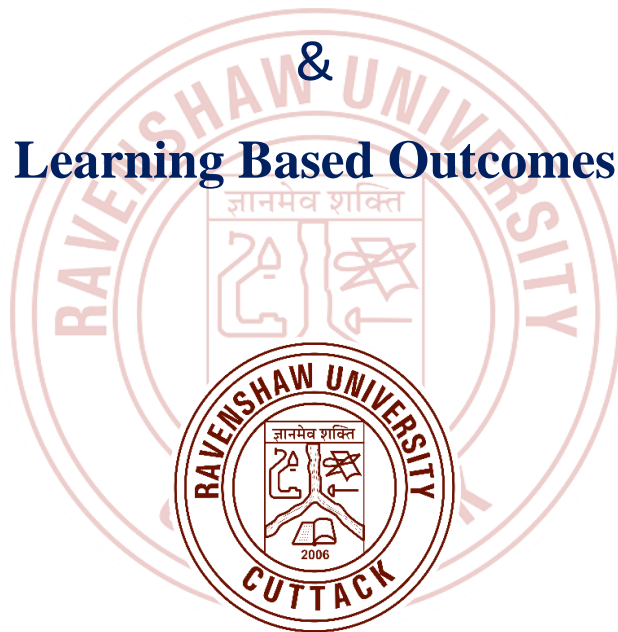
(Master of Arts (M.A.) Examination)

UNDER

CHOICE BASED CREDIT SYSTEM (CBCS)

&

Learning Based Outcomes

2022-2024

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

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

About the Programme

M.A Philosophy under CBCS with optional is designed with learning objectives and outcomes aims at offering a general framework within which post graduate Philosophy teaching will be organised. It serves the 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 as per the local, regional, national and global need. The programme has been designed with the objective to develop in-depth knowledge of students in frontier areas of social science and methods, so that they are able to use the knowledge to study the changing and growing aspects in the subjects. The course has a strong focus on theoretical, applied, practical and scientific research skills and train students to meet personal, local, regional, national and global need. The programme offers specialised optional courses, which allow student to pursue their studies in their area of interest. This framework is intended to help maintaining the standards of teaching, its periodic review against graduate and post 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 colleges, universities and institutions and their socio-economic background.
- ✓ General expectations from a post graduate programme.
- ✓ The changing profile of the post graduate students under rapidly changing and innovation in the concerned and allied subject.

Keeping the above aspect in mind the proposed outcome based curriculum, has been adapted to the local, regional and linguistic diversities with the changing academic scenario and conditions. Further, the course 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).

Post Graduate Attributes in Philosophy

Some of the postgraduate 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 identity 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.

- **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 Master's Degree Program in Philosophy

Students who choose M.A. 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. M.A. Philosophy consists of compulsory and optional papers. 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 M.A 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 M.A. Programme

The programme outcomes and attributes are attained by the postgraduate 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 PG 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 (PSO)

The learning outcomes-based curriculum framework for M.A. Philosophy is based on the postgraduate attributes that a postgraduate in philosophy is expected to attain along coupled with the expected learning outcomes of each course and the combined course. The curriculum for M.A. Philosophy is prepared keeping in mind the needs, expectations and aspirations of students in philosophy as well as the modernizing trends and methodological perspectives of philosophy as a subject. The course learning outcomes and the programme learning outcomes specify the knowledge, understanding, skills, attitudes, values that a student completing this degree is expected to inculcate and know.

PSO1: To examine and critically analyse the thought of a particular figure in the history of philosophy from ancient to modern times identifying the major periods, movements and philosophy.

PSO2: To have an overview of current state of knowledge and research in a given field and to look for the solution for philosophical problems in contemporary times.

PSO3: To have an in depth understanding of main issues and problems pertaining to metaphysics, epistemology, logic and ethics.

PSO4: To enable the student to acquire analytical and critical thinking skills.

PSO5: To understand the nature of mind, matter, language, knowledge and reality.

PSO6: Utilize philosophy to understand social realities and problems and to come up with ideal solutions to them

PSO7: Identify how deeply philosophy is connected to other disciplines like economics and natural sciences and literature

PSO8: Understand and appreciate the foundational nature of philosophy.

Mapping Course with Programme specific Outcome (PSO) in Philosophy

Paper Code	Course Title	PROGRAMME SPECIFIC OUTCOME (PSO)								PROGRAMME OUTCOME (PO)						
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7
PHL 1.1.1	Indian Metaphysics	√	√	√		√		√	√	√	√	√	√	√	√	√
PHL 1.1.2	Western Metaphysics	√	√	√				√	√	√	√	√		√	√	√
PHL 1.1.3	Western Ethics	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
PHL 1.1.4	Introduction to Logic	√	√	√	√			√	√	√	√	√	√	√	√	√
PHL 1.1.5	Contemporary Socio-ethical Indian thought	√		√	√	√	√	√	√	√	√	√	√			√
PHL 1.2.1	Indian Epistemology	√	√	√				√	√	√	√	√	√	√	√	√
PHL 1.2.2	Western Epistemology	√	√	√	√			√	√	√	√	√		√	√	√
PHL 1.2.3	Applied Ethics	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
PHL 1.2.4	Philosophy of Mind	√	√	√				√	√	√	√	√	√	√	√	√
PHL 1.2.5	Philosophical Classic (Western)	√		√	√	√	√	√	√	√	√	√	√	√		√
PHL 2.3.1	Philosophy of Science	√	√	√				√	√	√	√	√		√	√	√
PHL 2.3.2	Philosophical Classics (Indian)	√	√	√	√			√	√	√	√	√		√	√	√
PHL 2.3.3	Contemporary Political Philosophy	√	√	√	√			√	√	√	√	√		√	√	√
PHL 2.3.4	Post-Kantian Western Philosophy	√		√		√	√	√	√	√	√	√	√	√		√
PHL 2.3.5	Vedanta-I	√		√	√	√	√	√	√	√	√	√	√	√		√
	Early Wittgenstein	√	√	√	√		√	√	√	√	√	√	√	√	√	√
	Bio-Ethics	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
PHL 2.4.1	Dissertation	√	√	√	√	√		√	√	√	√	√	√	√		√
PHL 2.4.2	Indian Ethics	√	√	√	√			√	√	√	√	√		√	√	√
PHL 2.4.3	Phenomenology and Existentialism	√	√	√	√			√	√	√	√	√		√	√	√
PHL 2.4.4	Philosophy of Language	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
PHL 2.4.5	Vedanta-II	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Later Wittgenstein	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Traditions Of Philosophy In Odisha	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

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 focus 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 compulsory, optional and elective papers will have maximum 100 marks with 4 credits whereas the value added and add on courses if any will have maximum 100 marks with 4 credits. The distribution of marks for assessment and evaluation is follows:

I.   20 marks will be assessed and evaluated by internal assessment
II. 80cmarks 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 PG PHILOSOPHY

SEMESTER	COURSE TYPE	COURSE CODE	COURSE NAME	CREDIT	TOTALMARK (End + Mid)
SEM-I	Compulsory	PHL 1.1.1	Indian Metaphysics	04	100(80+20)
		PHL 1.1.2	Western Metaphysics	04	100(80+20)
		PHL 1.1.3	Western Ethics	04	100(80+20)
		PHL 1.1.4	Introduction to Logic	04	100(80+20)
		PHL 1.1.5	Contemporary Socio-ethical Indian thought	04	100(80+20)
			Total	**20**	**500**
SEM-II	Compulsory	PHL 1.2.1	Indian Epistemology	04	100(80+20)
		PHL 1.2.2	Western Epistemology	04	100(80+20)
		PHL 1.2.3	Applied Ethics	04	100(80+20)
		PHL 1.2.4	Philosophy of Mind	04	100(80+20)
		PHL 1.2.5	Philosophical Classic (Western)	04	100(80+20)
			Total	**20**	**500**
SEM-III	Compulsory	PHL 2.3.1	Philosophy of Science	04	100(80+20)
		PHL 2.3.2	Philosophical Classics (Indian)	04	100(80+20)
	Optional	PHL 2.3.3	Contemporary Political Philosophy	04	100(80+20)
		PHL 2.3.4	Post-Kantian Western Philosophy	04	100(80+20)
	Compulsory	PHL 2.3.5	DSE-I*	04	100(80+20)
			Total	**20**	**500**
SEM-IV	Compulsory	PHL 2.4.1	Dissertation	04	100(80+20)
		PHL 2.4.2	Indian Ethics	04	100(80+20)
	Optional	PHL 2.4.3	Phenomenology and Existentialism	04	100(80+20)
		PHL 2.4.4	Philosophy of Language	04	100(80+20)
	Compulsory	PHL 2.4.5	DSE- II**	04	100(80+20)
			Total	**20**	**500**
			Grand Total	**80**	**1000**

*NB: Students will choose the optional papers from the following list.

DSE-I*	VEDĀNTA: I
	EARLY WITTGENSTEIN
	BIO-ETHICS
DSE-II**	VEDĀNTA: II
	LATER WITTGENSTEIN
	TRADITIONS OF PHILOSOPHY IN ODISHA

Value Added and Add on Courses offered beyond the prescribed syllabus					
Semester	**Course Code**	**Course name**	**Credits**	**Total Marks**	**Contact Hours**
Any Semester	VA	Post Modern Discourse	4	100	30
	AO	Truth, Good, And Beauty	4	100	30

SEMESTER: I

Indian Metaphysics
PHL 1.1.1

Course Objectives

1. To Examine the details of various theories of reality as propounded by different schools with a special focus on some Vedantic concepts like Rta,Yajna, Jagrata, Susupti, Turiya etc.

2. To acquaint the students about different theories of causation as developed by different Schools of thought

3. To critically discuss different theories concerning the existence and nonexistence of God as discussed by different schools of Indian thought

4. To explicate the students about the subtleties and differences among the scholars of different Schools on various issues related to Indian metaphysics

Course Outcomes

CO1: Students can analyze the concepts concerning Indian theories of reality.

CO2: Students shall develop critical understanding of different allied concepts related to Indian metaphysics

CO3: Students can synthesize metaphysical paths outlined by different traditional Indian philosophers.

CO4: Students shall demonstrate different concepts in the field of Indian metaphysics.

Course Content

Unit-I
The Concept of Reality in the *Upanisad*s, Jainism and Buddhism
Unit-II
The Concept of Reality in Samkhya, Vaisesika and Vedanta (Samkara and Ramanuja)
Unit-III
The Doctrine of Causality: *satkaryavada*, *asatkaryavada* and *satkaranavada*;
Doctrine of Evolution: *parinamavada* and *vivartavada*
Unit-IV
The Concept of God: Theism of Nyaya and Atheism of Samkhya

Self and Liberation: *Nirvana*, *Moksha*, *Kaivalya* & *Mukti*

Recommended Reading List

1. Radhakrishnan, S. (2008), *Indian Philosophy with an Introduction by J.N. Mohanty*: *Vol. I & II*, Oxford
2. S.N. Dasgupta, (2018) *A History of Indian Philosophy*, (Volume-I & II), Rupa Publications
3. Murti, T.R.V., (2015), *The Central Philosophy of Buddhism: A Study of the Madhyamika*, Motilal Banarsidass
4. Raju, P.T., (1986), *Spirit, Being and Self: Studies in Indian and Western Philosophy*, South Asia Books
5. Puligandla, R. (1997), *Fundamentals of Indian Philosophy*, D.K. Print World Ltd.
6. Mohanty, J.N., (2000), *Classical Indian Philosophy: An Introductory Text*, Rowman & Littlefield Publishers

Western Metaphysics
PHL 1.1.2

Course Objectives

1. To introduce students to various traditional metaphysical theories from Western perspectives

2. To critically analyze different problems concerning metaphysics modern perspectives

3. To expose students to analyze various metaphysical concepts

4. To explicate the recent debates in the field of metaphysics

Course Outcomes

CO1: Students can assess various concepts of Western metaphysics.

CO2: Students shall restate the metaphysical thinking of Plato, Aristotle and Modern Philosophy.

CO3: Students can compare various metaphysical schools of thought such as Realism, Representationalism and idealism.

CO4: Students shall identify the contemporary debates of metaphysics concerning personal identity, Mind-Body dualism and Consciousness.

Course Content

Unit -I:
Metaphysics: An Introduction;
Concepts of Reality: Plato's theory of Ideas, Aristotle' Form and Matter, Causation
Unit- II:
Dualism (Descartes), Monism (Spinoza) and Pluralism (Leibnitz)
Bradley: Absolute Idealism, Appearance and Reality
Unit -III:
Space and Time; Substance and Universal; Concept of Person
Unit -IV:
Critique of Metaphysics: The linguistic Turn, Logical Positivism,
Strawson: Revisionary vs. Descriptive Metaphysics
Recommended Reading List

1. Loux, M.J., (2006) *Metaphysics: A Contemporary Introduction*, Routledge
2. Patrick, G. T. W., (1958), *An Introduction to Philosophy*, Alen and Unwin
3. Garrett, B., (2006), *What is this thing called Metaphysic*? Routledge: New York
4. Swinburne, R., (1968), *Space and Time*, Palgrave Macmillan: UK
5. Taylor, R., (1974), *Metaphysics*, 4th Edition, Prentice Hall: New Jersey
6. Lowe, E.J., (2002), *A Survey of Metaphysics*, Oxford University Press
7. Ayer, A.J., (1936), *Language, Truth and Logic*, Penguin
8. Strawson, P.F., (1959), *Individuals: An Essay in Descriptive Metaphysics*, Routledge

Western Ethics
PHL 1.1.3

Course Objectives

1. To introduce various theories Western ethical studies

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 Outcomes

CO1. Students can integrate various Western ethical theories.

CO2. Students can categorize moral reasoning.

CO3. Students shall distinguish between epistemic and psychological issues concerning morality.

Course Content

Unit- I:

Moral Concepts: Good (Cognitive- non-cognitive, intrinsic-extrinsic), Right, Duty, Moral Obligation

Unit -II:

Normative Ethical Theories: Virtue ethics, Utilitarianism, Deontological Theory

Unit -III:

Meta Ethical Issues: Is-Ought Problem; Universalism Vs. Relativism; Subjectivism Vs. Objectivism

Unit-IV:

Naturalism and Non-naturalism; Prescriptivism, Emotivism: Ayer and Stevenson; Contextualism

Recommended Reading List

1. Frankena, W.K., (1973) *Ethics*, Prentice Hall INC.
2. Lillie, W., (1967) *An Introduction to Ethics*, Allied Publishers Pvt. Ltd.
3. Scheffler, S., (1988) *Consequentialism and its Critics*, Oxford University Press
4. Hursthouse, R., (1999) *On Virtue Ethics*, Oxford University Press
5. Hare, R.M., (1991) *The Language of Morals*, Oxford University Press
6. Moore, G.E., (1903) *Principia Ethica*, Cambridge University Press
7. Ayer, A.J., (2002) "A Critique of Ethics", in *Language, Truth and Logic*, Dover Publications INC
8. Broad, C.D., (1971), *Broad's Critical Essays in Moral Philosophy,* Ed. by D. R. Cheney; New York: Humanities Press

Introduction to Logic
PHL 1.1.4

Course Objectives

1. To introduce the students the basic concepts of symbolic logic

2. To explain different decision procedures of arguments

3. To provide detailed exposition of the quantification of language

4. To explicate the application of set theory for validating arguments

Course Outcomes

CO1. Students can clarify the notion of truth and falsity with the help of contingent, contradictory and tautological propositions.

CO2. Students can demonstrate the notion of validity, invalidity and soundness of arguments

CO3. Students shall categorize various methods of deduction and quantification theory.

CO4. Students can explain the importance of set theory and its application to determine the validity of different arguments.

Course Content

Unit I:

What is logic? The nature of Argument; Truth and Validity; Symbolic Logic

Simple and Compound statements; Conditional Statements; Argument Forms and Truth Tables; Statement Forms

Unit II:

The Method of Deduction: Formal Proof of Validity; Rule of Replacement; Proving Invalidity; Rule Conditional Proof; The Rule of Indirect Proof; Proofs of Tautology; Strengthen Rule of Conditional Proof; Shorter Truth Table Technique-*Reductio ad Absurdum Method*

Unit III:

Quantification Theory: Singular Propositions and General Propositions; Proving Validity: Preliminary Quantification Rules; Proving Invalidity; Multiply-General Propositions; Quantification Rules

Unit IV:

What is a Fallacy?; Classification of Fallacies; Fallacies of Relevance; Fallacies of Defective Induction; Fallacies of Presumption; Fallacies of Ambiguity

Recommended Reading List
1. Copi, I. M., (1973), *Symbolic Logic*, 5th Edition (**Ch- 1, 2, 3, 4**), Macmillan Publishing: London
2. Copi, I. M., C. Cohen & K. McMahaon (2014), *Introduction to Logic*, 14th Edition, (**Ch—4, for Unit-IV**) Routledge

Contemporary Socio-ethical Indian Thought
PHL 1.1.5

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 different contemporary thinkers.

3. To evaluate the issue of social justice of Ambedkar

4. To engage students about certain ideas concerning truth, nonviolence, swaraj etc. In gandhian philosophy

Course Outcomes

CO1. Students can recognize the recent debates of Indian philosophy developed by various contemporary Indian thinkers.

CO2. Students shall identify the concepts of reality, man, religion and god etc. Discussed by recent thinkers.

CO3. Students can carry out the coherence between traditional and modern Indian philosophy.

CO4. Students can justify the practical aspects of human life in relation to religion, economy and politics etc. As deliberated by contemporary Indian philosophers.

Course Content

Unit – I

Ambedkar: Social Justice and Caste;
Jyotiba Phule: Critical understanding of Caste-system
Unit – II

Bhima Bhoi: Socio-ethical perspective of Mahima Dharma
Muhammad Iqbal: Man and superman, Intellect and Intuition
Unit – III

Deen Dayal Upadhyaya: Integral Humanism,

Tiruvallur: Tirukkural, Human Values
Unit IV:
M. N. Roy: Radical Humanism,
Maulana Azad: Humanism, Social Diversity and Tolerance

Recommended Reading List

1) Lal, B.K., (2014), *Contemporary Indian Philosophy*, Motilal Banarsidass Publishers
2) Sharma, R.N., (2021), *Contemporary Indian Philosophy*, Antlatic Publisher
3) Gauba, O.P., (2015), *Indian Political Thought,* Mayur Paperbacks.
4) Sahoo, H. (2019), *Contemporary Indian Philosophy*, Kalyani Publisher.

SEMESTER: II

INDIAN EPISTEMOLOGY
PHL 1.2.1

Course Objectives

1. To explain the in depth the underlying nature and structure of knowledge and intricacies of its sources as advocated by the different Indian schools of thought.

2. To introduce the different debates among the scholars of different schools of Indian philosophy about the validity of these sources.

3. To discuss the different theories of Knowledge as advocated by different schools of Indian Philosophy.

4. To acquaint the students about different theories of errors as explained by the scholars of different schools of Indian Philosophy.

Course Outcomes

CO1. Students can integrate various sources of knowledge in Indian Philosophy

CO2. Students shall recommend the Indian traditional knowledge systems

CO3. Students can categorize right cognitions from wrong ones

CO4. Students shall demonstrate the intellectual capacity of the students in the field of epistemology

Course Content

Unit-I *Pramanas*: *Pratyaksa*, *Anumana* and *Anupalabdhi*

Unit-II *Pramanas*: *Upamana*, *Arthapatti* and *Sabda*

Unit III: *Pramanyavada*: *pramanya*/ *apramanya* (*svatah* and *paratah*)

Critique of *pramanyavada*: Carvaka and Jayarasi Bhatta

Unit IV: *Khyativadas* (Theories of Error): *Anyathakhyati, Viparitakhyati, Akhyati, Atmakhyati, Asatkhyati, Anirvachaniyakhyati, Satkhyati*

Recommended Reading List

1. Dutta, D.M. (2017), *The Six Ways of Knowing: A Critical Study of the Advaita Theory of Knowledge*, Motilal Banarsidass
2. Chatterjee, S.C. (2015), *The Nyaya Theory of Knowledge: A Critical Study of Some Problems of Logic and Metaphysics*, Rupa Publications
3. Sharma, C.D. (2016), *A Critical Survey of Indian Philosophy*, Motilal Banarsidass
4. Prasad, J. (1987), *History of Indian Epistemology*, Munshiram Manoharlal Publishers
5. Saptaprakashnanda, S. (1965), *Methods of Knowledge: According to Advaita Vedanta*, Advaita Ashrama
6. Kar, B. (1978), *The Theories of Error in Indian Philosophy*, Ajanta Publications

WESTERN EPISTEMOLOGY
PHL 1.2.2

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 Outcomes

CO1. Students will be able to describe the western theory of knowledge.

CO2. Students will be able to critique the major components of knowledge such as justification, belief and truth.

CO3. Students can synthesize the nature and role of skepticism in knowledge claims.

CO4. Students shall summarize the idea of traditional knowledge claim in the field of science.

Course Content

Unit I:

Plato and Traditional Definition of Knowledge: Truth, Belief and Justification, Theories of Truth: Correspondence, Coherence and Pragmatic

Unit- II:

Gettier's Problem

Theories of Justification: Foundationalism, Coherentism & Reliabilism

Unit- III:

Internalism and externalism

Scepticism: Types of scepticism, Scepticism and Certainty

Unit- IV:

Science and Epistemology: Naturalized Epistemology

Recommended Reading List

1. Lemos, N., (2007), *An Introduction to the Theory of Knowledge*, Cambridge University Press
2. Gettier, E., (1963) "Is Justified True Belief Knowledge?", *Analysis*, Vol.23, No.6
3. Ayer, A.J., (1956), *The Problem of Knowledge*, Macmillan and Company Ltd.
4. Audi, R. (1988), *Belief, Justification and Knowledge: An Introduction to Epistemology*, Wadsworth Publishing Company
5. Pritchard, D., (2006), *What is this thing called Knowledge?* Routledge
6. Quine, W. (1969). "Epistemology Naturalized" in *Ontological Relativity and Other Essays,* New York: Columbia University, 69-90

APPLIED ETHICS
PHL 1.2.3

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 analyse the modern-day mainstream and social media from ethical point of views.

Course Outcomes

CO1. Students can define better ways of understanding and addressing day-to-day moral issues in personal and professional life.

CO2. Students shall assess the intricacies of moral decision making.

CO3. Students can develop the coherence in the intellectual, behavioural and material aspects of the practical and professional life.

CO4. Students will demonstrate the moral reasoning that can be applied to different professional life.

Course Content

Unit I:

Introduction: Ethics and Applied Ethics, Issues concerning Environment

Unit II:

Bio-medical Ethics: Doctor- patient relation, Abortion, Euthanasia, Genetic Engineering

Unit III:

Business Ethics: Corporate Social Responsibility, Rights and Obligations of Stakeholders, Business and environment

Unit IV:

Media Ethics: Obligation of the media to the Society; social media and Ethical Problems; Media and Women, Representation and differences-marginalization

Recommended Reading List

1. Singer, P., (2011), *Practical Ethics*, Cambridge University Press
2. Singer, P., (1986), Applied Ethics, Oxford University Press
3. Beauchamp, T.L. and J. F. Childress, (2013), *Principles of Biomedical Ethics,* Oxford University Press
4. Shaw, W., (2015), *Business Ethics: A Text Book with Cases*, CENGAGE Learning Custom Publishing
5. Plaisance, P.L., (2008), *Media Ethics: Key Principles for Responsible Practice,* Sage Publications Inc.

6. Hansson, S.O., (2017), *The Ethics of Technology: Methods and Approaches*, Rowman & Littlefield International
7. Mohapatra, P.K., (2008), *Ethics and Society*: *An Essay in Applied Ethics*, D.K. Print World, New Delhi
8. Byerly Carolyn M. and Karen Ross, (2006), *Women & Media: A Critical Introduction*, Wiley Publication

PHILOSOPHY OF MIND
PHL 1.2.4

Course Objectives

1. The main aim of this course is to discuss and deliberate on philosophical issues regarding the nature of the mind and mental states.

2. To critically engage students to the problem of mind and body relation.

3. To introduce various contemporary theories of mind.

4. To engage with the recent developments of philosophy of mind.

Course Outcomes

CO1. Students can restate the basic issues related to human existence.

CO2. Students shall examine the philosophy of mind-body relation.

CO3. Students will be able to show the interdisciplinary approach towards the understanding of mind.

CO4. Students shall defend the fundamentals of philosophy of mind.

Course Content

UNIT I

Some Basic Concepts: Soul, Mind, Mental Phenomena; Cartesian dualism: Interactionism

UNIT II

Behaviourism: methodological and philosophical behaviourism;
Materialism: mind-brain identity theory; Functionalism: mind as a functional system

UNIT III

Parallelism, Epiphenomenalism, Person Theory: Personal Identity; Disembodied Person

UNIT IV

The Hard problem of Consciousness, Arguments for the Irreducibility of consciousness, the explanatory gap

Recommended Reading List

1. Shaffer, Jerome A., *Philosophy of Mind*, PHI, 1994
2. Heil, John, *Philosophy of Mind: A Contemporary Introduction,* New York, Routledge, Second edition, 2004
3. Mohapatra, P.K., (1990), *Personal Identity*, 2nd Edition, Decent Books, New Delhi
4. David Chalmers, *The Conscious Mind: In Search of Fundamental Theory,* Oxford: Oxford University Press, 1996.
5. David M. Armstrong, *A Materialist Theory of Mind,* London: Routledge, 1968.
6. E.J. Lowe, *An Introduction to the Philosophy of Mind,* Cambridge: Cambridge University Press, 2000.
7. Ned *Block*, Owen *Flanagan* and Güven *Güzeldere* (eds.), *The Nature of Consciousness,* Cambridge: MIT Press, 1997.

8. Paul M. Churchland, *Matter and Consciousness: A Contemporary Introduction to Philosophy of Mind,* Cambridge, Massachusetts: MIT Press, 1998.

PHILOSOPHICAL CLASSIC (WESTERN)
PHL 1.2.5

A classic work from the following the two courses in Western philosophy has to be selected for textual reading.

Course Objective:

1. To acquaint the student with important philosophical classic of David Hume relating to truth, knowledge,
2. To give rational understand about the origin of ideas, the reason of animals, liberty etc.

Course Outcome:

CO-1. The student will have fair understanding of the classic of Hume and how it has given a strong support to empiricist thought of philosophy in the modern philosophy countering rationalistic school.

CO-2. Students shall be able apply the theory of knowledge proposed by Hume in their epistemic search.

CO-3. Student will be able to evaluate and analyze empiricism

CO-4. Student shall be able compare and contrast between empiricism and rationalism.

UNIT- I

- OF THE DIFFERENCE SPECIES OF PHILOSOPHY
- OF THE ORIGIN OF IDEAS
- OF THE ASSOCIATION OF IDEAS

UNIT-II

- SKEPTICAL DOUBTS CONCERNING THE OPERATIONS OF THE UNDERSTANDING
- SKEPTICAL SOLUTION OF THESE DOUBTS
- OF PROBABILITY

UNIT-III

- OF THE IDEAS OF NECESSARY CONNECTION
- OF LIBERTY AND NECESSITY
- OF THE REASON OF ANIMALS

UNIT-IV

- OF MIRACLES
- OF A PARTICULAR PROVIDENCE AND OF A FUTURE STATE
- OF THE ACADEMICAL OR SKEPTICAL PHILOSOPHY

References and further readings

1. David Hume, An *Enquiry concerning Human Understanding, edited by P*eter Meligan, Oxford University Press Inc., New York, 2007.
2. Millican, Peter, *Reading Hume on Human Understanding: Essays on the First Enquiry* (OUP, 2002)
3. Penelhum, Terence, *David Hume: An Introduction to his Philosophical System* (Purdue University Press, 1992)
4. Dicker, Georges, *Hume's Epistemology and Metaphysics* (Routledge, 1998)
5. Noonan, Harold W., *Hume on Knowledge* (Routledge, 1999)

SEMESTER: III

PHILOSOPHY OF SCIENCE
PHL 2.3.1

Course Objectives

1. To introduce the discussions on philosophy of science.

2. To critically engage on the idea of scientific method.

3. To evaluate the idea of scientific progress.

4. To engage them with the idea scientific revolution and paradigm shift.

Course Outcomes

CO1. Students shall analyze philosophical debates associated with natural sciences.

CO2. Students can describe a basic understanding of what is science is, how it can be distinguished from other ways of knowledge.

CO3. Students will identify how scientific explanation works.

CO4. Students will be able to determine the relation between science and philosophy methodologically.

Course Content

Unit- I

The Nature of Science and Its Method

Scientific Explanation; laws and theories

Unit-II

Positivism; Inductivism and Principle of Verifiability; Confirmation

Paradox of Confirmation

Unit-III

Problem of demarcation and falsification

Thomas Kuhn: Scientific Revolution as Paradigm Shift

Theories of Incommensurability; Scientific Progress

Unit-IV

Lakatos' Concept of Scientific Research Programme

Feyerabend's views on science

Recommended Reading List

1. Toulmin, S., *The Philosophy of Science*: An Introduction, Hutchinson
2. Hempel, C. G., *Philosophy of Natural Science*, Prentice-Hall
3. ---------- *Aspect of Scientific Explanation*, Free Press, New York, 1968.
4. Nagel, Ernst, *The Structure of Science: Problems in Logic of Scientific Explanation*, RKP, London, 1961.

5. Popper, Karl., *The Logic of Scientific Discovery*
6. Khun, Thomas., *The Structure of Scientific Revolutions*, Chicago University Press
7. Losee, John, *A Historical Introduction to Philosophy of Science*, Oxford University Press, 1972.
8. Anthony O' Hear, An *Introduction to Philosophy of Science*, Oxford, 1993.
9. Cohen, M and Nagel, E., *An introduction to logic and scientific method*. New York, Harcourt, Brace and Company, 1934.
10. Lakatos, Imre and Musgrave Alen (Ed.), Criticism and Growth of Knowledge, Cambridge University Press, London, 1970.

PHILOSOPHICAL CLASSICS (INDIAN)
PHL 2.3.2

COURSE OUTCOMES

CO1: Students can make students aware about the social relevance of katha upanisad.

CO2: Students shall assess the contemporary problems and bring forth world peace.

CO3: Students can distinguish the ethical and metaphysical aspects of indian philosophy.

CO4: Students will be to integrate a critical and humane outlook towards the world.

Unit-I

The Place of *Upanisad*s in the Indian Philosophical tradition; their number and general teachings

Unit-II

Pursuit of self-knowledge (*atmajnana*); *sreya* and *preya*

(Chapter-1, sections 1 and 2)

Unit-III

The plight of the wise and the ignorant; status of *atmajna* and *Brahmajna*

(Chapter-1, sec.3, Chapter-2, section 1)

Unit-IV

Nature of *atman* here and hereafter; *sansara* as an inverted banyan tree

(Chapter-2, sections 1 and 2)

Recommended Reading List

1. Radhakrishnan, *The Principal Upanisads*
2. Ranade, R.D., *A Constructive Survey of Upanishadic Philosophy*
3. (Tr) Sastri, S.Sitaram, *Katha and Prasna Upanisads* with Sri Samkara's Commentary
4. *Katha Upanisad* with Samkara's Commentary, Gita Press

PHILOSOPHICAL CLASSICS (INDIAN)
PHL 2.3.2

Course objectives

1. To acquaint students with the concepts of the philosophy of Sri. Aurobindo.
2. To enhance critical thinking in students through the philosophy of Sri. Aurobindo.
3. To imbibe a sense of awareness and knowledge regarding the philosophy of Sri Aurobindo.

Course outcomes

CO-1. Students will be aware of Indian philosophical thought through the philosophy of Sri Aurobindo.

CO-2. Students will be encouraged to conduct research on Sri Aurobindo's philosophy.

CO-3. It will install a critical mind set in students towards the pursuit of philosophy as well as life.

CO.4. Students will be encouraged to understand the contemporary relevance of Sri Aurobindo's philosophy.

Course Content

Unit -1
Chapter I- The Human Aspiration
Chapter II- The Two Negations (The Materialist Denial)
Chapter III- The Two Negations (The Refusal of The Ascetic)

Unit 2-
Chapter IV- Reality Omnipresent
Chapter V- The Destiny of The Individual
Chapter VI- Man in The Universe

Unit 3-
Chapter VII- The Ego and The Dualities
Chapter VIII-The Pure Existent
Chapter IX- Conscious Force

Unit 4-
Chapter X- Delight of Existence: The Problem
Chapter XI- Delight of Existence: The Solution
Chapter XII- The Divine Maya

Recommended reading list:
Sri Aurobindo-The Life Divine (2005), Sri Aurobindo Ashram Publication
Department, Pondicherry.

CONTEMPORARY POLITICAL PHILOSOPHY
PHL 2.3.3

Course Objectives

1. To make students understand and evaluate the philosophical significance of political ideals and systems.

2. To critically analyse the idea of Marxism which includes dialectical materialism, Alienation and 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 Outcomes

CO1: Students can distinguish various political concepts concerning equality and dignity of human beings.

CO2: Students shall examine the fundamental political institutions and their philosophical importance.

CO3: Students can develop students to assess the political ideals of Indian traditional thinking.

CO4: Students will be able to examine modern political concepts and schools of thought.

Course Content

Unit-I

Liberalism: Rawls' Distributive justice, Nozick's Justice as Entitlement, Dworkin's Justice as equality; Amartya Sen: Global Justice, Freedom and Capability

Marxism: Dialectical Materialism, Alienation, Critique of Capitalism, Doctrine of Class Struggle and Classless Society

Unit-II

Communitarianism: Communitarian critique of liberal self, Universalism Vs. Particularism, Theory of Charles Taylor, MacIntyre, Michael Sandel

UNIT-III

Multiculturalism: Charles Taylor; Politics of recognition, models of multiculturalism, politics of multiculturalism Will Kymlicka; Conception of Minority Rights

Unit-IV

Feminism: Basic Concepts: Patriarchy, misogyny, Gender, Theories of Feminism: Liberal, Socialist, radical and Eco-feminism; Ethics of care

Recommended Reading List

1. *Contemporary Political Philosophy: An Introduction* by Will Kymlicka. Oxford: Oxford University Press, Second Edition, 2002.
2. *Political Philosophy* by Dudley Knowles. London: Routledge, 2001.
3. *Political Philosophy: A Very Short Introduction* by David Miller. New York: Oxford University Press. 2003.
4. *Political Philosophy: Classic and Contemporary Readings*. Edited by Louis P. Pomona, New York: McGraw-Hill, 2002.
5. *The Blackwell Guide to Social and Political Philosophy*. Edited by Robert L. Simon. Blackwell Publishing Ltd., 2002.
6. *A Companion to Feminist Philosophy*. Edited by Alison M. Jaggar and Iris Marion Young. Blackwell Publishing Ltd., 1998.

POST KANTIAN WESTERN PHILOSOPHY
2.3.4

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 analyse the existential issues about human life

4. To make students understand the critique of modern philosophy

Course Outcomes

CO1: Students can describe the continental philosophical traditions along with British Idealism of Bradley.

CO2: Students shall analyze the Hegelian dialectic and his idealism.

CO3: Students will be able to assess the human existential problems discussed through Heidegger and Sartre.

CO4: Students will be able to critique modernism by introducing Habermas and Derrida.

Course Content

Unit-I

Hegel: Dialectical Method, The nature of Spirit

A.N. Whitehead: Process Philosophy

Unit-II

Schopenhauer: The Nature of Will

Nietzsche: The Nature of Will; Power and Superman

Unit-III

Derrida: Deconstruction

Habermas: Critical Theory and Communicative Action

Unit-IV

Foucault: Concept of Knowledge and Power

Gadamer: Hermeneutics

Recommended Reading List

1. Russell, Bertrand, (1967) *History of Philosophy*, Simon & Schuster
2. Copleston, F.: *A History of Philosophy,* Vol.1-9
3. Thilly, F. (2018), *A History of Philosophy,* Books and Books Unlimited
4. Dutta, D.M.: (1950), *Chief Currents of Contemporary Philosophy*, University of Calcutta
5. Richardson, John & Brian Leiter (Ed.), 2001, *Nietzsche,* OUP
6. Moran, D. (2000), *Introduction to Phenomenology,* Routled

<p style="text-align:center">DEPARTMENT SPECIFIC ELECTIVE- I
PHL 2.3.5</p>

<p style="text-align:center">SET 1
VEDĀNTA: I</p>

Course Objectives

2. To acquaint the students with important philosophical issues relating to metaphysics epistemology and ethics in dvaita vedanta.
3. To introduce the fundamental problems of consciousness.
   (Special Paper: Vedanta: Bramhmasutra with the Bhasya of AdiSamkaracarya)
3. The course is designed to introduce the fundamental problems of consciousness.

Course Outcome

CO1: Students will be able critically evaluate Vedantic concepts like Brahman, ataman.

CO2: Students will be able to differentiate the philosophical stands of Vedantins.

CO3: Students can develop an understanding of philosophical problem and the dissolution of it.

CO4: Students will be able to critique the limit of language and mysticism.

<p style="text-align:center">Course Content</p>

Unit-I

Adhyasa

Unit-II

Critique of *Adhyasa*: Ganeswar Misra & Ganesh Prasad Das

Unit-III

The four *sutra*s: 1 to 4

Unit-IV

Critique of Samkhya dualism, Critique of Nyaya-Vaisesika atomism

Recommended Reading List

1. *Brahma-Sutra Bhasya* of Sankaracarya, (Tr.) Swami Gambhirananda, Advaita Ashram, Kolkata.
2. *Brahma Sutra*, (Tr.) Swami Vireswarananda, Advaita Ashram, Kolkata.
3. Prof. Ganesh Das
4. Prof. Ganeswar Mishra
5. Rasvihary Das, *Introduction to Shankara*, Firma KLM, Pvt. Ltd., Kolkata.

PHL 2.3.5
SET 2
EARLY WITTGENSTEIN

Course Objectives

1. It aims to introduce the philosophical problems that Early Wittgenstein discusses.

2. The course is designed to introduce the fundamental problems of consciousness.

Course Outcomes

CO1: Students can assess Wittgenstein's Tractatus which is considered to be a classic in the analytic tradition.

CO2: Students will be able to differentiate the philosophical turn that explicates the structure of language and reality.

CO3: Students can develop an understanding of philosophical problem and the dissolution of it.

CO4: Students will be able to critique the limit of language and mysticism.

Course Content

Unit-I

Logical atomism, atomic facts, elementary propositions, Objects

Unit-II

Picture theory of meaning, Logical Form & Logical Space, Truth functional logic, Tautology and contradiction

Unit-III

Solipsism: The relation between Self and World, The sayable and the showable, Nature of philosophy

Unit-IV

Religion; Ethics; Mysticism

Recommended Reading List

1. Pitcher, George, (1964), *The Philosophy of Wittgenstein*, Prentice-Hall
2. Alfred Nordmann, *Wittgenstein's Tractatus: An Introduction*, New York: Cambridge University Press, 2005.
3. Anthony Kenny, *Wittgenstein*, England: Penguin Books, 1973
4. David Pears, *The False Prison*, Vol. 1 &2, Oxford: Clarendon Press, 1987.
5. G. E. M. Anscombe, *An Introduction to Wittgenstein's Tractatus*, London: Hutchinson University, 1971.
6. I.M. Copi and Robert W. Beard (eds.), *Essays on Wittgenstein's Tractatus*, London: Routledge and Kegan Paul, 1966.

7. Ludwig Wittgenstein, (1922/1961), *Tractatus Logico-Philosophicus*, (trans. D. F. Pears and B. F. McGuinnes), London: Routledge and Kegan Paul

8. R. C. Pradhan, *The Great Mirror: An Essay on Wittgenstein's Tractatus*, New Delhi: Kalki Prakash, 2002.

9. Robert J. Fogelin, *Wittgenstein*, London: Routledge and Kegan Paul, 1987.

SET 3
BIO-ETHICS

Course Objectives

1. The objective of the course is to facilitate on philosophical writing.

Course Outcomes

CO1: Students can describe the art of philosophical writing.
CO2: Students will be able to assess the depth of philosophical argument.
CO3: Students would develop the intellectual capacity.
CO4: Students shall integrate the value of philosophical writing.

Course Content

Unit-I

Ethical Theory and Bioethics: Major Ethical Principles (Respect for Autonomy, Beneficence, Justice), Ethics, Law and Public Policy

Unit-II

Conceptual Foundation: The Beginning and End of Life, Concept of Personhood, The Concept of Mental Illness

Units-III

Biomedical Research and Technology: Issues in Human and Animal Research, Genetic Technology

Unit-IV

The Doctor and Patient relationship; Professional Codes and Obligations, Patient's Rights

Recommended Reading List

1. Beauchamp, Tom L and Walters, LeRoy, Contemporary *Issues in Bioethics*, Wadsworth Publishing Company, California, 1989.
2. Rachels, James, The Elements of Moral Philosophy, New York, 1986.
3. Regan, Tom, ed. Matter of Life and Death New York, 1986.
4. Glover, Jonathan, Causing and Saving Lives, New York, 1977.
5. Singer, Peter, Practical Ethics, New York, 1979

SEMESTER: IV

DISSERTATION
2.4.1
Full Marks- 100 (80 +20)

Students can opt for any philosophical topic.

Minimum word count: 20000

Total five sections including introduction and conclusion.

Bibliography should follow the main writings and would not be included in the main body of the writings.

There must be a literature review for the dissertation.

INDIAN ETHICS
PHL 2.4.2

Course Objectives
1. To explain different ethical concepts of Indian Thought and their implications on our day-to-day life.
2. To discuss different theories of ethics as advocated by different schools
3. To acquaint the students about the law of Karma and some allied concepts Sreyas, Preyas, Niti etc.
4. To critically engage student to various contemporary practical ethical issues of traditional and modern thinkers.

Course Outcomes
CO1: Students can carry out value of moral duties and responsibilities as being discussed in the traditional Indian Philosophy.
CO2: Students shall judge the importance of moral reasoning.
CO3: Students will e a le to assess the importance of the Indian concept of 'liberation' as it has been deliberated by different schools of thought.
CO4: Students shall develop the value of human moral life and would be in a position to apply it in different situations.

Course Content

Unit I:

Ethical Concepts: *Shreya* and *Preyas, Rta* and *Rna, Yajna, Sadhya-Sadhana*, *Niti* and *Nyaya* (Amartya Sen)

Unit II:

Concept of *Purusarthas*, *Svadharma, Varnasrama Dharma, Dharma* and *Sadharana Dharma*, Law of *Karma*: *Nishkama Karma, Loka Sangraha*

Unit III:

Ethics of Carvak: Hedonism, Ethics of Jainism: *Samvara-Nirjara, Triratna, Panchavrata*, Buddhism: *Upaya-Kausala, Brhama Vihar, Matri, Karuana, Mudita, Upeksha, bodhi-sattva*

Unit IV:

Ethics of Yoga Philosophy, Gandhian Ethics: Truth, *Ahimsa, Satyagraha*, Means & End, *Sarvodaya*

Recommended Reading List

1. Mohapatra, P.K. (2019), *Applied Perspective on Indian Ethics*, Springer
2. Maitra, S.K., (1925), *The Ethics of The Hindus*, Calcutta University Press
3. Hiriyanna, M., (2019), *Indian Conception of Values*, Prekshaa Pratisthana
4. Dasgupta, S., (1994), *Development of Moral Philosophy in India*, Munshiram Manoharlal Publishers
5. Sharma, I.C., (1965), *Ethical Philosophies of India*, George Allen & Unwin
6. Prasad, R., (1998), *Varnadharma, Niskama Karma and Practical Morality: Critical Essay on Applied Ethics*, D.K. Print World Ltd.
7. Silva, P.D., (1993), "Buddhist Ethics" in *A Companion to Ethics*, Ed. Peter Singer, Wiley-Blackwell
8. Iyer, R.N., (2000), *The Moral and Political Thought of Mahatma Gandhi*, Oxford University Press
9. Sen, A., (2009), *The Idea of Justice*, Penguin UK
10. Krishna, D., (1989), *The Art of the Conceptual: Explorations in a Conceptual Maze over Three Decades*, South Asia Books
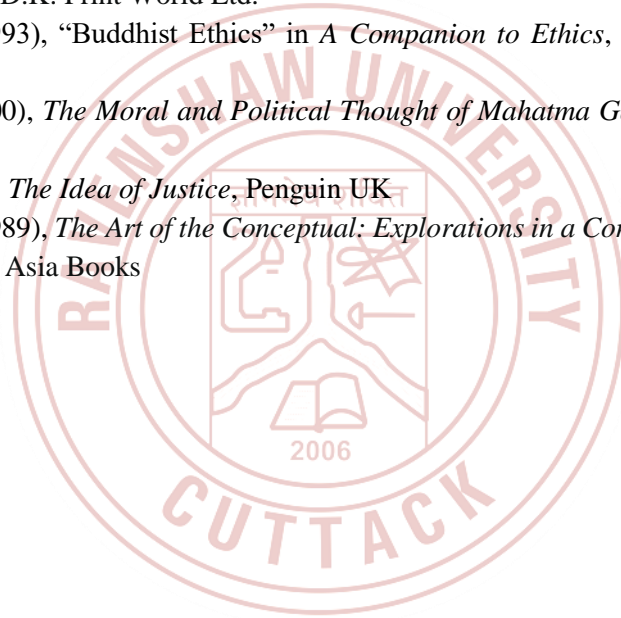
PHENOMENOLOGY AND EXISTENTIALISM
PHL 2.4.3

Course Objectives

1. The course shall provide a ird's eye view of origin and development of phenomenology and existentialism.

2. Students will be familiar to the basic concepts and concerns of phenomenology.

3. Students will be introduced to important writings that triggered the phenomenology and existentialism

4. Students will be familiar with important philosophers of phenomenology and existentialism.

Course Outcomes

CO1. Students can describe the philosophical environment in which phenomenology germinated.

CO2. Students are able to distinguish the basic differences between phenomenology and existentialism

CO3. Students can differentiate among various writings of the tradition.

CO4. Students can assess the human situatedness.

Course Content

Unit-I

Phenomenology: Nature of engagement, Origin & Development, Critique of naturalism and psychologism, Phenomenological method: Its nature and objective

Unit- II

Passionate Phenomenology:
Descriptive psychology, transcendental ego, subjectivity, intersubjectivity and life world, Intentionality (noematic and noesis character of the consciousness)

Unit- III

Transformation of phenomenology:
Heidegger (Nature of *Dasein*, Readiness to hand and presence at hand, Care).
Emmanuel Lavinas (The phenomenology of alterity)

Unit-IV

Engaged Phenomenology: Kierkegaard, Sartre (the engaged intellect, the transcendental ego, Existence V/s essence, Bad Faith, freedom)
Maurice Merleau-Ponty, (phenomenology of perception, philosophy of embodiment)
Simone De Beauvoir: The Ethics of Ambiguity

Recommended Reading List

Dermot Moran: Introduction to Phenomenology, Routledge, New York, 2000.

J. N. Mohnty and William R. Mckenna Ed. Husserl's Phenomenology: A Text Book. Washington DC: Center for Advanced Research in Phenomenology and University Press of America, 1989.

Gordon Marino (Ed.): Basic Writings of Existentialism, The modern Library New York, 2004

M.K. Bhadra: *Critical Survey of Phenomenology & Existentialism,* ICPR, New, Delhi.

Edmund Husserl: *Phenomenology & the Crisis of Philosophy*, translated by Quentin Lauer, N. York, Harper Torchbook 1965

Edmund Husserl: *Idea of Phenomenology* (Relevant Portions) The Macmillan Company, 1952

Merleau-Ponty: *Phenomenology of Perception*

Jean-Paul Sartre: The Transcendence of the Ego, Hill and Wang Published

Jean-Paul Sartre: *Being and Nothingness* (Relevant Portions). Trans. by H.E. Barnes, London Methuen & Co. Ltd. 1994

Jean-Paul Sartre: *Existentialism and Humanism*

Martin Heidegger: *Being and Time*

Herbert Spiegelberg: *Phenomenological Movement: A Historical Introduction* Vol. – I & II (Relevant portions on Specific topics). The Hague, Martinus Nijhoff, 1965.

Maurice Freedmen (Ed): *Worlds of Existentialism,* Humanities Press, U.S.A. (Relevant Selections from Kierkegaard, Sartre, Merleau-Ponty, Heidegger)

Robert Solomon: *From Rationalism to Existentialism,* Harpepr and Row Publishers, 1972

Geoffrey C1ive(ed): *The Philosophy of Nietzsche*, Meridian Publication, USA.

H. J. Black: *Six Existentialist Thinkers*

M.K. Bhadra: *Critical Survey of Phenomenology & Existentialism,* ICPR, New, Delhi.

M. K. Bhadra: *Sartre's Ontology of Consciousness*, Burdwan University

R.J. Hollingdale: *Nietzsche: The Man and His Philosophy*, Cambridge University Press

J. N. Mohanty: *The Concept of Intentionality*, Warren H. Green, Inc, St Louis, Missouri, U.S.A

PHILOSOPHY OF LANGUAGE
PHL 2.4.4

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 Outcomes
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.

Course Content

Unit- I

Frege's theory of Sense and Reference, Russell's theory of Definite Description; P. F. Strawson: On Referring

Unit- II

Wittgenstein: Picture theory of Meaning,

Logical Positivism: Verifiability Theory of Meaning

Unit-III

Quine on Language and Meaning

Davidson on Truth and Meaning

Unit-IV

Wittgenstein: Use theory of meaning,

J.L. Austin: Speech act theory

Recommended Reading List

1) Ammerman, R., (1990), Classics of Analytic Philosophy, Hackett Publishing Co.

2) Miller, Alexander, (2018), *Philosophy of Language*, Routledge

3) Martinich, A.P, (1996) *The Philosophy of Language*, Oxford University Press

4) Biletzki, A. and Anat Matar, (1998), *The Story of Analytic Philosophy: Plot and Heroes*, Routledge

5) Stroll, A., (2001) *Twentieth Century analytic Philosophy*, Columbia University Press
6) Austin, J.L., (1975) *How to do things with Words*, Harvard University Press
7) Searle, J.R., (1969) *Speech Acts: An Essay in the Philosophy of Language*, Cambridge University Press
8) Ayer, A.J., (2002) *Language, Truth and Logic,* Dover Publications INC
9) Urmson, J.O., (1969) *Philosophical Analysis: Its Development Between the Two World Wars*, Oxford University Press

10) Pradhan, R.C., (2001), *Recent Developments of Analytic Philosophy*, Munshiram Manoharlal

PHL 2.4.5

SET 1

VEDANTA-II: VISISTADVAITA

Course Objectives

1. To introduce students the later wor of Wittgenstein's philosophy which is Philosophical Investigations.

2. To critically engage the idea of philosophical task/method as reflected by later Wittgenstein.

3. To elaborate on the ideas of natural language and Grammar as critically discussed in PI.

4. To make students understand the philosophical reflections on mind and language.

5. The Objective of the Course is to acquaint students with important philosophical issues relating to truth and nowledge and how these issues were dealt in dvaita ed nta.

Course Outcomes

CO1. Students can describe linguistic turn and the analytic method in philosophy.

CO2. Students shall identify the logico-linguistic philosophy.

CO3. Students shall define various developments of analytic tradition.

CO4. Students can carry out the importance of language analysis in philosophy.

Unit-I

Reconciliation of philosophy and religion;
Refutation of the doctrine of two Brahmas and doctrine of illusion of Samkara

Unit-II

Ramanuja's conception of *Saguna Brahman* and *Jivatman*

Unit-III

*Purusartha*s; *Prapattiyoga*

Unit-IV

Visistadvaita Vaisnavism;
Influence of Ramanuja on *Bhakti* movement, Islam and Christianity

Recommended Reading List

1. Ramanujacharya, *Sri Bhasya*
2. Srinivasachari, P.N., *The Philosophy of Visistadvaita*, Adyar Library and Research Centre
3. Raghavan, A. Srinivasa, *Visistadvaita*, T.T. Devasthanam
4. Dasgupta, S.N., *A History of Indian Philosophy*, Volume-III
5. Radhakrishnan, *Indian Philosophy*, Volume-II

SET 2
LATER WITTGENSTEIN

Course Objectives

1. To introduce students the later wor of Wittgenstein's philosophy which is Philosophical Investigations.

2. To critically engage the idea of philosophical task/method as reflected by later Wittgenstein.

3. To elaborate on the ideas of natural language and Grammar as critically discussed in PI.

4. To make students understand the philosophical reflections on mind and language.

5. The Objective of the Course is to acquaint students with important philosophical issues relating to truth and knowledge and how these issues were dealt in dvaita ed nta.

Course Outcomes

CO1. Students can describe linguistic turn and the analytic method in philosophy.

CO2. Students shall identify the logico-linguistic philosophy.

CO3. Students shall define various developments of analytic tradition.

CO4. Students can carry out the importance of language analysis in philosophy.

Course Content

Unit-I

Rejection of essentialism, The therapeutic method of philosophy

Unit-II

Natural language and meaning, Meaning as Use: Language games, Forms of Life, the concept of Grammar, Family Resemblance, Rule following: Kripke's interpretation

Unit-III

Private language argument: A. J Ayer, Saul Kripke

Unit-IV

The Inner and Outer distinction, Seeing and Seeing as

Recommended Reading List

1. Pitcher, George, (1964), *The Philosophy of Wittgenstein*, Prentice-Hall
2. Anthony Kenny, *Wittgenstein*, England: Penguin Books, 1973.
3. David Pears, *The False Prison*, Two Volumes, Oxford: Clarendon Press, 1987.
4. G.P. Baker and P. M. S. Hacker, *An Analytic Commentary on Wittgenstein's Philosophical Investigations*, Oxford: Basil Blackwell, 1983.
5. Ludwig Wittgenstein, *Philosophical Investigations*, (trans. G. E. M. Anscombe), New York: MacMillan Company, 1953.
6. Marie McGinn, *Wittgenstein and the Philosophical Investigations*, London: Routledge Philosophy Guide Book, 1998.

7. Merrill B. Hintikka and Jakko Hintikka, *Investigating Wittgenstein*, Oxford, Basil Blackwell, 1986.
8. P.M.S. Hacker, *Insight and Illusion: Wittgenstein on Philosophy and the Metaphysics of Experience*, London: Oxford University Press, 1972.
9. R. C. Pradhan, *Language, Reality and Transcendence: An Essay on the main Strands of Wittgenstein's Later Philosophy*, USA: Brown Walker Press, 2009.
10. Robert J. Fogelin, *Wittgenstein*, London: Routledge and Kegan Paul, 1987.

TRADITIONS OF PHILOSOPHY IN ODISHA

COURSE PHL 2.4.5

Set 3

Course objectives

1. To examine the details of various concepts of Mahima dharma, Vaisnavism and Adivasi culture.

Course Outcomes

CO1. Students will be aware of Odisha's rich philosophical culture and heritage.

CO2. It will install a critical mindset in analysing Mahima dharma, Vaisnavism and Adivasi culture.

CO3. It will help students to work upon the contemporary trends in Odishan philosophy.

CO4. Students are encouraged to work and research upon the less researched areas of tribal and Odishan philosophy.

Course content

Unit-I

Mahima *Dharma* and *Darsana*: Reality as Sunya Purusa; Remedy for Moral Evils; *Niskama Sadhana*
Cult of Lord Jagannath: *Sarvadharma Samanvaya*, Egalitarian Humanism

Unit-II

Critical Understanding of the *Bhagavadgita*: (i) Bairagi Mishra-"Secrets of the Geeta"; (ii) Pt. Nilakantha Das-"Gita Pravesa"

Unit-III

Bhaktakavi Madhusudan Rao: Morality and Divinity; Utkalamani Gopabandhu Das: Social Reforms, Humanism and Nationalism

Unit-IV

Philosophy of Marginalised Communities of Odisha: Analytical Study of Beliefs about Reality and Morality of Kondh, Santhal, Munda, Oram, Gond and Saora Communities

Recommended Reading List
1. Patnaik, Tandra, *Sunya Purusa*, D.K. Printworld, Delhi

2.   Panigrahi, S.C., *Bhima Bhoi and Mahima Darsana*, D.S.A. in Philosophy, Utkal University

3.   (Ed.) Sahu, H.C., *Philosophical Reflections on Bhima Bhoi and Mahima Dharma*, KISS University

4.   Mishra, K.C., *The Cult of Lord Jagannath*

5.   Mansingha, M., *The Saga of the Land of Jagannatha*

6.   Mishra, Bairagi, *Geeta*

7.   Das, Nilakantha, *Gita Prabesa* (*Understanding the Gita*, (Tr.) Kali Prasad Rath, Vidya Publishing, Canada, Cuttack)

8.   Mohanty, Jatindra Mohan, *Madhusudan Rao*, Kendra Sahitya Akademi, New Delhi

9.   Panda, Dola Gobinda, *Political Philosophy of Pandit Gopabandhu Das*, Inflibnet web

10. Culshaw, W.J., *Tribal Heritage: A Study of the Santals*, Gyan Publishing House, New Delhi

11. Mahawar, Niranjan, *Cultural Study of Oraon and Munda Tribes*, Aayu Publications, New Delhi

12. Swain, Meera, *Saora Kinship*, Amadeus Press, Bhubaneswar

13. (Ed.) Jena, A.K., *Tribal Values*, Siddheswar College, Amarda Road

14. (Ed.) Mohapatra, P.K. and Pradhan, R. C., *Perspectives on Odisha*, 2009, Centre for Studies in Civilizations, 2009, New Delhi

VALUE ADD COURSES

TRUTH, GOOD AND BEAUTY

Course Objectives

1. **To give an understanding of values in general**
2. **To give a conceptual understanding of truth, good and beauty**
3. **To enable the student understand how these concepts play a role in their life.**

Course Outcomes

CO1. Student will Approach truth, good and beauty from various perspectives

CO2. Student will understand the problems and debates related to human conditions

CO3. Students will acquaint themselves with critical thinking

CO4. Make sense of the classical epistemological and metaphysical issues

CO5. Sense moral issues in view of the advances in information and communication technology

COURSE CONTENTS

Unit I

- What is philosophy? The traditional divisions of philosophy (Truth, Good and Beauty), philosophy and science, philosophy and social science
- Truth: Epistemological perspective

Unit II

- Truth: Metaphysical perspective (Existence: The actual and possible world, God)
- Truth: Social perspective (Modernism & Postmodernism)

Unit III

- Good: What is the right thing to do?
- Free Will and Moral Responsibility

Unit IV

- The concept of beauty: Tradition, Modern and Postmodern
- Aesthetic Experience: Structure & Judgment

Recommended Reading List:

1. Alasdair McIntyre, *A Short History of Ethics: A History of Moral Philosophy from Homeric Age to Twentieth Century*, London: Routledge, 1998.
2. Arthur C. Danto, *The Abuse of Beauty: Aesthetics and the Concept of Art*, Chicago:Open Court Publishing Company, 2003.
3. Brian Garrett, *What is this thing called Metaphysics?*, London: Routledge, 2006.

4. Duncan Pritchard, *What is this thing called Knowledge?*, London: Routledge, 2014.
5. Duncan Pritchard, *What is this thing called Philosophy?*, London: Routledge, 2016.
6. George Dickie, *Introduction to Aesthetics: An Analytic Approach*, New York: Oxford University Press, 1997.
7. Manuel Velasquez, *Philosophy: A Text with Readings*, Belmont, CA: Wadsworth, 2010.

ADD ON COURSE
POST MODERN DISCOURSES

Course Objectives

1. The course shall provide a bird's eye view regarding the debate between the nature and evolution of postmodern discourse.
2. Students will be familiar to the basic concepts and notions of postmodernism.
3. Students will be introduced to important writings that triggered the postmodern phenomenon.
4. Students will be familiar with important postmodern philosophers.

Course Outcome:

CO-1. Students shall discern the nuances of postmodern debates

CO-2. Students will be able to distinguish the basic differences between modernism and postmodernism.

CO-3. Students will be able to wade through various postmodern literature and find out their impact in other fields of knowledge.

Course Contents

Unit -1- Modernity as prelude:

"Discourse on the Sciences and the arts" - Rousseau
"An answer to the question: 'what is enlightenment?'" - Immanuel Kant
"Absolute Freedom and Terror" G.W. F Hegel.

Unit-II- Modernity Realized:

"How to Make Our Ideas Clear"- CS Peirce.
"The Dionysian World" - F. Nietzsche
"The Nature and Necessity of Scientific Revolution"- Thomas kuhn
"Lecture on Ethics" - Wittgenstein

Unit III - Postmodernism and Revaluation of Modernity
Introduction to Post-structuralism
"What is Post-modenism?" - Charles Jencks
"The Post Modern Condition: A Report on Knowledge" - Jean-Francois Lyotard
"Truth and Power" - Michel Foucault.

Unit IV- Critical Appropriation

"Towards a Postmodern Pedagogy"- Henrey.
"Solidarity or Objectivity?" - Richard Rorty
"Can the Subaltern Speak?" - Gayatri Chakravarty Spivak
"The Scaling of Bodies and the Politics of Identity" - Iris Marion Young

Recommended Reading List

1. Cahoone, Lawrence,(ed.), (1996), *From Modernism to Postmerdenism: An Anthology,*Blackwell Publishing.
2.