Model Curriculum for Three/Four Year Degree Course

(With Multiple Entry /Exit Option)

Based on NEP-2020

Philosophy

Odisha State Higher Education Council, Bhubaneswar

Government of Odisha

Semester	Subjects
I	Core I - Introduction to Philosophy
	Core II- Introduction to Moral Philosophy
II	Core III- Living Philosophy of Vedas and Upanishads
	Core IV - Logic and Scientific Method Introduction
III	Core V- Greek Philosophy
	Core VI- Modern European Philosophy
	Core VII- Systems of Indian Philosophy
IV	Core VIII- Ethical Theories
	Core IX- Social and Political Philosophy
	Core X- Systems of Indian Philosophy
V	Core XI- Modern European Philosophy
	Core XII- Applied Ethics
	Core XIII- Philosophical Analysis
VI	Core XIV- Philosophy of Religion
	Core XV- Symbolic Logic
VII	Core XVI- Upaniṣadic Philosophy for Life: Textual Study of Isa Upaniṣad
	Core XVII- Contemporary Indian Philosophy
	Core XVIII- Post-Kantian Philosophy - I
	Core XIX- Post-Kantian Philosophy
VIII	Core XX- Existentialism and Phenomenology
	Core XXI- Linguistic & Analytic Philosophy
	Core XXII- Meta-Ethics
	Core XXIII- Symbolic Logic: Quantification Theory

Programme Outcome

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

A. Learning Discipline-Cantered Skills

1. Enhancement of Critical Thinking Skills: Students opting for the course may have ample opportunities to develop critical thinking skills, such as the ability to analyse, evaluate, and construct arguments, by which they can identify challenges and assumptions, predispositions, etc., underlying thoughts, beliefs, and conceptualization.

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

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

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

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

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

7. Abstract levels of Inquiry: Students who study the program will better develop proficiency in abstract levels of inquiry, including the ability to find foundational truth, speculate over and

address the profound questions about ultimate Reality, knowledge, existence, morality, and the human condition, and formulate hypotheses to solve the riddles for themselves

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

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

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

11. Develop Cultural Awareness: Students will develop cultural awareness and sensitivity by studying diverse philosophical traditions worldwide, including Western, Eastern, African, and Indigenous philosophies. The study of Vedanta will enable them to practice universal fraternity, and Yoga Philosophy will shed personal blemishes. Students will cultivate a sense of global citizenship and social responsibility, recognizing the ethical dimensions of individual and collective actions and striving to contribute to a more just, inclusive, and sustainable world.

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

B. Scope for Higher Education:

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

C. Employability:

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

D. Enhancing Humane Capability:

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

Core I   **Semester I**
Introduction to Philosophy

Introduction:

Introduction to Philosophy provides a foundational understanding of the key concepts, methods, and questions central to philosophical inquiry. Through readings, discussions, and critical analysis, students will explore major philosophical traditions and engage with open-ended questions about reality, knowledge, and ethics. This course serves as a gateway to the rich and diverse world of philosophical thought, fostering critical thinking skills and intellectual curiosity.

Course Outcomes:
- Familiarize students with major philosophical themes, theories, and thinkers.
- Develop critical thinking skills for analysing and evaluating philosophical arguments
- Understanding of the fundamental concepts in philosophy.
- Cultivate the ability to articulate and defend reasoned positions on philosophical issues.
- Explore the relevance of philosophy to everyday life and contemporary issues in the relation of philosophy with some other disciplines.
- Encourage intellectual curiosity and open-mindedness in approaching philosophical questions.
- Understanding of the theories of reality.
- Understanding of the basic metaphysical, epistemic, and ethical concepts and doctrines.

Learning Outcome:
Unit-I

Students will have a basic understanding of Philosophy through the nature, function, and different branches of Philosophy. They will be able to explain the relationship of Philosophy with other modes of thinking.

Unit-II

By the end of Unit 2, students will appreciate the Metaphysical branch of Philosophy and related issues. They will have an awareness of different kinds of Metaphysical doctrines like Monism, Dualism, and Pluralism which can help them understand human existence and the world at large.

Unit-III

Students will be familiar with the Epistemological branch of Philosophy and sources of knowledge. They will be able to differentiate truth from falsehood and be aware of different doctrines of epistemology, such as Rationalism, Empiricism, and Skepticism.

Unit-IV

By the end of Unit 4, Students will have learned about the branch of ethics and various ethical doctrines such as Deontology, Teleology, and Virtue Ethics

Unit-I:

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

Unit-II:

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

Unit-III:

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

Unit-IV:

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

Prescribed Books:

- ✓ *Bertrand Russell, the Problems of Philosophy, Surjeet Kaur Publications.*
- ✓ *John Hospers: An Introduction to Philosophical Analysis, Routledge, India.*

Reference Books:

- ✓ *G.T.W Patrick, Introduction to Philosophy*
- ✓ *A.C. Ewing, the Fundamental Questions of Philosophy*
- ✓ *G.W Cunningham, Problems of Philosophy*

E-Resource:

- ✓ *https://en.wikipedia.org/wiki/Philosophy#*
- ✓ *https://issuu.com/showkeenbilal/docs/material_b.a_1st.docx#:~:text=Philosophy%20provides%20to%20science%20the,critical%20work%20of%20the%20intellect.*
- ✓ *https://youtu.be/5k_omSj7IrQ?si=qq5EZrSM3LUW0wQX*
- ✓ *https://youtu.be/foUbGnsF4zg?si=KCP0cj98wCsdA3L5*
- ✓ *Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);*

Unit-I

1. Logic deals with _____.
2. What is the definition of Philosophy? Describe its nature and function.
3. Define how philosophy is related to science, social science & theology.

Unit II

1. What is the distinction between appearance and reality?

2. Define substance.

3. What are attributes?

Unit III

1. Who does advocate the abstract monism?
2. What is realism?
3. How time is different from space? Briefly describe.
4. Critically analyze "idea is only real".

Unit IV

1. Berkley is a _____.
2. What is Skepticism?
3. A critical analysis between truth, belief, and opinion …
4. Briefly discuss empiricism and rationalism.

Core II   **Introduction to Moral Philosophy**

Introduction:

An Introduction to Moral Philosophy is an engaging study of the realm of ethics, exploring questions about what is right and wrong, good and bad, and how we ought to live our lives. Throughout the course, students will engage in discussions, debates, and critical analyses of ethical theories and their applications to real-world issues. Assignments might include readings from classic and contemporary texts, writing reflections on moral dilemmas, and presentations on ethical topics of interest.

Course Outcomes:
1. Attaining knowledge of the relation between moral philosophy and other important disciplines.
2. Understanding of the basic ethical concepts and theories.
3. Understanding the moral standards and judgments.
4. Understanding of the fundamental concepts in Hindu ethics.

Learning Outcome :

Unit-I: Students will be able to distinguish between Ethics and Morality. They will be able to interpret events with a more rational basis.

Unit-II: By the end of Unit 2, Students can analyze the nature of a moral judgment. They will be able to differentiate between moral and other forms of judgment.

Unit-III: Students will have an understanding of the evolution of Moral Consciousness. They will be able to trace the development of Moral consciousness from Custom to Conscience

Unit-IV: Students will have a familiarity with the Indian tradition of Morality. They will have an awareness of concepts like Dharma, Guṇa-Karma-Svabhāva; Puruṣārtha.

Course Components:

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

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

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

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

Prescribed Books:

✓ *J. N. Sinha- A Manual of Ethics, New Central Book Agency Pvt. Ltd., Calcutta*

Reference Books:

✓ *N.C. Padhi & S.C. Panigrahi, Ethics: Indian and Western, Ananya Publications, Cuttack.*

E-Resource:

✓ *https://www.distanceeducationju.in/pdf/BA%20Sem%20III%20Course%20No%20PL-301%20Philosophy.pdf*
✓ *https://www.thebalancedyoga.com/tby-news/25/1/2018/dharma-yoga-3-types-of-dharma*
✓ *https://youtu.be/bK-afeC9TwQ?si=RDDaCxc-UNmnG0Pb*
✓ *https://www.lawtool.net/post/moral-judgment-philosophy#:~:text=A%20moral%20judgement%20presupposes%20a,of%20judging%20or%20moral%20faculty%20.&text=Ethics%20%2C%20Logic%20and%20Aesthetics%20are,norms%20of%20ideals%20of%20life%20*

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

(1) Ethics Is Derived From ------Word.

(2) What Is Ethics?

(3) Explain the Nature and Scope of Ethics

(4) Discuss the relationship between Sociology, Ethics, and Politics.

Unit – II

(1) What Is Moral Judgment?

(2) What Is the Nature of Moral Judgement?

(3) Discuss the Relation to Morality and Legality

(4) Give An Exposition of Moral Judgement or Explain Logical, Factual, and Aesthetic Judgment.

Unit – III

    1- The "Hedonism" Derived from Greek Word "Hedone" Means _____

    2- What Is a Moral Standard?

    3- What Is Customary Morality and Reflective Personal Morality?

    4- What Is Utilitarianism? Explain Mill's Utilitarianism.

Unit – IV

    1- How Many Purushartha Are Told in Indian Ethics?

    2- What Is Dharma?

    3 – Explain Briefly - Svadharma and Sadharana Dharma.

    4- State and Explain the Definition of Purusharth and Discuss Its Classification.

Core III   **Semester II**

Living Philosophy of Vedas and Upanishads

Introduction:

Philosophy of the Vedas and Upanishads are living philosophy not only in India but also in some parts of the World. It is living in the sense that Philosophy is alive as the undercurrent of the myriad cultures of India or Indian cultures. Philosophy is the lifeline of great cultures and exhibition of great humanity, and therefore, is a practical philosophy of ideal human life, cultures, and conducts. This may not give direct employment, as all subjects should not be judged similarly on the scale of employability, but it surely enhances the quality of the personality of the individual and, in that way, will indirectly help to gain employment and maintain it in a better way. Studying the philosophy of Vedas and Upanishads can be a profound journey into the rich spiritual and philosophical heritage of India. It may offer insights into the nature of existence, the self, and the ultimate reality, as speculated by the ancient sheers and their way of best life.

Course Outcomes:
- Understanding of some of the basic ideas expressed in the Vedas and Upanishads.
- Understanding of the issues concerning the origin of life, the aspects of life (karma), death, and rebirth.
- The knowledge concerning the individual self, Brahman, and the relation between self and Brahman.
- Understanding of the true Indian way of life.

Learning Outcome:
Unit-I: The learning outcomes of Unit-I aim is to provide students with a deep understanding of the foundational concepts and philosophical underpinnings of Hinduism as presented in the Vedas and related texts and to foster critical thinking and reflection on their relevance in today's world.
Unit-II: The learning outcomes of Unit-II aim is to deepen students' understanding of Vedic cosmology, rituals, philosophical concepts, and moral principles, and to encourage critical analysis and reflection on the nature of existence, karma, and the afterlife as depicted in Vedic literature.
Unit-III: The learning outcomes of Unit- III aim here is to deepen students' understanding of the philosophical and spiritual insights presented in the Upanishads, foster appreciation for traditional methods of study and spiritual inquiry, and encourage critical reflection on the nature of the self, reality, and ultimate liberation.
Unit-IV: The learning outcomes of Unit- IV the s aim here is to deepen students' understanding of key philosophical concepts, ethical principles, and spiritual practices presented in the Upanishads, fostering critical reflection on the nature of reality, human existence, and the pursuit of ultimate truth and liberation.

Course Components:

Unit-I: Introduction to *Vedas, Śruti, Smṛti and Vedāṅgas*, Veda as *Apauruṣeya*, Vedic Thoughts on Human Action and Destiny, Socio-Religious Systems. *Varṇa Dharma* and *Asrama Dharma, Puruṣārthas*

Unit-II: Vedic Cosmology, Important Divine Figures as Cosmic Forces, Karma and its types, Vedic Rituals at Different Stages of Life, *Virāṭ Puruṣa* (*PuruṣaSukta*), *Yajña* and *Tapasyā*, *Satya and Ṛta, Svarga, Narka*, Life, Death and Rebirth.

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

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

Prescribed Books:

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

Reference Books:

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

E-Resource:

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

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

    1._____ Is the Oldest Veda?

    2. What Is Different Between Ashram Dharma and Varna Dharma?

    3. What Is the Role of Religion In the Social System?

    4. What Is Purusharthas Explain the Four Aims of Life.

Unit – II

    1. According to Veda There Are _____ Types of Karma.

    2. What Is Karma?

    3. What Is Yajna and Tapashya?

    4. Explain the Death and Rebirth System.

Unit – III

    1. the Word Upanishad Derived From _____ Word?

    2. What Is Guru Shishya and Ashrama Tradition?

    3. What Is Brahman?

    4. Identity: The Relationship Between Brahman and Atman?

Unit – IV

    1. Vidya s of _____ Kinds?

    2. What is Vidya and What is Avidya?

    3. What Is Yajna and Bhakti?

    4. Explain the Ethics and Religion of the Upanishad.

Core IV   **Logic and Scientific Method Introduction**

This Course on Logic and Scientific Method provides students with a foundation in critical thinking, reasoning, and the scientific method. Throughout the course, students would engage in theoretical discussions on logical and scientific reasoning and how to apply them to real-world problems with examples. Assignments might include analyzing scientific articles, designing experiments, and critically evaluating research methodologies.

Course Outcomes:
- Understanding of the nature and scope of Logic.
- Knowledge of the kinds of propositions and the relationship between them.
- Ability to construct sound arguments.
- Testing validity of arguments.
- Understanding of the role of logic in scientific inquiry.

Learning Outcome:

Unit-I The learning outcomes of Unit I aim to equip students with a solid foundation in logical reasoning, critical thinking, and argumentation, providing them with essential skills for analyzing and evaluating information, constructing coherent arguments, and engaging in rational discourse across various domains.

Unit-II The learning outcomes of Unit II aim to equip students with the foundational skills necessary for logical analysis and argumentation, enabling them to identify and evaluate propositions accurately, analyze arguments effectively, and communicate ideas clearly and logically.

Unit-III The learning outcomes of Unit III aim to equip students with the skills necessary for advanced logical analysis and argumentation, enabling them to identify and evaluate deductive arguments accurately, analyze syllogisms effectively, and apply logical reasoning in various academic and professional contexts.

Unit-4 The learning outcomes of Unit IV aim to equip students with the skills necessary for effective scientific inquiry, enabling them to apply inductive reasoning methods, evaluate causal claims, and draw informed conclusions based on empirical evidence. Additionally, students should enhance their critical thinking abilities, enabling them to engage critically with scientific literature and make reasoned judgments about the validity and reliability of scientific findings.

Course Components:

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

Unit-II: Sentence and Proposition, Classification of Propositions (from the standpoint of Quality & Quantity), Transforming ordinary sentences to propositions,

Distribution of terms, Seven-fold relation of propositions, Square of opposition of propositions,

Unit-III: Inference-Immediate Inference (Conversion and Obversion), Mediate

Inference (Syllogism): Figure & Moods, Testing of Validity of Arguments by Syllogistic Rules.

Unit-4: Inductive Reasoning & Scientific Enquiry: Causation, Mill's Five Experimental Methods.

Prescribed Book:

- ✓ *Morris R. Cohen & Ernest Nagel, Introduction to Logic & Scientific Method, Allied Publishers Ltd., New Delhi.*
- ✓ *Ganesh Prasad Das, Basics of Logic, Pt. I & Pt. II, Pancashila, Bhubaneswar, 2007.*

Reference Books:

- ✓ *Cohen Copi & Mac Mahan, Introduction to Logic (14th Edition)*
- ✓ *Alex Rosenberg, Philosophy of Science: A Contemporary Introduction.*

E-Resource:

- ✓ *https://egyankosh.ac.in/bitstream/123456789/37950/1/Unit-1.pdf*
- ✓ *https://egyankosh.ac.in/bitstream/123456789/84670/1/Unit-3.pdf*
- ✓ *https://youtu.be/4TFzqxntqv8?si=4L-gHoffnGG12eGN*
- ✓ *https://youtu.be/Wvae-B0MTSE?si=cWislEy6mdqgNn9G*
- ✓ *Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);*

Unit-1:

1- Truth is the property of a _____.
2- What Is the Logical Definition of a term?
3- What are the principles of logic?
4- State and explain the nature and scope of Logic.

Unit-2

1- According to the principle of Quality, there are _____ kinds of propositions.
2- What is the distribution of terms?
3- 3- Discuss the seven-fold relation of propositions.
4- What is the square of the opposition of propositions? Discuss.

Unit -3

1- The Obverse of the 'E' proposition is_____. 2-
2- What Is an inference?
3- Explain the rules of conversion.
4- What is a Syllogism? Explain all the Syllogistic Rules.

Unit-4

1 - An Inductive Argument passes from known to _____.
2-What is inductive reasoning?
3- Explain the distinction between 'The Law of Uniformity of Nature' and 'The Law of Causation'.
4- Explain Mill's Joint Method of Agreement and Difference.

Core V   **Semester III**

Greek Philosophy

Introduction:

Greek philosophy is an enriching endeavor that delves into the roots of Western thought. From the pre-Socratic philosophers like Thales and Heraclitus to the towering figures of Socrates, Plato, and Aristotle, Greek philosophy has profoundly influenced various fields such as ethics, metaphysics, epistemology, and politics.

Course Outcomes:

1. Basic understanding of the philosophical issues, ideas, concepts, etc. of ancient Greek thinkers (as specified in the course)
2. Ability to critically explain the ideas and concepts of the Greek thinkers.
3. Ability to compare, analyze, and evaluate the stands taken by the Greek thinkers.

Learning Outcome:

Unit-I Students will be able to describe the nature and salient features of Early Greek Philosophy. They will be familiar with the theories of the reality of ancient Greek Philosophers like Thales, Anaximander, Anaximenes, Heraclitus, Democritus, Anaxagoras, and Empedocles.

Unit-II Students will have a comprehensive understanding of the Problem during Pre-Socrates through the works of Parmenides, and Zeno. They will gain perspective on Socrates' Dialectical Method.

Unit-III Students will be able to describe Plato's Theory of Knowledge, Theory of Ideas, World and Soul, Society and Ideal State

Unit-IV Students will be able to critically analyze Plato's theory of ideas They will be familiar with Aristotle's work on physics and Metaphysics, Form, and Matter.

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

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

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

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

Prescribed Books:

- ✓ *W. T. Stace, Greek Philosophy*
- ✓ *Frank Thilly, A History of Philosophy*
- ✓ *Y. Mashih, A Critical History of Western Philosophy: Greek Medieval and Modern, MLBD, New Delhi.*
- ✓ *Peter Adamson, Classical Philosophy: A History of Philosophy without Any Gaps, Vol. 1. , Oxford University Press.*
- ✓ *Dhaneswar Sahoo, Greek Darshanara Itihasa, (Odia), Text Book Beauro, Odisha Rajya Pathya Pustaka Pranayana O Prakaśana Samsthā, Pustaka Bhavan, Bhubaneswar.*

Reference Books:

- ✓ *Burnet - Greek Philosophy*
- ✓ *B. A. G. Fuller - A History of Greek Philosophy*
- ✓ *Bertrand Russell - A History of Western Philosophy,*

E-Resource:

- ✓ *https://en.wikipedia.org/wiki/Ancient_Greek_philosophy#:~:text=The%20early%20Greek%20philosophers%20(or,in%20favor%20of%20reasoned%20discourse.*
- ✓ *https://youtu.be/E6peYD9uvQY?si=pVbwHekx3BempztW*
- ✓ *https://youtu.be/-5vnhG50NqU?si=Sm3SFtb7KC3XBCnN*
- ✓ *https://plato.stanford.edu/entries/aristotle-metaphysics/*
- ✓ *https://egyankosh.ac.in/bitstream/123456789/35319/1/Unit-2.pdf*

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit-I

1- Thales believed _____ to be the basic substance of everything in nature.

2- What Is Atomism?

3- How Does Heraclitus View the Relationship Between Stability & Change?

4- What Role Did Greek Mythology & Religion Play In Shaping the Early Philosophical Inquire of Greek Thinkers?

Unit-II

1- According to Socrates, Knowledge Is _____.

2- What Is Socratic Method?

3- What Are the Central principles of Socrates' Ethical Philosophy?

4- How Does Parmenides Critique the Notion of Change & Plurality In His Philosophy?

Unit-III

1- Plato Believed In the _____ of the Soul.

2- What Is Form?

3- According to Plato, What Is the Relationship Between the Material World & the World of the Form? (3),

4- What Are the Key Features of Plato's Ideal State As Described In "The Republic"?

Unit-IV

1- Aristotle Combined Both Matter and _____

2- What Are the Different Types of Soul Aristotle Identifies & How Does He Categorize Them?

1. 3- What Is Aristotle's Main Criticism of Plato's Theory of Form?
2. 4- How Does Aristotle Define Each of the Four Causes: Material, Formal, Efficient & Final?

Core VI   **Modern European Philosophy**

Introduction:
This course on modern European philosophy encompasses the rich and diverse philosophical movements that emerged from the Renaissance to the contemporary era. Throughout the course, critical analysis of philosophical arguments, and discussions of historical context and intellectual influences can deepen students' understanding of modern European thought and its relevance to contemporary issues.

Course Outcomes:
- Ability to mark the development of Western philosophical thought from Bacon to Leibnitz.
- Ability to understand the basic problems countered by the aforesaid thinkers and their responses to the problems.
- Ability to see the rationalist current in Western philosophy.
- Ability to compare and evaluate the common issues undertaken by the thinkers.

Learning Outcome:

Unit- I: The learning outcomes of Unit I aim to equip students with a solid understanding of Francis Bacon's contributions to the reform of science, his theory of idols, and his development of the inductive method. Additionally, students should enhance their critical thinking abilities and scientific inquiry skills, enabling them to engage effectively in empirical research and evidence-based reasoning.

Unit-II: The learning outcomes of Unit I aim to equip students with a solid understanding of René Descartes' philosophical contributions, including his methodological skepticism, foundationalism, proofs for the existence of God, mind-body dualism, and rationalist epistemology. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with Descartes' ideas and broader philosophical discourse.

Unit-III: The learning outcomes of Unit III aim to equip students with a solid understanding of occasionalism, Spinoza's rationalism, and his metaphysical, epistemological, and ethical ideas. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments.

Unit- IV The learning outcomes of Unit IV aim to equip students with a solid understanding of Leibniz's philosophical contributions, including his theory of monads, views on mind and matter, the solution to the mind-body problem through pre-established harmony, and his theodicy. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments.

Course Components:

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

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

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

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

Prescribed Book: -

1. *Ratnakar Pati, History of Modern European Philosophy, A. K. Mishra Agencies, Cuttack.*
2. *Y Masih, A Critical History Of Modern Philosophy, Motilal Banarsidass Publishers, Delhi*

Reference Books*: -*

   1. *Ira Sen Gupta: A History of Western Philosophy*

   2. *Frank Thilly: History Of Western Philosophy,*

3. *Hrudananda Ray and Ganeswara Das, Pāśchātya Darśanara Itihasa (Ādhunika Yuga) (Odia), Odisha Rajya Pathya Pustaka Pranayana O Prakaśana Samsthā, Pustaka Bhavan, Bhubaneswar.*

E-Resource:

   1. *https://plato.stanford.edu/entries/francis-bacon/*
   2. *https://plato.stanford.edu/entries/descartes-epistemology/*
   3. *https://youtu.be/0UCoLSHelkE?si=feeNr-SNIw0XyI_g*
   4. *https://youtu.be/JbCm7ecjO6g?si=0qMiunxzLM0obsGN*
   5. *https://egyankosh.ac.in/bitstream/123456789/80575/1/Unit-6.pdf*

   Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par- III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

   1. Novum Atlantis Is the Work of _____.

   2. Write a Short Note On Idola Tribus.

   3. Explain Bacon's Theory of Idolas.

   4 . Discuss the Inductive Method of Bacon.

Unit – II

1. "I Think Therefore I Exist" Is the Statement of _____.

2. What Do You Mean By Idea?

3. Discuss the Relation Between Mind & Body In Descartes Approach?

4 . Briefly Explain Cogito-Ergo -Sum?

Unit – III

1. the Relation Between Mind and Body Is Known An_____ For Spinoza.

2. Explain Spinoza's Abstract Monism.

3. Explain the Concept of Substance, Attributes, and Modes In the View of Spinoza.

4. Define the Substance and Explain the Various Nature of Substance In Spinoza's Philosophy

Unit – IV

1._____ Advocated the Concept of Pre-Established Harmony.

2. Explain, Pre-Established Harmony.

3. Discuss Leibnitz's Explanation of Mind and Matter.

4. Briefly Explain the Theory of Monads

Core VII   **Systems of Indian Philosophy**

Introduction:
This course provides an overview of Indian philosophical thought, emphasizing its historical development, cultural context, and distinctive features. It also discusses the importance of dharma (duty/righteousness), karma (action), and moksha (liberation) in Indian philosophical traditions. These issues are perennial in life, and know-how regarding the same will enlighten the students.

Course Outcomes:
      1.   Understanding of the basic tenets of Indian Philosophy.
      2.   Understanding of the philosophy of Charvaka, Jainism, Buddhism, Samkhya, and Yoga from metaphysical and epistemological standpoints.
      3.   Ability to find out the role of the discussed philosophical systems in guiding our modern life**.**

Learning Outcome:

Unit-I The learning outcomes of Unit-I aim to equip students with a solid understanding of Vaishesika philosophy, including its foundational concepts, metaphysical framework, and ethical principles. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Vaishesika tradition

Unit-II The learning outcomes of Unit-II aim to equip students with a solid understanding of Nyāya philosophy, including its epistemological framework, metaphysical principles, ethical teachings, and perspectives on liberation. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Nyāya tradition.

Unit-III The learning outcomes of Unit-III aim to equip students with a solid understanding of Pūrva Mīmāṁsā philosophy, including its perspectives on karma, Yajña, Dharma, and epistemology. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Pūrva Mīmāṁsā tradition.

Unit-IV The learning outcomes of Unit- -IV aims to equip students with a solid understanding of Advaita and Viśiṣṭādvaita Vedanta philosophies, including their metaphysical frameworks, theological perspectives, and paths to liberation. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Vedantic tradition.

Course Components:

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

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

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

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

Prescribed Books: -

- ✓ *Dutta & Chatterjee - An Introduction to Indian Philosophy*
- ✓ *Sharma, C. D: A Critical Survey of Indian Philosophy, Motilal Banarsidass Publishers Pvt. Ltd., Delhi.*

Reference Books: -

- ✓ *S. Radhakrishnan, Indian Philosophy (Vol.1 & 2)*
- ✓ *R. K. Puligandla, Fundamentals of Indian Philosophy.*
- ✓ *M. Hiriyana, Outlines of Indian Philosophy.*
- ✓ *J.N. Mohanty, Classical Indian Philosophy, Oxford University Press.*
- ✓ *J. N. Sinha, Outlines of Indian Philosophy, New Central Book Agency.*
- ✓ *Gauranga Charan Nayak, Bharatīya Darshan (Odia), Odisha Rajya Pustaka Pranayana O Prakāshan Somstha, Bhubaneswar.*
- ✓ *P. T. Raju, the Philosophical Traditions of India, MLBD, Delhi.*

E-Resource:

- ✓ *https://en.wikipedia.org/wiki/Indian_philosophy#:~:text=Indian%20philosophies%20share%20many%20concepts,practices%20(moksha%2C%20nirvana).*
- ✓ *https://en.wikipedia.org/wiki/Charvaka#:~:text=The%20Charvaka%20epistemology%20holds%20perception,for%20Charvaka%2C%20external%20and%20internal.*
- ✓ *https://egyankosh.ac.in/bitstream/123456789/34657/1/Unit-4.pdf*
- ✓ *https://www.egyankosh.ac.in/bitstream/123456789/35230/1/Unit-4.pdf*
- ✓ *https://egyankosh.ac.in/bitstream/123456789/38170/1/Unit-3.pdf*
- ✓ *https://egyankosh.ac.in/bitstream/123456789/38171/1/Unit-4.pdf*
- ✓ *https://youtu.be/UI4AfJlD4po?si=9tCA1mtrLVIZhr2K*
- ✓ *https://youtu.be/ARkWgJcnLYo?si=5uYIMQbniLc57ELv*

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

1. Charvaka Philosophy otherwise known as _____.

2. Mention the nature of Charvaka's Philosophy.

3. Briefly discuss Charvaka Epistemology.

4. Discuss what are the salient features of Indian Philosophy?

Unit – II

1. Name the Second Jewel of Jainism.

2. Briefly mention the essence of Jaina ethics.?

3. Briefly describe Jaina's Epistemology.

4. Critically discuss Jaina Anekantavada.

Unit – III

1. Liberation in Buddhism is called _____?

2. Mention the four Noble Truths of Buddhism.

3. What Is Nirvana and How can It be attained as Per Buddhistic Thought?

4. Discuss the Theory of Dependent Origination.

Unit – IV

1. Who Was the founder of Yoga Philosophy?

2. What is Purusa in Samkhya Philosophy?

3. Briefly mention the relationship Between Purusha and Prakriti.

4. Discuss Astanga Yoga of Patanjali.

Core VIII   **Semester IV**
Ethical Theories

Introduction:

This course on ethical theories would provide students with a comprehensive understanding of various approaches to moral philosophy and the principles that guide ethical decision-making. Throughout the course, readings of primary texts, case studies, ethical dilemmas, and class discussions will help students develop critical thinking skills and ethical reasoning abilities. Additionally, assignments and projects can encourage students to apply ethical theories to real-world situations and articulate their moral perspectives.

Course Outcomes:
1. Understanding of the various ethical theories.
2. Ability to decide a particular course of action that is ethically justifiable in a given context.
3. Ability to compare and evaluate the ethical theories.
4. Knowledge of the theories of punishment

Learning Outcome:

Unit-I Students will be able to identify different theories of Morality. They will gain a better orientation from the ethical perspective.

Unit-II By the end of this unit, students will have a larger awareness of Plato's, Aristotle's, and Kant's theory of Morality.

Unit-III Students will be able to reflect on the theory of utilitarian theory the impact of actions guided by it, and the theories of punishment.

Unit-IV Students can identify the basics of the Indian Theories of Morals and describe the key characteristics that distinguish for welfare of the individual and society.

Course Components:

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

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

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

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

Prescribed Books: -

✓ *Sinha, J.N.- A Manual of Ethics, New Central Book Agency Pvt. Ltd., Kolkata*
✓ *Lilly, William - An Introduction to Ethics, Allied Publishers Ltd., New Delhi*

Reference Books: -

✓ *W. Frankena– Ethics*
✓ *S.C. Panigrahi, and N.C. Padhi, Ethics: Indian and Western, Ananya Publications, Cuttack.*

E-Resource:

1. https://iep.utm.edu/hedonism/
2. https://www.britannica.com/topic/intuitionism-ethics
3. https://youtu.be/Q5ihj_p-p_I?si=zLM3OPIO8a2ghJ_u
4. https://youtu.be/rV8f7vrxg94?si=NIf2XrqhnEd7hxYJ
5. https://youtu.be/0vNXd9m0fiw?si=zWvsr2Rj7k8pdED7

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit-I

1. Moral sentences arouse moral _____and _____.

2. What are the types of hedonism?

3. What is the meaning of ethics of egoism?

4. What is altruism? Explain.

Unit-II

1. What is utilitarianism?

2. What are the types of utilitarianism?

3. What is Bentham's utilitarianism?

4. What is Mill's utilitarianism?

Unit-III

1. What is Eudaimonism?

2. What is Plato's approach to ethics?

3. What are the key ideas of virtue ethics?

4. What is deontological theory?

Unit-IV

1. Dharma is generally understood as ____?

2. What is the theory of Puruṣārtha?

3. How does Karma theory impact on Indian psyche?

4. Describe the Kiskarma Karma?

Core IX   **Social and Political Philosophy**

This course on social and political philosophy would explore the fundamental concepts, theories, and debates concerning social theories and the exercise of political power. It introduces central questions, such as the nature of justice, the legitimacy of political authority, and the relationship between individuals and society, etc. It also examines theories of the state of nature, which propose hypothetical scenarios to explain the origin and legitimacy of political authority.

The course contains readings of texts, contemporary articles, case studies, and class discussions, which will help students critically engage with social and political issues and develop their informed perspectives on matters of justice, power, and governance. Assignments and projects can encourage students to apply theoretical concepts to real-world contexts and develop practical solutions to social and political problems.

Course Outcomes :

- Understanding and justification of the relationship between an individual and society
- Understanding of the various political ideals, doctrines, and ideologies.
- Ability to compare and evaluate the ideologies and apply them under appropriate contexts.

Learning Outcome:

Unit I Students will be equipped to handle social issues affecting individual and collective levels.

Unit II Students will be able to identify different Political Ideals and inculcate them for protection of rights

Unit III Students can contribute as better citizens by understanding the notion of democracy.

Unit IV the student will be able to describe the Political ideologies of Marxism, Anarchism, and Sarvodaya and can identify the distinct features between them.

Course Components:

Unit- I: Sociality, Social science & Social laws, Philosophy of Social Science: Relation

Between Individual &Society (Mechanical,Organic &Idealistic view)

Unit- II: Political Ideals and Systems- Justice, Liberty, Equality; Anarchy, Monarchy, Democracy and forms of governance systems.

Introduction to Political Doctrines- Humanism, Secularism, Feminism, Philosophy of Ecology.

Unit- III: Democratic Ideals- Democratic Government, Conditions for Successful

Functioning of Democracy, Current Electoral Systems, Human Rights

Unit-IV: Political Ideologies- (a) Socialism and Marxism (b) Kautilya on political idelology-Ruller (*Rājā*) and the Rulled (*Prajā*), (c) Sarvodaya (Gandhi and Vinova), (d) Vasudhaiva kutumbakam.

Prescribed Books: -

- ✓ Mackenzie: *Social & Political Philosophy*, Surjeet Publication.
- ✓ Sukhbir Singh- *A History of Political Thought,* Rastogi Publication.
- ✓ O.P. Gauba - *An Introduction to Political Philosophy*

Reference Books: -

- ✓ Sushila Ramaswamy- *Political Theories: Ideas &Concepts*
- ✓ D.D. Raphel, *Problems of Political Philosophy*, Humanities Press International.
- ✓ J. P. Suda, History of Political Philosophy, K. Nath and Co.

E-Resource:

- ✓ *https://iep.utm.edu/soc-sci/*
- ✓ *https://egyankosh.ac.in/bitstream/123456789/53951/1/Block-2.pdf*
- ✓ *https://youtu.be/asdQwSul8Io?si=1l0IGppZipEiXgQL*
- ✓ *https://nios.ac.in/media/documents/srsec317newE/317EL4.pdf*
- ✓ *https://youtube.com/playlist?list=PL4YBp90QwimiN7x3zWNLVsg2yG7ZTFAVq&si=Pi rZq6Rbi2RPWuIV*
  Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

1._____ Is the Founder of Social Science.

2. What Is Social Science?

3. Explain the Social Law.

4. Explain the philosophy of Social Science & the relationship between individual and society.

Unit – II

1. The word 'Feminism' Is Derived From _____.

2. What Is Justice?

3. What Is Equality? Explain the Types of Equality.

4. Write A Short Essay on Feminism.

Unit – III

Democracy Derives from the Word _____ &_____.

2. What Is Democracy?

3. Explain the Conditions for the Successful Functioning of Democracy.

4. Describe the Human Rights.

Unit – IV

1.The Word Sarvodaya Means_____

2. What Is Socialism?

3. Examine the salient features of Marxism.

4. According to Gandhi, What Is Sarvodaya? Explain.

Core X   **Systems of Indian Philosophy**

Introduction:

This course on systems of Indian philosophy would provide a deep dive into the diverse philosophical traditions that have evolved on the Indian subcontinent. Understanding Indian philosophical thought and its enduring effect on students will be beneficial. Assignments and projects can encourage students to apply philosophical concepts to contemporary issues and engage in cross-cultural dialogue.

Course Outcomes:
- Understanding of the philosophy of Nyaya, Vaisesika, Mimamsa, and Vedanta from metaphysical and epistemological standpoints.
- Understanding of important concepts like self, God, bondage, and liberation
- Ability to find out the role of the philosophical systems in guiding our modern life.

Learning Outcome:

Unit-I The learning outcomes of Unit-I aim to equip students with a solid understanding of Vaishesika philosophy, including its foundational concepts, metaphysical framework, and ethical principles. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Vaishesika tradition.

Unit-II The learning outcomes of Unit II aim to equip students with a solid understanding of Nyāya philosophy, including its epistemological framework, metaphysical principles, ethical teachings, and perspectives on liberation. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Nyāya tradition.

Unit-III The learning outcomes of Unit- III aim to equip students with a solid understanding of Pūrva Mīmāṁsā philosophy, including its perspectives on karma, Yajña, Dharma, and epistemology. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Pūrva Mīmāṁsā tradition.

Unit-IV The learning outcomes of Unit- -IV aims to equip students with a solid understanding of Advaita and Viśiṣṭādvaita Vedanta philosophies, including their metaphysical frameworks, theological perspectives, and paths to liberation. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the Vedantic tradition.

Course Components:

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

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

Unit-III: Pūrva Mīmāṁsā: Theory of Karma, Yajña and Svarga, Apurva, Dharma, Epistemology.

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

Prescribed Books: -

- ✓ *Sharma, C.D: A Critical Survey of Indian Philosophy, Motilal Banarsidass Publishers Pvt. Ltd., Delhi*
- ✓ *Dutta, D.M and Chatterjee, S.C: An Introduction to Indian Philosophy,*
- ✓ *Hiriyana, M: Outlines of Indian Philosophy*

Books for Reference: -

- ✓ Radhakrishnan, S*: Indian Philosophy (Vol-I and II).*
- ✓ Sinha, J.N: *Outlines of Indian Philosophy*, New Central Agency Pvt. Ltd., Kolkata
- ✓ Puligandla, R.K: *Fundamentals of Indian Philosophy*. Central Book Agency.
- ✓ Gauranga Charan Nayak, Bharatīya Darshan (Odia), Odisha Rajya Pustaka Pranayana O Prakāshan Somstha, Bhubaneswar.
- ✓ P. T. Raju, the *Philosophical Traditions of India*, MLBD, Delhi.
- ✓ Biranchi Naraayana Sahoo, *Nyāya O Vaśeṣika Darśana*, (Odia), Odisha Rajya Pathya Pustaka Pranayana O Prakaśana Samsthā, Pustaka Bhavan, Bhubaneswar.

E-Resource:

- ✓ https://en.wikipedia.org/wiki/Vaisheshika
- ✓ https://youtu.be/G7zpSaRsJJM?si=NqI--xTfQlN-gjJ5
- ✓ https://en.wikipedia.org/wiki/Nyaya
- ✓ https://youtu.be/xsw6511qDvY?si=WEclckIQXkN5tcgh
- ✓ https://www.britannica.com/topic/Indian-philosophy/Purva-Mimamsa-the-Bhatta-and-Prabhakara-schools
- ✓ https://youtu.be/X7abfsMK8U0?si=bdPJdtVvUOYIb3Cm

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

1. __ Is the Founder of Vaisashika Philosophy?

2. Distinction Between Karma and Adrsta?

3. How Many Types of Padaratha and Mentioned In Vaisashika?

4. What is the atomism of Vaisashika Philosophy?

Unit – II

1. There Are Five Members of the Nyaya Syllogism. The first Is Called ___.

2. What Are Prama and Aprama?

3. What Are the Five Propositions of the Indian Syllogism?

4 . Explain the Nine Arguments to Prove the Existence of God.

Unit – III

The Word Mimamsa Literally Means _?

2. What Is the Dharma of Mimamsa School?

3. What Is Yajna and Svarga?

4. Explain the Prabhakar Epistemology.

Unit – IV

1. According to Shankara Ultimate Reality Is _?

2. What Is the Liberation of Sankara?

3. According to Ramanuja What Is Isvara, Jagat, and Maya?

4. Explain, Sankara's Concepts of Maya.

Core XI   **Semester V**
Modern European Philosophy

Introduction:

Modern European philosophy explores the foundational role of reason in forming beliefs and judgments for all branches of philosophical inquiry. By studying this course, students can recognize the pitfalls

Course Outcomes;

1. Ability to mark the development of Western philosophical thought from Locke to Kant.
2. Ability to understand the basic problems countered by the aforesaid thinkers and their responses to the problems.
3. Ability to see the empiricist current in Western philosophy.
4. Ability to find a synthetic approach in Kantian philosophy.
   Ability to compare and evaluate the common issues undertaken by the thinkers.

Learning Outcome:

Unit- I The learning outcomes of Unit- I aim to equip students with a solid understanding of John Locke's philosophical contributions, including his empiricist epistemology, theory of knowledge, and metaphysical concepts. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the empiricist tradition.

Unit-II The learning outcomes of Unit-II aim to equip students with a solid understanding of George Berkeley's philosophical contributions, including his rejection of materialism and defense of subjective idealism. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within the idealist tradition.

Unit- III The learning outcomes of Unit- III aims to equip students with a solid understanding of Immanuel Kant's philosophical contributions, including his response to previous philosophical challenges, his transcendental idealism, and his attempt to reconcile empiricism and rationalism. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within Kant's transcendental philosophy.

Unit- IV The learning outcomes of Unit- IV aim to equip students with a solid understanding of Immanuel Kant's continued philosophical contributions, including his analysis of metaphysical illusions the limits of reason, and the possibility of synthetic a priori knowledge. Additionally, students should enhance their critical thinking abilities and philosophical analysis skills, enabling them to engage effectively with complex philosophical concepts and arguments within

Course Components:

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

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

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

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

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

Prescribed Books: -

- ✓ *Pati, R.K: History of Modern European Philosophy, P.C. Dwadash Shreni & Co. Pvt Ltd., Aligarh.*
- ✓ *Masih, Y: A Critical History of Modern Philosophy, Motilal Banarsidass Publishers, Delhi*

Reference Books: -

- ✓ Ira Sen Gupta: *A History of Western Philosophy*
- ✓ Frank Thilly: *History of Western Philosophy*
- ✓ Hrudananda Roy, *Kant: An Exposition of Critique of Pure Reason,* Akash Publication, Cuttack.
- ✓ Hrudananda Ray, *Pāśchātya Darśanara Itihasa* (Ādhunika Yuga) (Odia), Odisha Rajya Pathya Pustaka Pranayana O Prakaśana Samsthā, Pustaka Bhavan, Bhubaneswar.

E-Resource:

- ✓ https://en.wikipedia.org/wiki/Early_modern_philosophy
- ✓ https://youtu.be/A907p_cDQDo?si=Hku80gc33lcIJb4L
- ✓ https://youtube.com/playlist?list=PLXg2akZbOGjkSVPAy65NctIxJkqmFQt3v&si=DV8tCWoO9i9kwAI

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

1)_____ Refuted the Innate Ideas of Descartes.

2) What Is a Simple Idea According to Locke?

3) Why Locke's Theory Is Called Representational Realism?

4) Critically Examine the Importance of Locke's Theory of Knowledge.

Unit – II

1)_____ Is Regarded as the Founder & Father of Idealism.

2) What Is Secondary Quality According to Berkeley?

3) Explain the Chief Characteristics of Subjective Idealism.

4) What Is "Esse-Est-Percipii"? Discuss How Berkeley's Idealism Is Different From Solipsism.

Unit – III

1)For_____ Space and time Are Only Appearances.

2) Briefly Explain Space and Time According to Kant.

3) Why Kant Stated That Knowledge Is the Joint Venture of Sensibility?

4) Critically Examine Kant's Account of the Copernican View of the Revolution.

Unit- IV

Causality' According to Kant Is ___.

2) What Is the Ideal of Pure Reason?

3)What Is Kant's Paralogisms?

4) Discuss Kant's Transcendental Dialectical Method.

Core XII   **Applied Ethics**

Introduction:

This course on applied ethics delves into the real-world application of ethical theories and principles across various fields like medicine, business, technology, and politics. In such a course, students might explore case studies, engage in debates, and analyze ethical dilemmas to understand how ethical frameworks can be used to address complex issues in practical settings. Topics could range from bioethics (e.g., end-of-life care, genetic engineering) to environmental ethics (e.g., climate change, conservation), to ethical considerations in artificial intelligence and data privacy. It's a crucial subject for anyone interested in understanding how ethics shapes decision-making and behavior in today's world.

Course Outcomes:

1. Attaining a basic understanding of the philosophy behind the ethical theories.
2. Attaining the basic ability to critically explain the different ethical issues, concepts, principles, theories, etc.
3. Ability to evaluate and apply an appropriate ethical theory in the given context/situation in areas of environmental, bio-medical, business, and media ethics.

Learning Outcome:

Unit- I Students will be familiarized with the practical aspect of ethics so that they can achieve clarity and rationality concerning their decisions and actions.

Unit-II By the end of Unit 2, students will be able to value Environmental Ethics and incorporate it into their day-to-day activities to ensure sustainable development

Unit-III Students will gain awareness of Medical Ethics through issues like euthanasia, Abortion, Privacy, etc. This will help them in forming a decision considering the pros and cons of the given dilemma.

Unit-IV Students will be able to understand the value of ethics in business. They can incorporate the learning to deal with the evolving issues in the field of business such as Confidentiality, Whistleblowing, and Cyber security.

Course Components:

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

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

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

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

Prescribed Books: -

1. *Theroux, J.P, Ethics: Theory & Practice*
2. *Singer, Peter: Practical Ethics*
3. *Singer, Peter: Animal Liberation*

Reference Books: -

✓ *Jagadeb, Jayanti: Bio-medical Ethics, Utkal Studies in Philosophy: M 5, Dept., of Philosophy, Utkal University.*
   ✓ *Tom Regan - Animal Rights,*

E-Resource:

✓ https://youtube.com/playlist?list=PLFAD37CC113DAA688&si=34paalFF35QQOfMd
✓ https://www.egyankosh.ac.in/bitstream/123456789/82253/1/Unit-1.pdf
✓ https://youtu.be/wbIUFZ00eMI?si=jAFpFJCZEGBvHFSz
✓ https://youtu.be/ltW7KVYJ1go?si=EC0AtuO0-fvb8NMd
✓ https://youtu.be/q28EnXH8pQ8?si=MJUe4_9UL23fgAxj
✓ https://youtu.be/4QzBdeUQ0Dc?si=accAVhCdonBuKysp
✓ https://youtu.be/I9FOswjTSGg?si=-9GwNTRhIUtjJd84

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words)

Unit-1

1. Applied ethics otherwise called _____.

2. What is animal rights?

3. Discuss the views of different thinkers about animal rights.

4. Define what is applied ethics. What are the different branches of applied ethics?

Unit-2

1. The word Anthropos means_____?

2. what is Bio-centrism?

3. What is the difference between deep ecology and shallow ecology?

4. Discuss what is environmental ethics? What is the need for such ethics in present-day society?

Unit-3

1. Etymologically the term euthanasia means_____?

2. what is the Hippocratic oath?

3. Discuss the doctor-patient relationship.

4. Define what is medical ethics? What are the rights and obligations of healthcare professionals?

Unit-4

1._____ is the full form of CSR?

2. What is media ethics?

3. Describe justice and honesty in business ethics.

4. Discuss what is cyber security. What are the challenges of artificial intelligence?

Core XIII   **Philosophical Analysis**

Introduction:
This course on philosophical analysis introduces methods and tools that analytical philosophers use to critically examine and analyze concepts, arguments, and theories. It's often foundational in philosophy programs and serves as a basis for more specialized studies in various philosophical fields.

In this course, students may explore different approaches to philosophical analysis, such as logical analysis, conceptual analysis, linguistic analysis, and argument analysis. They might also study key philosophical texts and engage in close readings and discussions to understand how philosophers have historically approached problems and constructed their arguments.

Course Outcomes:
- Ability to know the fundamental elements in the usage of language.
- Attaining knowledge of different kinds of definitions.
- Knowing the criteria of sentence meaning.
- Knowledge of different truth possibilities.
- Knowledge of theory and law and their role in explanation

Learning Outcome:

Unit-I This unit will make students' communication easy and precise without any linguistic confusion in practical life.

Unit- II This unit clarifies the relation between a word and what it means, which will make the way for the use of language clearly in real life.

Unit- III Without any vagueness, making a sentence is not an easy task. This unit is helpful for students to make meaningful sentences which is useful in practical life.

Unit-IV This unit makes a clear distinction between linguistic truth, logical truth, and practical truth. Which will shape a mind to use language appropriately.

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

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

Unit- III Sentence Meaning: Sentence and Proposition; Word Meaning and sentence meaning, Criteria of sentence meaning, Basic fathers of Senence meaning in Indian Philosophy- *Akānkṣā, yogyatā, Sannidhi* and *Tātparya*, *Anvitābhidhāna Vāda* and *Abhihitanvaya Vāda*.

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

Prescribed book: -

✓ *John Hospers, An Introduction to Philosophical Analysis, Allied Publishers Pvt. Ltd., New Delhi.*

Reference Books: -

✓ *Alston: Philosophy of Language*

E-Resource:

✓ https://semantics.uchicago.edu/kennedy/docs/ambivague.pdf
✓ https://plato.stanford.edu/entries/definitions/
✓ https://philarchive.org/archive/KUCLM
✓ https://plato.stanford.edu/entries/truth-correspondence/
✓ https://youtu.be/nWCI6hR9g4s?si=xgS8Z85viDy-hsfa

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit-1

1. what is word?

2. what are the differences between natural signs and conventional signs? explain with examples.

3. Narrate the reason for the vagueness of a word.

4. what is ambiguity and how many types of ambiguity are there? Explain with proper examples.

Unit-2

1 what do you mean by Ostensive definition?

2 Give an example of a reportive definition.

3 what is the difference between the stipulative definition and the reportive definition?

4 Narrate the scope denotational definitions

Unit-3

1 the meaning of a sentence is called _____

2 what is semantic ambiguity?

3 Difference between proposition & sentence.

4 what are the criteria for a meaningful Sentence according to Indian Philosophy?

Unit IV

1. An analytic proposition is a proposition whose negation

2. what is the coherence theory of truth?

3. what is a Synthetic proposition? give 2 examples of synthetic propositions.

4. what is possibility? Discuss different types of possibilities.

Core XIV   **Semester VI**

Philosophy of Religion

Introduction:

This course on the philosophy of religion contains philosophical inquiry into religious beliefs and practices. It delves into questions concerning the nature, existence, and meaning of God or the divine, as well as the relationship between religion and other aspects of human experience such as morality, knowledge, and existence. In this course, students will examine various arguments for and against the existence of God, such as the cosmological argument, the teleological argument, and the problem of evil. They will also explore different conceptions of the divine across different religious traditions and philosophical perspectives, from monotheism to polytheism to non-theistic philosophies.

Course Outcomes:
- Attaining the basic knowledge of the philosophical issues, concerns, positions, and arguments concerning religion.
- Able to explain and also critically analyze the chief issues, concerns, positions, and arguments in the philosophy of religion.
- Able to critically evaluate the main philosophical positions and arguments therein to have a balanced view of religion and religious ideas.

Learning Outcome:

Unit-I Religion gives meaning and purpose to life, reinforcing social unity and stability, serving as an agent of social control of behavior, promoting physical and psychological well-being, and motivating people to work for positive social change.

Unit-II This unit gives the right to atheists to make their points against theists. It can dominate the argument on God which justifies the point of secularism given by the Indian constitution.

Unit-III Augustine Philosophy gives more important to faith over reason which makes the way to God which is a supreme authority.

Unit-IV Religion is a diverse and conflict topic. It is not an easy task to select the proper language for communication. This unit shows what is the problem in religious language by this someone can choose the proper language for religious discourse.

Course Components:

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

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

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

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

Prescribed Book:-

- ✓ *Hick, John- Philosophy of Religion, Prentice-Hall of India Pvt. Ltd., New Delhi*

Reference Books:-

- ✓ *Masih, Y - Introduction to Religious Philosophy, Motilal Banarsi Dass Publishers Pvt. Ltd., Delhi*
- ✓ *Arvind Sharma- Philosophy of Religion, Rupa Publisher.*

E- Resource:

- ✓ *https://youtu.be/39t1FmBiT9w?si=aKlSoRlhp3adYe0r*
- ✓ *https://youtu.be/bqTv7gOLXXE?si=fRSypwoPSNklPc9_*
- ✓ *https://iep.utm.edu/religion/#:~:text=Philosophy%20of%20religion%20is%20the,to %20the%20various%20theistic%20religions.*
- ✓ *https://www.britannica.com/topic/existence-of-God*
- ✓ *https://egyankosh.ac.in/bitstream/123456789/35477/1/Unit-2.pdf*

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

1. Religion Is Derived From __Word.

2. What Is Polytheism?

3. What Is the Concept of God In the Philosophy of Religion.?

4. What Is the Philosophy of Religion? Discuss its nature and Scope.

Unit – II

1. the Distance Between God and Man Is__.

2. What Is Morality?

3. Discuss the Distinction Between Religion and Morality.

4. Discuss the Proof of Disbelief In the Existence of God.

Unit III

    1. Evil Is Due to Misuse of ___.

    2. What Is Free Will?

    3. What Is the Problem of Evil?

    4. Discuss the Existence of God and Evil.

Unit – IV

    1. Religion Is the "Form of Life With Its Own Language Game" Is Written By ___.

    2. What Is Cognitive Religious Language?

    3. What Is Non-Cognitive Religious Language?

    4. Explain Rebirth and Reincarnation.

Core XV   **Symbolic Logic**

Introduction:

This course on symbolic logic is a preliminary study of the formal systems used to represent and analyze logical reasoning. It's a foundational subject in philosophy and mathematics, providing tools for precise reasoning and argumentation. In this course, students learn about propositional logic, which deals with the logical relationships between propositions (statements). They study the syntax and semantics of propositional logic, learning how to symbolize statements using logical connectives, and how to evaluate the validity of arguments.

Course Outcomes:

- Ability to translate the arguments in ordinary language to their respective symbolic forms by the use of propositional variables and logical constants.
- Gaining knowledge of the rules of logic and their symbolic forms.
- Ability to know different types of truth functions and the distinction between valid and invalid arguments.
- ability to derive conclusions from the given set of premises
- Ability to prove the validity or the invalidity of the given argument

Learning Outcome:

Unit-I Sometimes, arguments formulated in English or any other natural language are often difficult to understand, because of the ambiguity & vagueness of the words. and to solve these difficulties, Symbolic logic is the best medium to put the arguments in a symbolic form & comprehend it very easily.

Unit- II Propositional calculus is the part of symbolic logic. In Propositional calculus, we can determine whether the given proposition is tautology or not.

Unit-Ill Also, there are certain truth tables, which can evaluate whether the given proposition is valid or not. & the Predicate calculus appreciates how argument involving predicates can be formalized semantically & syntactically & how these are connected.

Unit-IV In this unit, we deal with certain formulas & basic concepts prescribed by George Boole to solve algebraic problems.

Course Components:

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

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

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

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

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

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

Prescribed Book: -

1. *Basson & O' Corner: Introduction to Symbolic Logic, Oxford University Press*

Reference Books: -

✓ *Das, Ramesh Chandra: Basics of Symbolic Logic, Utkal Studies in Philosophy-25, Centre for Advanced Study, Utkal University. Bhubaneswar.*

E-Resource:

✓ *https://www.encyclopedia.com/science/encyclopedias-almanacs-transcripts-and-maps/symbolic-logic-0*
✓ *https://youtube.com/playlist?list=PLdaynbt2YwqHqbeCCDstZwkmkwI2zdsNS&si=bKr8wbDZ8p6eWS7Z*
✓ *https://youtu.be/7owHn2UDivw?si=gDcfKbNKF8w_sLXt*
✓ *https://en.wikipedia.org/wiki/Propositional_calculus*

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit-1

1. Logic deals with-------

2. According to relation how many kinds of propositions? and what are they?

3. Distinguish between sentence and proposition.

4. What is an argument? Discuss the distinction between Deductive and Inductive arguments.

Unit-2

1. The converse of an E-proposition is --------proposition

2. What is the Ostensive definition?

3. Write ten General syllogistic Rules.

4. Explain with a diagram the meaning of the traditional square of opposition.

Unit-3

1. In which type of logic the conclusion is more general than the premises?

2. Give an example of a valid argument.

3. What is Disjunctive function? Give an example.

4. State and explain fundamental principles of logic.

Unit-4

1.-------tried to solve the problem of induction by an inductive syllogism.

2. Construct the truth tables for this formula and point out in this case whether the formula is tautologous, self-contradictory, or contingent.

A) .(P ⊃ Q)⊃(~Q ⊃ ~P)

B)[(P ⊃ Q) . (Q ⊃ R)] ⊃ (P ⊃ R)

3. What is syllogism?

4.State and Explain the dictum de omni et nullo?

Core XVI   Semester VII

Upaniṣadic Philosophy for Life: Textual Study of Isa Upaniṣad

Introduction:

This course on Upanishadic philosophy for life would introduce the profound spiritual and philosophical teachings found in the Upanishads to the students. A text, namely *Iṣā upaniṣad* is taken for study to explore the nature of reality, the self (Atman), and the ultimate reality (Brahman), offering insights into the purpose of life in the path to fulfillment of worldly and spiritual realization.

Course Outcomes:

1. Understanding of some of the basic ideas expressed in the *Iṣā upaniṣad*.
2. Understanding of the issues concerning the origin of life, the aspects of life (karma), death, and rebirth.
3. The knowledge concerning the individual self, Brahman, and the relation between self and Brahman.

Learning Outcome:

Unit-I Isaupanisad emphasizes the unity of oneness & stresses the balance of possession with knowledge, without the desire to obtain the higher goal

Unit-II Mantra 1-6 refers to the fact that everything in this world belongs to the supreme reality or Brahman. One must eradicate all his I-ness & doing selflessly all his actions instead of thinking, he is the agent of the action. & most importantly realization of the self & all human being are the manifestation of the supreme being.

Unit-Ill In this verse, the terms vidya & avidya have been variously interpreted here. Those who follow the path of vidya or knowledge must need proper realization within itself otherwise it will lead to greater darkness like those who follow the path of avidya. & One should know the perfection of the personality of God & his transcendental name & form.

Unit-IV We are suffering because of our past actions & desires. When We request to the lord that He leads us right path to reach near Him & free us from all of our past sins, then there will be no hindrance to our progress.

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

; Introduction and Significance of *Īśa Upaniṣad*.

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

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

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

Prescribed Book:-

- ✓ *S. Radhakrishnan, the Principal Upanishads,*
- ✓ *Gambhiranand, Eight Upanisads, Īśa Upaniṣad (With the commentary of Sankarāchārya); Advaita Asrama, Calcutta.*
- ✓ *Basanta Kumar Dash, Philosophy of Isopanisad and the Gita, Gyanajuga Publication, Bhubaneswar.*

E- Recourses:

- ✓ *https://en.wikipedia.org/wiki/Isha_Upanishad#:~:text=The%20Isha%20Upanishad%20is%20significant,or%20%22Deity%20Lord%22%20respectively.*
- ✓ *https://youtube.com/playlist?list=PLAPrVB8wngPlXT3YldJsQLeL-l_2Vyw4G&si=N0RGVg7nVjTr7Nu7*
- ✓ *Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);*

Unit – I

1. Iṣāupaniṣad is named upon the word_____

2. What is the meaning of Upaniṣada?

3. Explain the way the Iśaupaniṣad prescribes a living for 100 years with enjoyment, but not to be embellished with sins.

4. Describe the contention of the Iśaupaniṣad from verses 1 to 5.

Unit – II

(1) Paryagāt means _____ in the Īśāupaniṣad.

(2) Whom do all aspire for?

(3) Explain Verse 8 of the Iśāupaniṣad.

(4) Elaborate on Verse 9 to 12 of the Iśāupaniṣad.

Unit - III

1. Asnāveera means_____
2Translate verse 7 of the Iśā upaniṣad**.**

3. Explain Verse 14 of the Iś āupaniṣad.

4. Explain and remark on Verse 15-16 of the Iśāupaniṣad.

Unit – IV

1- the adhyātma is called _____ in the Iśāupaniṣad

2- What is meant by *a-karma lipyate nare*?

3 – Explain Briefly - Sambhūti and Asambhūti of the Iśāupaniṣad.

4- State the central philosophy of the Iṣā ūpaniṣad.

Core XVII   **Contemporary Indian Philosophy**

Introduction:

This course on contemporary Indian philosophy would explore the diverse ranges of philosophical thoughts emerging from India in the modern and contemporary periods. This field encompasses philosophical movements and thinkers from the 19th century onwards, addressing both traditional Indian philosophical systems and their engagement with modernity and global intellectual currents. In this course, students will study the responses of Indian philosophers of modernization, as well as their reflections on topics such as identity, ethics, politics, and spirituality in the contemporary world.

Course Outcomes:

- Knowledge concerning the philosophical positions and the problems, issues, concepts, etc. dealt with by different contemporary Indian thinkers as prescribed in the course.
- Understanding of the chief current in contemporary Indian thinking and its relevance to social reality.
- The ability to compare and analyze common issues, concepts, etc., is dealt with by different thinkers to frame out one's philosophical position concerning some issue or problem.

Learning Outcome

Unit -I: Tagore's religion is based on the divinization of man and the humanization ofGod. While explaining the meaning of the humanization of God, he said 'Humanization of God does not merely mean that God is God of humanity but also it means that it is the God in every human being. Vivekananda Philosophy is the basis for universal peace and co-existence. It brings up a sense of socio-cultural relation in the world; and keeps the humanitarian service for living and leading a peaceful co-existence in the human society of the world.

Unit-II: Purpose of Sri Aurobindo's Philosophy is to find and serve the Divine. the Divine is not far, He is in ourselves, deep inside and above the feelings and the thoughts. With the Divine is peace and certitude and even the solution to all difficulties **Unit- III** Its fundamental objective is to create non-violence and non-exploitative property relationships. Gandhi believed that the concept of possession and accumulation of private property were the sources of violence and in contradiction with the Divine reality that all wealth belongs to all people.

Unit- IV: Radhakrishnan argued that modern education should be a synthesis of what Vedas and Upanishads call parā and aparā vidyā, that is, the study of the matters relating to the everyday lived world, and those relating to the transcendental, the infinite, whose aim is to study the nature of Self, Atman, and Brahmn.

Course Components:

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

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

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

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

Jyotirao Phule: Critical Understanding of Caste-System
B.R. Ambedkar: Annihilation of Caste, Neo-Buddhism

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

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

Prescribed Book: -

- ✓ *B.K Lal: Contemporary Indian Philosophy MLBD, Delhi.*
- ✓ *T.M.P Mahadevan and V. Saroja: Contemporary Indian Philosophy*

Books for Reference: -

- ✓ N.K. Devaraja, *Indian Philosophy Today*
- ✓ S.K. Maitra, *An Introduction to Philosophy of Sri Aurobindo*
- ✓ G.P. Despande (ed.), *Selected Writings of Jotirao Phule*, Leftword books: New Delhi.
- ✓ Ambedkar, B.R. *Annihilation of caste*, Navayana.

E-Recourses:

- ✓ *https://youtube.com/playlist?list=PLPaE0MzSxPePDJ_mPhmO-vLYcnrmTfEAA&si=yjoDa71lpEsn5iP0*
- ✓ *https://ebooks.inflibnet.ac.in/icp03/chapter/rabindranath-tagore/*
- ✓ *https://www.jetir.org/papers/JETIR1902540.pdf*
- ✓ *https://nowgonggirlscollege.co.in/attendence/classnotes/files/1621445021.pdf*
- ✓ *https://egyankosh.ac.in/bitstream/123456789/20647/1/Unit-12.pdf*
- ✓ *https://iep.utm.edu/radhakri/*
- ✓ *https://www.raijmr.com/ijrsml/wp-content/uploads/2020/12/IJRSML_2020_vol08_issue_8_Eng_01.pdf*

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

(A) the author of '*Gitanjali'* is____.

(B) What is the basis of Universal Religion?

(C) Explain the Reality and God according to R.N. Tagore.

(D) What is Vivekananda's view on Practical Vedanta?

Unit – II

(A) According to _ evolution is possible through involution.

(B) What is integral yoga?

(c) State and explain the Super Mind and *gnostic* being according to Sri Aurobindo.

(D) Briefly explain reality as *Sacchidananda* according to Sri Aurobindo.

Unit – III

(A) According to Gandhiji_includes love, sacrifice, sympathy, and non-killing.
(B) What is Jyoti Rao Phule's understanding of the caste system?
(C) What is Neo-Buddhism?
(D) Briefly explain and examine the concept of *satyagraha.*

Unit – IV

(A)_____says, "Religion is not a creed or code but an insight into reality".

(B) Distinguish between intellect and intuition.

(C) What is the Philosophy of Education? Discuss.

(D) Define Radhakrishnan's idealistic view of life.

Core XVIII   **Post-Kantian Philosophy - I**

Course Outcomes :
1. Understanding of the philosophical methods, ideas, doctrines, etc. in the post-Kantian period of Western Philosophy.
2. Understanding of some of the metaphysical, epistemological, and ethical aspects as dealt with by the philosophers (as specified in the course).
3. Ability to compare, analyze, and evaluate the philosophical positions of the prescribed thinkers.

Learning Outcome:

Unit-I: Understand the historical development and key principles of Hegel's dialectical method.

Apply the dialectical method to analyze and synthesize philosophical concepts and historical events. Analyze Hegel's concept of Spirit (Geist) and its significance in his philosophy. Critically evaluate the coherence and validity of Hegel's Absolute Idealism in contrast with other philosophical systems. Define Bradley's distinction between appearance and reality and its significance for metaphysics and epistemology. compare and contrast Bradley's approach to appearance and reality with other philosophical perspectives, such as realism and idealism.

Unit- II: It focusses upon Bradly's idealism and Bergson's critique of materialism and mechanism in favor of a more dynamic and intuitive understanding of reality, "Creative Evolution" Define Bergson's distinction between the two sources of morality (sympathy and obligation) and religion (emotion and mysticism).

Unit-Ill: It explains Schopenhauer's exposition of the principle of sufficient reason and its four aspects (ground, reason, cause, and motive), criticisms of Immanuel Kant's transcendental idealism, focusing on key areas such as the nature of reality and the limits of human knowledge. It also focusses upon Schopenhauer's concept of the world as representation (idea) and its relation to his broader philosophical framework, and doctrine of the will as the fundamental aspect of reality. It also explores his pessimistic view of human existence and the world as characterized by suffering and conflict and his ethical theory, emphasizing the role of compassion and moral awareness in transcending egoism and suffering.

Unit-IV It explains Herbert Spencer's concept of the "Unknowable" as the ultimate reality beyond human understanding. It aims to increase awareness of Spencer's theory of biological evolution, including his concept of adaptation and survival of the fittest, and the evolution of the human mind, including his ideas on intelligence, consciousness, and mental faculties.

Course Components:

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

Unit- II: Introductory reading of Bradley: Concept of Appearance and Reality. Henery Bergson: the revolt against materialism, creative evolution, the two sources of morality and religion.

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

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

Prescribed Book:-

  ✓ *D. M. Dutta, Chief Currents of Contemporary Philosophy*
  ✓ *Will Durant, the story of philosophy,*
  ✓ *Bertrand Russell, History of Western philosophy.*
  ✓ *T. Z. Lavine, From Socrates to Sartre: the Philosophic Quest,*

Reference Books:-

  ✓ *Passmore, A Hundred Years of Philosophy*

E- Recourses:

  ✓ *https://egyankosh.ac.in/bitstream/123456789/38410/1/Unit-3.pdf*
  ✓ *https://plato.stanford.edu/entries/hegel/*
  ✓ *https://youtu.be/aap7_bN3_5A?si=0JF6i7DG2tHn86AK*
  ✓ *https://youtu.be/lK46IeOA3v8?si=J0X2K0NCO33Mr7Su*
  ✓ *https://plato.stanford.edu/entries/bergson/*
  ✓ *https://plato.stanford.edu/entries/schopenhauer/*
  ✓ *https://youtu.be/nVms37PRLvY?si=6Eua71aSCwv-mSXe*
  ✓ *https://youtu.be/p8nHwEF436s?si=nlYod9fMi8N4BhcR*
  ✓ *https://iep.utm.edu/spencer/*

   Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

   1- Hegel's Idealism Is Known As_____[1]

   2- What Is 'Being' According to Hegel? [2]

   3- Explain Hegel's Conception of 'Geist'. [3]

   4- Explain the Distinction Between Appearance and Reality As Per Bradley.[7]

Unit – II

   * _____ Is the Follower of Creative Evolution.

2- What Is Bergson's Concept of Multiplicity?

3- Explain Bergson's Two Sources of Morality & Religion.

4- Explain Bergson's Philosophy of Memory. Explain Its Various Forms.

Unit – III

1- Who Said 'Will to Live & Will to Reproduce'?

2- Explain Schopenhauer's Concept of 'World As Idea?

3- What Is Schopenhauer's Notion of Moral Awareness?

4- Explain the Fourfold Root of the Principle of Sufficient Reason As Schopenhauer's Criticism of Kant.

Unit – IV

1- The author of 'First Principle' Is _____.

2- What Is Spencer's Concept of 'Unknowable'?

3- What Is Spencer's Concept of Mind?

4- Explain Spencer's Concept of Evolution.

Core XIX   **Post-Kantian Philosophy - II**

Introduction:

This course on post-Kantian philosophy would explore the philosophical developments that emerged in the wake of Immanuel Kant's critical philosophy. Kant's work, particularly his "Critique of Pure Reason," laid the groundwork for many subsequent philosophical movements by challenging traditional metaphysical assumptions and emphasizing the role of human subjectivity in shaping our understanding of reality. In such a course, students will study a range of thinkers and movements that arose in response to, or dialogue with, Kantian philosophy.

Course Outcomes:

- Understanding of some specific philosophical approaches, ideas, doctrines, etc. in the Post-Kantian period of Western Philosophy.
- Understanding of some of the metaphysical and epistemological aspects as dealt with by the philosophers (as specified in the course).
- Ability to compare, analyze, and evaluate the philosophical positions of the prescribed thinkers.

Learning Outcome

Unit-I Understand Kierkegaard's concept of despair as a fundamental aspect of the human condition. Evaluate the transitions between stages and their significance for individual development. Understand Kierkegaard's concept of truth as subjective rather than objective.

Unit- II Understand Nietzsche's critique of traditional religious and moral systems. Examine Nietzsche's concept of value creation as central to human existence Examine Nietzsche's concept of the will to power as a driving force in human behavior and creativity. Explore the role of self-fashioning in Nietzsche's vision of human excellence and fulfillment.

Unit-IlI Analyze James's pragmatic theory of truth and its emphasis on practical consequences. Examine James's pluralistic worldview, which emphasizes the diversity and multiplicity of human experience. Explore the practical implications of Dewey's educational philosophy for teaching practices and educational reform. Discuss the challenges and opportunities of applying Dewey's ideas to contemporary issues in science policy and political theory.

Unit-IV

Understand Whitehead's contributions to mathematics and logic, including his work on the foundations of mathematics and symbolic logic. Familiarize yourself with Whitehead's philosophy of science, which emphasizes the importance of process, creativity, and relationality in scientific inquiry. Explore Whitehead's philosophy of education, which emphasizes the importance of cultivating creativity, curiosity, and critical thinking in students. Analyze key concepts in Whitehead's metaphysics, such as actual entities, prehensions, and the process of concrescence. Explore Whitehead's philosophy of religion, which seeks to reconcile religious experience with a scientific worldview.

Course Components:

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

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

Unit-Ill: William James: Pragmatism, Pluralism, principles of Psychology;

John Dewey: Education, Instrumentalism, Science and Politics.

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

Prescribed Book: -

- ✓ *D. M. Dutta, Chief Currents of Contemporary Philosophy*
- ✓ *Will Durant, the story of philosophy,*
- ✓ *Bertrand Russell, History of Western philosophy.*
- ✓ *T. Z. Lavine, From Socrates to Sartre: the Philosophic Quest, New York Bantam Books.*

Reference Books: -

- ✓ *Passmore, A Hundred Years of Philosophy.*

E- Recourses:

- ✓ *https://en.wikipedia.org/wiki/Philosophy_of_S%C3%B8ren_Kierkegaard*
- ✓ *https://youtu.be/D9JCwkx558o?si=V-jfEXY4wzEWrBkJ*
- ✓ *https://en.wikipedia.org/wiki/Philosophy_of_Friedrich_Nietzsche*
- ✓ *https://www.britannica.com/biography/Friedrich-Nietzsche/Nietzsches-mature-philosophy*
- ✓ *https://youtu.be/wUFSM0f_LFc?si=ZY4-XVZ0Pdahjllt*
- ✓ *https://youtu.be/7pc_eQ99kTI?si=O1UsIOCAmn11lA4e*

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par- III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit I

1. Stages of life's way related to _____ .

2. What is Kierkegard's view on Aesthetics?

3. What is the difference between faith, love, and hope according to Kierkegaard?

4. How does Kierkegaard analyze human existence?

Unit II

    1. God is dead said by _____.

    2. Explain the concept given by Nietzsche Freedom of Spirit

    3. How does Nietzsche explain truthfulness and honesty?

    4. Elaborate Nietzsche's Pluralism.

Unit III

    1. Practical Utility related to ____.

    2. Write the names of three pragmatist philosophers.

    3. What is Pluralism by William James?

    4. Elaborate on Willam James' principle of Psychology.

Unit IV

    1. Process philosophy is given by whom?

    2. What is Mathematics and Logic according to Whitehead?

    3. Difference between the philosophy of Science, and the Philosophy of Education according to Whitehead.

    4. Elaborate Metaphysics & Religion of Whitehead.

Core XX   **Semester VIII**
Existentialism and Phenomenology

Introduction:

This course on existentialism and phenomenology is a preliminary study of two influential philosophical movements of the 20th century that focus on human existence, experience, and consciousness. By studying existentialism and phenomenology, students gain insights into fundamental questions about human existence, subjectivity, and meaning, while also developing critical thinking skills and an appreciation for the diversity of philosophical approaches to these issues.

Course Outcomes:

1. Knowledge of the problems concerning existence and the position/stand taken in existentialism;
2. Understanding of different concepts as dealt with by thinkers (as specified in the course) in existentialism and phenomenology.
3. Ability to compare, analyze, and evaluate the existentialist positions of the thinkers.

Learning Outcome:

Unit-I: Students will understand the phenomenological method developed by Husserl, including the process of bracketing or epoché, which involves suspending presuppositions and judgments about the world. Examine Husserl's theory of essences, which posits that essences are the invariant features that define the identity of a given phenomenon. Explore the implications of Husserl's rejection of psychologism for his phenomenological approach to philosophy and science.

Unit- II: Students will understand Husserl's concept of intentionality as the directedness of consciousness towards objects. Examine Husserl's notion of the life-world (Lebenswelt) as the pre-theoretical, intersubjective horizon of everyday experience. Analyze the relationship between noema and noesis in Husserl's account of intentionality and its role in the constitution of meaning. Examine Husserl's approach to ethics within the framework of phenomenology.

Unit-Ill: Students will understand Heidegger's approach to phenomenology, which he develops in dialogue with Husserl's method. Examine Heidegger's concept of Dasein, which he defines as the being. Understand Heidegger's understanding of being as a process or event rather than a static substance. Examine Heidegger's account of human existence as being in the world, which emphasizes the inseparability of self and world. Understand Heidegger's concept of temporality (Zeitlichkeit) as the horizon within which Dasein's existence unfolds.

Unit-IV: Students will understand Sartre's adaptation of the phenomenological method, which he employs to analyze the structures of human consciousness and existence. Examine Sartre's magnum opus, "Being and Nothingness," which provides a comprehensive account of his existential philosophy. Understand Sartre's concept of radical freedom, which he famously summarizes as "existence precedes essence." Examine Sartre's concept of bad faith, which

refers to the self-deceptive strategies individuals employ to evade their freedom and responsibility.

Course Components:

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

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

Unit-Ill: Heidegger: Phenomenological Method, the CONCEPT of BEING (DASEIN), the Process of Being, Man as Being in the World.

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

Prescribed Book:-

- ✓ *Dermot Moran, Introduction to Phenomenology, Routledge.*
- ✓ *M. K. Bhadra, A Critical Survey of Phenomenology and Existentialism, ICPR and Allied Publishers.*

Reference Books:-

- ✓ *Dan Jahavi, Phenomenology: the Basics, Routledge.*
- ✓ *T. Z. Lavine, From Socrates to Sartre: the Philosophic Quest,*
- ✓ *J. N. Mohanty, the Philosophy of Edmund Husserl: A Historical Development, Yale University Press.*

E- Recourses: -

- ✓ *https://youtu.be/ePQIagmcCXc?si=W0DPSIcywHv7BdGU*
- ✓ *https://plato.stanford.edu/entries/phenomenology/*
- ✓ *https://youtu.be/IvA9FxsM9G8?si=KVoqC3UquvsxG7bK*
- ✓ *https://iep.utm.edu/heidegge/#:~:text=%E2%80%9CPhenomenology%2C%E2%80%9D D%20he%20says%2C,indirectly%20through%20some%20existing%20entity.*
- ✓ *https://youtu.be/fZiD9g1Wf1M?si=QviQdm1XfWQk0-a0*
- ✓ *https://www.jstor.org/stable/44652903*

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit-I

A) For Husserl, _____ Is Called the Essence of Life?

B) Give An Example of Essence.

C) What Is the Essence According to Husserl?

D) What Are the Main Ideas of Edmund Husserl's Phenomenology?

Unit- II

    A) The Word Noema derives from the Greek Word _____.

    B) Give two examples of Noema.

    C) What is the Noesis thought Process?

    D) What is the Ethics of Husserl's Phenomenology?

Unit-Ill

    A) Dasein is a German word which means _____.

    B) Write any Famous line by Martin Heidegger.

    C) What is the Dasein Principle?

    D) What is the main idea of Heidegger?

Unit-IV

    A) _____is the Phenomenological Text written by Sartre.

    B) What is the Concept of Bad Faith?

    C) What is Freedom For Sartre?

    D) Critically explain Being and Nothingness in Sartre's Philosophy.

Core XXI   **Linguistic & Analytic Philosophy**

Introduction:
This course on linguistic and analytic philosophy would discuss the philosophical movements that emerged in the 20th century, primarily in the English-speaking world, and which focused on the analysis of language and the clarification of concepts. This course on Philosophical Methods would likely delve into various approaches, techniques, and frameworks that philosophers use to analyze, understand, and evaluate concepts, arguments, and theories.

Course Outcomes :

1. Knowledge of the problems and positions taken in Analytic Philosophy (with reference to the philosophers in the course).
2. Analysis and evaluation of the different linguistic concepts.
   Developing an understanding of the relationship between language and reality

Learning Outcome

Unit-I: It gives us a clear-cut view of Frege's thoughts on idealism and sense and reference.
Unit- II: It gives the Russell's thought in a scientific manner
Unit-Ill: This unit clarifies the dogmas regarding metaphysics that are going on in the common mind.
Unit-IV: Wittgenstein gives a practical way of living in a society without any prejudices and dogmas.

Course Components:
Unit-I: G. Frege: On Sense and Reference. G.E. Moor: Refutation of Idealism: Defense of Commonsense, Proof of the External World

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

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

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

Prescribed Book: -

- ✓ *Alexander Miller, Philosophy of Language, Routledge,1998.*
- ✓ *A. P. Martinich (ed.) The Philosophy of Language, Oxford University Press,1990.*
- ✓ *R.C. Pradhan, Recent Developments in Analytic Philosophy, ICPR,2001.*

Reference Books: -

- ✓ *Robert R. Ammerman (ed.), Classics of Analytic Philosophy, Tata Mc Graw-Hill,1965.*
- ✓ *P.K. Mohapatra and S.C. Panigrahi(ed.), Perspective in Analytic Philosophy, Cuttak,1992.*

E- Recourses:

- ✓ *https://www.jstor.org/stable/2181485*
- ✓ *https://youtu.be/Moo18_vbYIA?si=KVkm7DKm82KDLOiL*
- ✓ *https://youtu.be/1QRwn4kJFr0?si=fmxK-UWDdPQjBP-4*
- ✓ *https://plato.stanford.edu/entries/moore/*
- ✓ *https://youtu.be/crMkssn252k?si=PRwlr1xGvSBUBO-y*
- ✓ *https://plato.stanford.edu/entries/logical-atomism/*
- ✓ *https://youtu.be/RNCSzSbgp0I?si=AaWUz2q8o_gX_foV*
- ✓ *https://plato.stanford.edu/entries/ayer/*
- ✓ *https://youtube.com/playlist?list=PLxYDMSdfTAgR7sBdkYHLsJZjAY_kNi9ZT&si=xQ NfSpVWQPTz2CqU*
- ✓ *https://plato.stanford.edu/entries/wittgenstein/*

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit – I

1-In the Philosophy of Language _____ made the distinction between sense and reference.

2- What is the refutation of idealism?

3. Examine the argument given by G.E. Moore in defense of commonsense and give two examples of it.

4. Give an exposition of Frege on Sense and Reference.

Unit – II

1. Logical Atomism started in _____ Century.

2. What is Logical Construction?

3. What is an Incomplete Symbol and give an example of it?

4. Critically examine Logical Atomism with examples.

Unit – III

1. Logical Positivism was started from _____.

2. What is the definition of linguistic theory of necessary propositions?

3. Define the verification theory of meaning.

4. Why did A.J. Ayer reject metaphysics?

Unit – IV

1._____ wrote *Tractatus -Logico- Philosophicus*.

2. What Is a *Language Game*?

3. Critically examine the idea of private language and private sensation.

4. Give a brief exposition of the *Picture Theory of Meaning*.

Core XXII   **Meta-Ethics**

Introduction:
This course on meta-ethics will give a preliminary Idea on the fundamental issues of the nature, status, and meaning of ethical language and judgments. The course would begin with an overview of meta-ethical questions. In this course, students would be engaged with some key figures in meta-ethics, analyze philosophical arguments, and participate in discussions to deepen their understanding of the complexities of ethical discourse and inquiry.

Course Outcomes:

1. Understanding of the fundamental questions on the assumptions relating to moral beliefs and practices.
2. Understanding of the significance of various moral concepts and judgments.
3. Ability to provide a basis for the justification of moral judgments.

Learning Outcome:

Unit-I: Meta Ethics tries to find out what counts as right and wrong while applied ethics aims at further defining what is right and wrong according to our individual preferences (or society's conventional values). Metaethics does not directly apply to any particular situation and can be used with any branch of ethics.

Unit- II: Ethical cognitivists hold that ethical sentences do express propositions: that they can be true or false.

Unit-Ill: Ethical non-cognitivism claims that prescriptions have a different nature than descriptive sentences; they have no truth values, they do not describe anything, and they have a different illocutionary role

Unit-IV: Supernaturalism, also called the divine command theory, says that moral judgments describe God's will. Calling something "good" means that God desires it. Ethics is based on religion. The Ten Commandments are from the Old Testament; they express God's will and the moral rules

Course Components:

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

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

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

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

Prescribed Book:-

✓ *Andrew Fisher, Metaethics: An Introduction, Acumen Pub Ltd, 2011*
✓ *H.L., McCloskey, Meta, and Normative Ethics. the Hague: MartinufNijhof, 1969.*
✓ *Fisher, Andrew. Metaethics: An Introduction. New York: Routledge, 2011.*
✓ *Mark Schroeder, Noncognitivism In Ethics. New York: Routledge, 2010.*

Reference Books:-

✓ *David Copp (ed), the Oxford Handbook of Ethical Theory, edited by. New York: Oxford University Press,   2006.*
✓ *Alexander Miller, An Introduction to Contemporary Metaethics, Cambridge: Polity Press, 2003*

E- Recourses

✓ *https://youtu.be/fctf9m52Jfg?si=A0aIWQ7rgK6vNk4N*
✓ *https://en.wikipedia.org/wiki/Ethics*
✓ *https://youtu.be/beTFkIGwF2c?si=yNuTx2ntgod49BDC*
✓ *https://egyankosh.ac.in/bitstream/123456789/81083/1/Unit-10.pdf*
✓ *https://egyankosh.ac.in/bitstream/123456789/81082/1/Block-3.pdf*
✓ *https://youtu.be/beTFkIGwF2c?si=SgwjaPr9uGpYzTxB*
✓ *https://www.jstor.org/stable/43820798*
✓ *https://youtu.be/ycfRRJAkJLA?si=5QdX5BE-Dy_BdCGR*

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit I

1. Meta ethics focuses upon _____

2. Give a brief definition of meta ethics.

3. What is the difference between ethics & meta-ethics?

4. What are the differences & similarities between moral epistemology and moral psychology?

Unit II

1. Ethical naturalism explains ethical concepts in terms of _____.

2. What is Moral Relativism?

3. Explain the difference between Ethical Naturalism and Ethical Non-Naturalism.

4. Discuss the Divine command theory given by St. Augustine.

Unit III

1. Emotivism is developed by _____

2. What is Quasi Realism?

3. What is the difference between quasi-realism and Emotivism?

4. What is the significance of prescriptivism in moral philosophy?

Unit IV

1. Who introduced error theory?

2. What is an example of expressivism?

3. What is the idea of supernaturalism? Discuss briefly.

4. What is moral constructivism? Discuss its significance in moral development.

Core XXIII   **Symbolic Logic: Quantification Theory**

Introduction:

This course on Symbolic Logic: Quantification Theory will provide a preliminary formal study of logical quantifiers and their role in expressing general statements about objects within a domain. It shall help explore applications of quantification theory in various fields, such as mathematics, computer science, linguistics, and philosophy. This could involve discussing how quantification theory is used to formalize mathematical proofs, analyze programming languages, or express statements about the semantics of natural language.

Course Outcomes :

1. Ability to translate arguments to their respective symbolic forms in propositional logic.
2. Ability to translate A, E, I, and O propositions by the use of quantifiers
3. Ability to prove the validity of arguments.
4. Ability to derive the required conclusion from the given propositions in propositional logic and Quantification theory.

Learning Outcome:

Unit-I

Define singular propositions as statements that refer to specific individuals or objects. Define general propositions as statements that apply universally or conditionally to classes of objects or individuals. Define validity as a property of deductive arguments where the conclusion necessarily follows from the premises. identify different methods for proving the validity of deductive arguments, including truth tables, formal proofs, and logical equivalences. Introduce preliminary quantification rules for manipulating quantified propositions, including rules for negating quantifiers, distributing quantifiers over logical connectives, and instantiating quantifiers.

Unit- II

Distinguish between valid and invalid arguments, recognizing that an invalid argument can have true premises and a false conclusion. Identify different methods for proving the invalidity of deductive arguments, including counterexamples, truth tables, and formal proofs by contradiction. Define multiply-general propositions as statements that involve multiple quantifiers, such as propositions that contain both universal ($\forall$) and existential ($\exists$) quantifiers. Introduce quantification rules specifically tailored for multiply-general propositions, including rules for nested quantifiers, mixed quantifiers, and multiple quantifiers in the same proposition.

Unit-Ill

Apply the universal instantiation rule to instantiate universal quantifiers ($\forall$) with specific individuals or objects. Apply the existential generalization rule to introduce

existential quantifiers (∃) and assert the existence of objects satisfying certain conditions. Apply the existential instantiation rule to instantiate existential quantifiers (∃) with specific individuals or objects. Apply the universal generalization rule to generalize from specific instances to universal claims.

Unit-IV

Apply techniques for recognizing fallacies and avoiding invalid reasoning in logical analysis. Understand the role of counterexamples in proving invalidity. Identify examples of logical truths involving quantifiers, such as tautologies involving universal quantification (∀) and existential quantification (∃).

Course Components:

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

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

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

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

Prescribed Book: -

  ✓ *Irving M. Copi, Symbolic Logic, 5th Ed. Prentice Hall of India. New Delhi.*

Reference Books: -

  ✓ *Patric Suppes, Introduction to Logic, Affiliated East-West Press Pvt., Ltd. New Delhi.*
  ✓ Irving M. Copi, Carl Cohen, and Kenneth Mc Mahon, *Introduction to Logic*, Person Publication, Delhi.
  ✓ M.L. Ahuja, *Perspectives of World Religions*

E- Recourses

  ✓ *https://www.jstor.org/stable/2251963*
  ✓ *https://youtu.be/GBGOkO9x8LA?si=FoGbqF9UaHgKp3mK*
  ✓ *https://egyankosh.ac.in/bitstream/123456789/34852/1/Unit-3.pdf*
  ✓ *https://youtu.be/83stYALTuT8?si=Nx1WKL0-FpyNu_gk*
  ✓ *https://youtu.be/zMtToQelLN8?si=frmuP8zRcsA_zSVV*
  ✓ *https://egyankosh.ac.in/bitstream/123456789/34851/1/Unit-2.pdf*
  ✓ *https://youtu.be/UN6Hd4UlrnM?si=VKYn0OFLJPc6yMeg*
  ✓ *https://egyankosh.ac.in/bitstream/123456789/34854/1/Unit-4.pdf*

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Par-III Short Type (in 250 Words); Par-IV Long Type (in 800 Words);

Unit I

1. (x)Fx is a ___.

2. What is a General proposition?

3. What is the validity of an argument?

4. Explain all the Rules of Quantification.

Unit II

1. There are ___ rules of Quantification.

2. What is a multiply general proposition?

3. What is Existential generalization?

4. Prove the invalidity of the following, in each case using the suggested notation:

*1. All anarchists are bearded. All communists are bearded. Therefore all anarchists are communists. (Ax, Bx, Cx)

2. No diplomats are extremists. Some fanatics are extremists. Therefore some diplomats are not fanatics. (Dx, Ex, Fx)

3. All generals are handsome. Some intellectuals are handsome. Therefore some generals are intellectuals. (Gx, Hx, Ix)

Unit III

1. When a universal proposition is derived from a Universal truth function is called __

2. What is instantiation?

3. What is Existential Generalization?

4. What is Universal generalization?

Unit IV

1. Some journalists are not kibitzers. Some kibitzers are not lucky. Therefore, some journalists are not lucky. (Jx, Kx, Lx) Symbolize the above

2. Some politicians are leaders. Some leaders are not orators. Therefore, some orators are not politicians. (Px, Lx, Ox)

None but the brave deserves the fair. Every soldier is brave. Therefore, none but soldiers deserve the fair. (Dx: x deserves the fair; Bx: x is brave; Sx: x is a soldier)

Symbolize the above

3. Proof the Validity of no 1 question.

4. Proof the invalidity of no 2 question.