

**Three/Four Yr. Degree Course
(Single Major & Double Minor with Research)
based on NEP-2020
PHILOSOPHY**



**(EFFECTIVE FROM SESSION 2026-27)
(BATCH: 2026-2029)**



SAMBALPUR UNIVERSITY
JYOTI-VIHAR, BURLA, SAMBALPUR, ODISHA-768019

The model curriculum and credit frame work for under graduate programmes as multiple entry and exit option with research and without research of National Education Policy-2020.

- I. **CERTIFICATE COURSE:** One Academic Year (First & Second Semester and Summer Vocational Course and Community Work) **44 CREDITS**
- II. **DIPLOMA COURSE:** Two Academic year (First, Second, Third & Fourth Semester and Summer Vocational Course and Community Work) **86 CREDITS**
- III. **3YR. DEGREE COURSE:** Three Academic Year (First, Second, Third, Fourth, Fifth & Sixth Semester and Community Work) **126 CREDITS**
- IV. **4YR. DEGREE COURSE (HONOURS):** Four Academic Year (First, Second, Third, Fourth, Fifth, Sixth, Seventh & Eighth Semester and Community Work) **166 CREDITS**
- V. **4YR. DEGREE COURSE (HONOURS WITH RESEARCH):** Four Academic Year (First, Second, Third, Fourth, Fifth, Sixth, Seventh & Eighth Semester and Community Work) **166 CREDITS**

Type of Course:

- I. **Major (Core-I):** is the subject of main focus and the degree will be awarded in that discipline.
- II. **Minor Stream (Core-II):** helps a student to gain a broader understanding knowledge beyond the major discipline. A student may gather 28 credits from a single subject
- III. **Multidisciplinary U.G. Programme (09 Credits):** Three introductory-level Multidisciplinary Course baskets are offered for students to choose any one from each semester outside of the subject/discipline/faculty: A group of related subject i.e., faculty (Arts/Commerce/Science). The student can opt three different subject/course for each semester examination.
- IV. **Ability Enhancement Course (AEC 08 Credits):** Student are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills (not literally skill). Literature and Linguistic courses shall be offered in major core and minor stream. In lieu of Odia, a student may opt for only Sanskrit, Hindi or Urdu.
- V. **Skill Enhancement Course (SEC 09 Credits):** A student has to opt the Skill Enhancement courses from the basket as per the subject available in the institution. The students can opt for any one course for each semester examination and these courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students.
- VI. **Value Added Course (VAC 12 Credits):** The VAC course basket are prearranged for the students to choose for each semester's examination.

VII. **Summer Internship/Apprenticeship/Summer Project (04 Credits with 120 Hours):** Community Engagement and Services/ Field work/ Internship programme is mandatory for all students of 4th Semester undergraduate Programmes of NEP-2020 carrying 4 credits which shall be completed in 120h (Students admitted in the session 2024-25 onwards) under affiliated colleges of Sambalpur University.

A. Internship: A course requiring students to participate in a professional activity or work experience or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations.

- Internships may be undertaken anywhere in India, subject to institutional approval and compliance with credit requirements.

- Internships involve working with local industry, government or private organizations, business organizations, artists, crafts persons, NGOs, Private Sector organizations, Government / Public Sector institutions, Industries, MSMEs (Online or Offline) and similar entities to provide opportunities for students to actively engage in on-site experiential learning.

- **Online / Digital Internship Opportunities:** Internship may also be undertaken in online or hybrid mode through recognized Government of India platforms, subject to institutional approval and fulfilment of credit requirements.

- Students may undertake internships or field work through their own arrangement, subject to prior approval of the concerned HEI.

B. Community Engagement and Services/ Field work: Community Engagement activities shall be conducted through NSS. Students not enrolled under NSS may undertake community engagement projects / field work for 120h duration under the supervision of faculty members.

- After completion of Internship students will collect an internship completion certificate from the organization / competent authority.
- **Submission of Report and Evaluation:** Students opted for Internship/ Community engagement projects/ Field work are required to submit a report to the Institution for evaluation. Supporting documents like feedback from the host Organisation, geotagged photos and other relevant documents should be submitted with the report.

Table-I: Course Table Structure for Certificate Course: Exit after first Academic Year

One Academic Year: (1st & 2nd Semester and a Summer Vocational Course and Community Work)

Semester	Core-I	Core-II	Core-III	Multidisciplinary	AEC	SEC	VAC	Community Engagement & Field Work	Credit
I	2x4=8	1x4=4		1x3=3	1x4=4		1x3=3		22
II	2x4=8		1x4=4	1x3=3	1x4=4	1x3=3			22
Total	4x8=16	1x4=4	1x4=4	2x3=6	2x4=8	1x3=3	1x3=3		44

Table-II: Course Table Structure for Diploma Certificate Course: Exit after Second Academic Year

Two Academic Year: (1st, 2nd, 3rd & 4th Semester and a Summer Vocational Course and Community Work)

Semester	Core-I	Core-II	Core-III	Multidisciplinary	AEC	SEC	VAC	Community Engagement & Field Work	Credit
I	2x4=8	1x4=4		1x3=3	1x4=4		1x3=3		22
II	2x4=8		1x4=4	1x3=3	1x4=4	1x3=3			22
									44
III	3x4=12	1x4=4		1x3=3			1x3=3		22
IV	3x4=12		1x4=4						20
									42
Total	10x4=40	2x4=8	2x4=8	3x3=9	2x4=8	1x3=3	2x3=6		86

Table-III: Course Table Structure for Three Years Degree Course with Single Major and Two Minor

Semester	Core-I	Core-II	Core-III	Multidisciplinary	AEC	SEC	VAC	Community Engagement & Field Work	Credit
I	2x4=8	1x4=4		1x3=3	1x4=4		1x3=3		22
II	2x4=8		1x4=4	1x3=3	1x4=4	1x3=3			22
									44
III	3x4=12	1x4=4		1x3=3			1x3=3		22
IV	3x4=12		1x4=4					1x4=4	20
									42
V	3x3=12	1x4=4				1x3=3	1x3=3		22
VI	2x4=8		1x4=4			1x3=3	1x3=3		18
									40
Total	15x4=60	3x4=12	3x4=12	3x3=9	2x4=8	3x3=9	4x3=12	1x4=4	126

Note: In case a student opts for NCC and clears 'C' certificate additional 16 credits shall be awarded and total credit shall be 126+16= 142 credits

Table-IV: Course Table Structure for Three Years Degree Course with Double Major

<i>Semester</i>	<i>Core-I</i>	<i>Core-II</i>	<i>Multidisciplinary</i>	<i>AEC</i>	<i>SEC</i>	<i>VAC</i>	<i>Community Engagement & Field Work</i>	<i>Credit</i>
I	2x4=8	2x4=8	1x3=3	1x4=4		1x3=3		26
II	2x4=8	2x4=8	1x3=3	1x4=4	1x3=3			26
								52
III	3x4=12	2x4=8	1x3=3			1x3=3		26
IV	3x4=12	2x4=8					1x4=4	24
								50
V	3x3=12	2x4=8			1x3=3	1x3=3		26
VI	2x4=8	2x4=8			1x3=3	1x3=3		22
								48
Total	15x4=60	12x4=48	3x3=9	2x4=8	3x3=9	4x3=12	1x4=4	150

Table-V: Course Table Structure for Fourth Year Honours without Research

<i>Semester</i>	<i>Core-I</i>	<i>Core-II</i>	<i>Core-III</i>	<i>Multidisciplinary</i>	<i>AEC</i>	<i>SEC</i>	<i>VAC</i>	<i>Community Engagement & Field Work</i>	<i>Credit</i>
I	2x4=8	1x4=4		1x3=3	1x4=4		1x3=3		22
II	2x4=8		1x4=4	1x3=3	1x4=4	1x3=3			22
									44
III	3x4=12	1x4=4		1x3=3			1x3=3		22
IV	3x4=12		1x4=4					1x4=4	20
									42
V	3x3=12	1x4=4				1x3=3	1x3=3		22
VI	2x4=8		1x4=4			1x3=3	1x3=3		18
									40
VII	4x4=16	1x4=4							20
VIII	4x4=16	1x4=4							20
Total	23x4=92	5x4=20	3x4=12	3x3=9	2x4=8	3x3=9	4x3=12	1x4=4	166

Table-VI: Course Table Structure for Fourth Year Honours with Research

<i>Semester</i>	<i>Core-I</i>	<i>Core-II</i>	<i>Core-III</i>	<i>Multidisciplinary</i>	<i>AEC</i>	<i>SEC</i>	<i>VAC</i>	<i>Community Engagement & Field Work</i>	<i>Credit</i>
I	2x4=8	1x4=4		1x3=3	1x4=4		1x3=3		22
II	2x4=8		1x4=4	1x3=3	1x4=4	1x3=3			22
									44
III	3x4=12	1x4=4		1x3=3			1x3=3		22
IV	3x4=12		1x4=4					1x4=4	20
									42
V	3x3=12	1x4=4				1x3=3	1x3=3		22
VI	2x4=8		1x4=4			1x3=3	1x3=3		18
									40
VII	3x3=12	2x4=8							20
VIII	2x4=8							Research 12	20
Total	20x4=80	5x4=20	3x4=12	3x3=9	2x4=8	3x3=9	4x3=12	16	166

COURSE AT A GLANCE (NEP-UG)

SUBJECT: PHILOSOPHY

ACADEMIC SESSION: **2026-29**

CORE-I COURSE

Course Number	Semester	Course Title	Type of Paper P-Practical NP-Non-practical	Credit Hour	Maximum Weightage of Marks
Paper-I	I	INTRODUCTION TO PHILOSOPHY	NP	4	100
Paper-II		INTRODUCTION TO MORAL PHILOSOPHY	NP	4	100
Paper-III	II	LIVING PHILOSOPHY OF VEDAS AND UPANISHADS	NP	4	100
Paper-IV		LOGIC AND SCIENTIFIC METHODS	NP	4	100
Paper-V	III	GREEK PHILOSOPHY	NP	4	100
Paper-VI		MODERN EUROPEAN PHILOSOPHY	NP	4	100
Paper-VII		SYSTEM OF INDIAN PHILOSOPHY	NP	4	100
Paper-VIII	IV	ETHICAL THEORIES	NP	4	100
Paper-IX		SYSTEM OF INDIAN PHILOSOPHY(II)	NP	4	100
Paper-X		SOCIAL AND POLITICAL PHILOSOPHY	NP	4	100
Paper-XI	V	MODERN EUROPEANS PHILOSOPHY	NP	4	100
Paper-XII		APPLIED ETHICS	NP	4	100
Paper-XIII		PHILOSOPHICAL ANALYSIS	NP	4	100
Paper-XIV	VI	PHILOSOPHY OF RELIGION	NP	4	100
Paper-XV		SYMBOLIC LOGIC	NP	4	100

CORE-II/CORE-III COURSE

Course Number	Semester Core-II/ Core-III	Course Title	Type of Paper P-Practical NP-Non- practical	Credit Hour	Maximum Weightage of Marks
Paper-I	I/II	LOGIC AND SCIENTIFIC METHOD	NP	4	100
Paper-II	III/IV	SYMBOLIC LOGIC	NP	4	100
Paper-III	V/VI	INDIAN PHILOSOPHY(I)	NP	4	100

ABILITY ENHANCEMENT COURSE (AEC) UNDER NEP-2020

Sl. No.	Semester	Course	Credit hour (CH)	Full Mark
Paper-I	I	Odia/Hindi/Sanskrit/Urdu	4	100
Paper-II	II	English	4	100

MULTIDISCIPLINARY COURSE:

NOTE: THIS IS APPLICABLE FOR STUDENT ADMISSION FOR THE 2026-27 BATCH.

1. A basket of semester wise MDC Courses (**Table-I**) have been approved by Sambalpur University, which will be applicable to all the U.G. programme in the affiliated colleges under Sambalpur University.
2. Students have to opt for one subject in each semester from the semester- wise subject list provided in the basket.
3. During the counselling, students are to be encouraged to opt for courses outside their discipline/faculty. (A Group of related subjects, i.e., Faculty: Science/Arts/Commerce).
4. The students are expected to choose MDC from the subjects other than their major subjects. For example, a Home Science student cannot be allowed to opt MDC from Home Science and have to choose from any other Department.

NOTE: The student cannot opt for a course already chosen in earlier semester. Ex: The subject chosen by a student in the 1st Semester cannot be chosen in 2nd Semester and the subject chosen in 1st & 2nd semester cannot be chosen in 3rd semester.

Table -1: List of MDC Course at UG level**SEMESTER-I****MULTIDISCIPLINARY COURSE (MDC)
UNDER NEP-2020**

Sl. No.	Department to teach	Semester Course	Type of Paper P- Practical NP-Non-practical	Credit hour (CH)	Full Mark
1.	Chemistry	Environmental Chemistry	NP	3	100
2.	Botany	Gardening and Vermicomposting	NP	3	100
3.	Economics	Economics in Everyday Life	NP	3	100
4.	History	History of Education in Modern India	NP	3	100
5.	Odia	Tulanatmak Sahitya	NP	3	100
6.	Political Science	Political Process in India	NP	3	100
7.	English	Ethical Literature	NP	3	100
8.	Commerce	Financial literacy	NP	3	100
9.	Education	Educational Psychology	NP	3	100
10.	Mathematics	Discrete Mathematics	NP	3	100
11.	Sociology	Sociology for Social Workers	NP	3	100
12.	Physics	Biophysics	NP	3	100

SEMESTER-II**MULTIDISCIPLINARY COURSE (MDC)
UNDER NEP-2020**

Sl. No.	Department to teach	Semester Course	Type of Paper P- Practical NP-Non-practical	Credit hour (CH)	Full Mark
1.	Statistics	Survival Analysis and Biostatistics	NP	3	100

2.	Zoology	Apiculture	NP	3	100
3.	Education	Gender and Education	NP	3	100
4.	Geography/Geology	Climatology	NP	3	100
5.	Philosophy	Vedic Culture	NP	3	100
6.	Hindi	विज्ञापन अवधारणा और प्रयोजनमूलक अध्यन	NP	3	100
7.	Home Science	Food Science and Nutrition	NP	3	100
8.	Commerce	Fundamentals of Entrepreneurship and E-Commerce	NP	3	100
9.	Economics	Demography	NP	3	100
10.	Mathematics	Introduction to Programming with MATLAB	NP	3	100
11.	Political Science	Indian Administration	NP	3	100
12.	History/Geography	Sustainable Tourism	NP	3	100

SEMESTER-III

MULTIDISCIPLINARY COURSE (MDC) UNDER NEP-2020

Sl. No.	Department to teach	Semester Course	Type of Paper P- Practical NP-Non- practical	Credit hour (CH)	Full Mark
1.	Mathematics/Computer Science	Programming C++	NP	3	100
2.	Physics	Introduction to Spectroscopy	NP	3	100
3.	History/ Sanskrit	Indian Knowledge System	NP	3	100
4.	Political Science	Human Rights	NP	3	100
5.	Botany/Zoology	Environmental issues and Challenges	NP	3	100
6.	Commerce	Entrepreneurship Development and start up	NP	3	100

7.	Psychology	Health Psychology	NP	3	100
8.	Philosophy	Philosophy of Bhagavad Gita	NP	3	100
9.	Botany	Herbarium Preparations	NP	3	100
10.	Education	Educations Thinkers of Modern India	NP	3	100
11.	Sociology	Public Policy	NP	3	100
12.	Library & Information Science	Management of Libraries	NP	3	100

SKILL ENHANCEDMENT COURSE:

NOTE: THIS IS APPLICABLE FOR STUDENT ADMISSION FOR THE 2026-27 BATCH.

1. A basket of Skill Enhanced Course for various disciplines has been approved by the Sambalpur University and will be applicable to all undergraduate programme in the affiliated colleges under Sambalpur University.
2. A student may opt one SEC course form the basket during a particular semester, ensuring no repetition. Details of the SEC courses for each semester are provided in table-2.
3. Artificial Intelligence has been offered as a compulsory course at 2nd semester Skill Enhancement Course.

TABLE-2: LIST OF THE SEC COURSE AT UG LEVEL

SKILL ENHANCEDMENT COURSE (SEC) UNDER NEP-2020			
	SEMESTER-II	Credit hour (CH)	Full Mark
Paper- I	PERSONALITY DEVELOPMENT OR ELECTION STUDIES AND PUBLIC OPINION OR QUANTITATIVE AND LOGIAL THINKING OR ANALYTICAL THINKING AND LOGICAL RESONING OR RENEWABLE ENERGY AND ENERGY HARVESTING OR VERMICOMPOSTING OR PROJECT MANAGEMENT	3	100

SKILL ENHANCEDMENT COURSE (SEC)
UNDER NEP-2020

SEMESTER-V

Paper-II	ARTIFICIAL INTELLIGENCE Compulsory for all (Arts, Science & Commerce)	Credit hour (CH)	Full Mark
		3	100

SKILL ENHANCEDMENT COURSE (SEC)
UNDER NEP-2020

	SEMESTER-VI	Credit hour (CH)	Full Mark
Paper- III	LIFE SKILL EDUCATION OR QUANTITATIVE AND LOGICAL THINKING OR INCOME TAX E-RETURN FILING OR ORGANIC FARMING OR BIOFERTILIZERS OR TYPE SETTING IN LATEX OR FOOD FERMENTATION TECHNIQUES	3	100

VALUE ADDED COURSES (VAC)
UNDER NEP – 2020

1. The student will have to study one VAC course in each semester (I, III, V, VI) irrespective of their disciplines are reflected in Table-3.

TABLE-3: LIST OF THE VAC COURSE AT UG LEVEL

VALUE ADDED COURSES (VAC)
UNDER NEP – 2020

Paper	Semester	Course title	Credit	Marks
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PAPER I	Semester-I	Environmental Studies and Disaster Management	3	100
PAPER II	Semester-III	Ethics & Values	3	100
PAPER III	Semester-V	Understanding Odisha	3	100
PAPER IV	Semester-VI	Creative Writing	3	100

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

Course Components:

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:

v/ Bertrand Russell, the Problems of Philosophy, Surjeet Kaur Publications.

✓ John Hospers: An Introduction to Philosophical Analysis, Routledge, India.
Reference Books:

✓ G. T. WPatrick, Introduction to Philosophy v/ 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
ha

<https://youtu.be/foUbGnsF4zg?si=KCP0ci98wCsdA3L5>

Sample Questions: 1 for Part- I Objective; Part- 11 Very Short Type (in 50 Words); Par111 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 11

1. What is the distinction between appearance and reality?
2. Define substance.
3. What are attributes?

Unit 111

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, Guna-Karma-Svabhāva; Purusārtha.

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:

4/ 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.distanceeducationin.in/pdf/BA%20Sem%20I%20Course%20NO%20OPL-](https://www.distanceeducationin.in/pdf/BA%20Sem%20I%20Course%20NO%20OPL-301%20Phi10so)

[https://www.thebalancedyoga.com/tby-news/25/1/2018/dharma-yoga-3-types-](https://www.thebalancedyoga.com/tby-news/25/1/2018/dharma-yoga-3-types-of-dharma)

<https://youtu.be/bK-afeC9TwQ?si=RDDaCxc-UNmnGOPb>

[https://www.lawlool.net/post/moral-judgment-](https://www.lawlool.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)

[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](https://www.lawlool.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); Part-III Short Type (in 250 Words); Part-IV Long Type (in 800 Words);

(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 Purusha1Th and Discuss Its Classification.

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:

1. Understanding of some of the basic ideas expressed in the Vedas and Upanishads,
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.
4. 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, Sruti, Smṛti and Vedāṅgas, Veda as Apauruṣeya, Vedic Thoughts on Human Action and Destiny, Socio-Religious Systems. Varna 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, Virā/ Puruṣa (Puruṣasukta), Yajña and Tapasyā, Satya and Rta, Svarga, Narka, Life, Death and Rebirth.

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

Unit-IV: Vidyā / Parāvidyā-Avidyā / Aparā Vidyā, Māyā, Status of Universe; Karma, Jñāna and Bhakti; Preyas, Sreyas and Nihśreyas; Birth-Death-Rebirth and Freedom; Ethics and Religion of Upaniṣads.

Prescribed Books:

V 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 Upaniṣads, Annotated Text and Translation ✓ Robert Hume: The Thirteen Principal Upanishads, Oxford University Press,

London.

✓ Mohanty, Aditya Kumar: Upaniṣads Re-discovered, Elite Publications, Bhubaneswar.

✓ Swami Ranganathananda, Eternal Values for A Changing Society, 'Philosophy and Spirituality', Vol. 1., Bharatiya Vidya Bhavan, Bombay.

✓ P. T. Raju, the Philosophical Traditions of India, MLBD, Delhi. E-Resource:

v/ hit s.//e ankosh. ac. in/bitstream/123456789/34649/1/Unit-2. d v/

<https://www.britannica.com/topic/Hinduism/Karma-samsara-and-moksha> ✓

htns.●//youtu.be/ZetCDh0 4Y\$0yww6dCC

https://youtu.be/PvBA7xXLvk?si=hsrEeDz5Z_gV4DwS

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Part-III Short Type (in 250 Words); Part-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 -111

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 ofKinds?

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:

- 1, Understanding of the nature and scope of Logic.
2. Knowledge of the kinds of propositions and the relationship between them.
3. Ability to construct sound arguments.
4. Testing validity of arguments.
5. 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) v/ Alex Rosenberg, Philosophy of Science: A Contemporary Introduction. E-Resource:

✓ <http://e-ankosh.ac.in/bitstream/123456789/37950/1/Unit-1.d>

✓ <http://e-ankosh.ac.in/bitstream/123456789/84670/1/Unit-3.d>

✓ <https://youtu.be/4TFzgxntgv8> <https://youtu.be/4TFzgxntgv8?si=4L-gHoffnGG12eGN> ✓ <https://youtu.be/Wvae-BOMTSE?si=cWisEy6mdqgNn9G>

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

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- Discuss the seven-fold relation of propositions.

4- What is the square of the opposition of propositions? Discuss.

Unit -3

I- The Obverse of the 'E' proposition is _____. 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.

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 v/ 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 Beauru, Odisha Rajya Pathya Pustaka Pranayana O Prakashana Samstha, Pustaka Bhavan, Bhubaneswar. Reference Books:

✓ Burnet - Greek Philosophy v/ B. A. G. Fuller - A History of Greek Philosophy

✓ Bertrand Russell - A History of Western Philosophy, E-Resource:

v/ https://en.wikipedia.org/wiki/Ancient_Greek

rse.

<https://youtu.be/E6peYD9uvQY?si=pVbwHekx3BempztI'V>

<https://youtu.be/-5vnhG50NqU?si=Sm3SFtb7KC3XBCnN>

<https://plato.stanford.edu/entries/aristotle-metaphysics/> v/ <https://eankosh.ac.in/bitstream/123456789/35319/1/Unit-2.d>

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

Unit-I

I- 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:

1. Ability to mark the development of Western philosophical thought from Bacon to Leibnitz,
2. Ability to understand the basic problems countered by the aforesaid thinkers and their responses to the problems.
3. Ability to see the rationalist current in Western philosophy.
4. 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-111; 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-111: 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: -

- I. Ratnakar Pati, History of Modern European Philosophy, A, K. Mishra Agencies, Cuttack.
2. YMasih, A Critical History Of Modern Philosophy, Motilal Banarsidass Publishers
Delhi

Reference Books: -

- I. 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, <http://plato.stanford.edu/entries/descartes-epistemology/>

3. <http://www.eeNr-SN1wOX> 1 4. <https://youtu.be/JbCmOqMiunxzLM00bsGN> 5.

<http://eankosh.ac.in/b•tstream/123456789/80575/1/Unit-6.d>

Sample Questions: I for Part- I Objective; Part- II Very Short Type (in 50 Words); ParIII 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 - 11

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 - 111

1. the Relation Between Mind and Body Is Known AnFor 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 Vaisheshika 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 Vaisheshika 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 Mīmāṃsā 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 Mīmāṃsā tradition.

Unit-IV The learning outcomes of Unit-IV aim to equip students with a solid understanding of Advaita and Viśiṣṭādvaita Vedānta 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, Sallekhavā.

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 Sāṃkhya, Aṣṭāṅga Yoga of Patanjali.

Prescribed Books: -

v' Dutta & Chatterjee -An Introduction to Indian Philosophy

✓ Sharma, C. D: A Critical Survey of Indian Philosophy, Motilal Banarsidass Publishers Pvt. Ltd., Delhi:

Reference Books: -

v/ 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.

-v/ P. T. Raju, *the Philosophical Traditions of India* MLBD, Delhi.

E-Resource:

v/ <https://en.wikipedia.org/>.

[20share%20man %20concepts practices%20 moksha%20nirvana](https://en.wikipedia.org/wiki/20share%20man%20concepts%20practices%20moksha%20nirvana). <https://en.wikipedia.org/wiki/epistemology>

<https://e-ankosh.ac.in/bitstream/123456789/34657/1/Unit-4.pdf>
<https://www.e-ankosh.ac.in/bitstream/123456789/35230/1/Unit-4.pdf>
<https://e-ankosh.ac.in/bitstream/123456789/38170/1/Unit-3.pdf> v/ <https://e-ankosh.ac.in/bitstream/123456789/38171/1/Unit-4.pdf> v/
<https://youtu.be/U14AßJID4po> mtrL VIZhr2K

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); ParIII 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 -111

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.

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

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

Unit-IV: Indian Ethics: Three Gunas. The four goals of life (Purusārthas), 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: -

v/ 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); Part-III Short Type (in 250 Words); Part-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 Puruṣrtha?
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 :

- 1, Understanding and justification of the relationship between an individual and society
2. Understanding of the various political ideals, doctrines, and ideologies.
3. 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 ideology Ruler (Rājā) and the Ruled (Prajā), (c) Sarvodaya (Gandhi and Vinoba), (d) Vasudhaiva kutumbakam.

Prescribed Books: -

v/ Mackenzie: Social & Political Philosophy,
Surjeet Publication, ✓ Sukhbir Singh-A History
of Political Thought, Rastogi Publication.

✓ O.Pa Gauba - An Introduction to Political Philosophy

Reference Books: -

v/ Sushila Ramaswamy- Political Theories: Ideas & Concepts

✓ DD. Raphael, Problems of Political Philosophy, Humanities Press International. v/ J.
P. Suda, History of Political Philosophy, K. Nath and Co.

E-Resource:

<https://iep.utm.edu/soc-sci/>

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<https://youtu.be/asdQwSu1810?si=1101Gpp>

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in/media/documents/srsec317newE/317EL4.

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[https://\(youtube.com/playlist?list=PL4YBp90QwimiN7x3zWNLVsg2yG7ZTFAVq&si=Pi rZq6Rbi2RPWu1V](https://(youtube.com/playlist?list=PL4YBp90QwimiN7x3zWNLVsg2yG7ZTFAVq&si=Pi rZq6Rbi2RPWu1V)

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

1. Understanding of the philosophy of Nyaya, Vaisesika, Mimamsa, and Vedanta from metaphysical and epistemological standpoints.
2. Understanding of important concepts like self, God, bondage, and liberation
3. 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 Vaisheshika 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 Vaisheshika 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 Mīmāṃsā 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 Mīmāṃsā tradition.

Unit-IV The learning outcomes of Unit- -IV aims to equip students with a solid understanding of Advaita and Viśiṣṭadvaita 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, Adrsta, Bondage and Liberation.

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

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

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

Prescribed Books: -

✓ Sharma, CD: A Critical Survey of Indian Philosophy, Motilal Banarsidass

Publishers Pvt. Ltd., Delhi

✓

Dutta, D. and Chatterjee, SC: An Introduction to Indian Philosophy,

v/ 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 Darśana (Odia), Odisha Rajya Pustaka Pranayana O Prakāśhan Somtha, Bhubaneswar.

✓ P. T. Raju, the Philosophical Traditions of India, MLBD, Delhi

✓ Biranchi Nārāyaṇa Sahoo, Nyāya O Vaiśeṣika Darśana, (Odia),

Odisha Rajya Pathya Pustaka Pranayana O Prakāśana Samsthā,

Pustaka Bhavan, Bhubaneswar.

E-Resource:

- ✓ <https://en.wikipedia.org/wiki/Vaisheshika>
- <https://youtu.be/G7zpSaRsJJM?si=NqI--xTfQIN-gjJ5> ✓
- [qDvY?si=WEclckIQXkN5tcgh](https://youtu.be/qDvY?si=WEclckIQXkN5tcgh) ✓
- <https://youtu.be/xsw6511>
- <https://www.britannica.com/topic/Indian-philosophy/Purva-Mimamsa-the-Bhattaand-Prabhakara-schools> ✓
- <https://youtu.be/X7abfsMK8UO?si=bdPJdtVvUOY1b3Cm>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Part-III Short Type (in 250 Words); Part-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 Padartha are Mentioned in Vaisashika?
4. What is the atomism of Vaisashika Philosophy?

Unit -11

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 - 111

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 & APerception), 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.

v/ Masih, Y: *A Critical History of Modern Philosophy*, Motilal Banarsidass Publishers, Delhi

Reference Books: -

v/ Ira Sen Gupta: 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, Pāschātya Darśanara Itihasa (Ādhunika Yuga) (Odia), Odisha Rajya Pathya Pustaka Pranayana O Prakaśana Samsthā, Pustaka Bhavan, Bhubaneswar. E-Resource:

v/ https://en.wikipedia.org/wiki/Early_modern_philosophy ✓
https://youtu.be/A907p_cDQDo?si=Hku80gc33lcIJb4L ✓

https://youtube.com/playlist?list=PLXg2akZbOGjkSVPAy65NctIkJqmqFQt3v&si=D_V8tCW009i9kwA1

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

Unit -1

- 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 -11

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-Percepti"? Discuss How Berkeley's Idealism Is Different From Solipsism.

Unit -111

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.

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 decisionmaking 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, Ecocentrism, Shallow and Deep Ecology;

Unit-111: 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: -

- ✓ Jagadebī Jayanti: Bio-medical Ethics, Utkal Studies in Philosophy: M 5, Dept., of Philosophy, Utkal University.

v/ Tom Regan - Animal

Rights, E-Resource:

✓

<https://youtube.com/p1ay1ist?1ist=PLFAD37CC113DAA688&si=34paa1FF35QQOf M>

✓ <https://www.egyankosh.ac.in/bitstream/123456789/82253/1/> ✓

Unit-

1.pdf

<https://youtu.be/wb1UFZOOeM1?si=jAFpFJCZEGBvHFSz>

<https://youtu.be/ltW7KVYJ1go?si=ECOAtu00-fvb8NMd> ✓

<https://youtu.be/q28EnXH8p08?si=MJUe4> 9UL23fgAxj

v/ <https://youtu.be/4QzBdeUQODc?si=accAVhCdonBuKysp>

<https://youtu.be/19FOswjTSGg?si=-9GwNTRh1UtjJd84>

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); ParIII 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?

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:

1. Ability to know the fundamental elements in the usage of language.
2. Attaining knowledge of different kinds of definitions.
- 3, Knowing the criteria of sentence meaning.
4. 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- Akāṅkṣā, yogyatā, Sannidhi and Tātparya, Anvitābhīdhāna Vāda and Abhihitānvaya 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: -

v/ Alston: Philosophy of Language E-
Resource:

<https://cs.ambivague.pdf>
<https://plato.stanford.edu/entries/definitions/> v/ <https://philarchive.org/archive/KUCLM>
<https://plato.stanford.edu/entries/truth-correspondence/> v/
<https://youtu.be/nWC16hR9g4s?si=xgS8Z85viDy-hsfa>

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

Unit-I

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,
5. *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:

- I. Attaining the basic knowledge of the philosophical issues, concerns, positions, and arguments concerning religion.
2. Able to explain and also critically analyze the chief issues, concerns, positions, and arguments in the philosophy of religion.
3. 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 wellbeing, 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 importance 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:-

v/ Masih, Y- Introduction to Religious Philosophy, Motilal Banarsi Dass Publishers

Pvt. Ltd., Delhi v/ Arvind Sharma- Philosophy of Religion, Rupa Publisher.

E- Resource:

<https://youtu.be/39t1FmBiT9w?si=aKIS0R1h23adYeOr>
<https://youtu.be/bgTv7gOLXXE?si=fRSvpwoPSNk1Pc9>

[%20the%20various%20theistic%20religions.](#) v/
<https://e-ankosh.ac.in/bitstream/123456789/35477/1/Unit-2.d>
<https://www.britannica.com/topic/existence-of-God> v/

Sample Questions: 1 for Part- I Objective; Part- II Very Short Type (in 50 Words); Part-III Short Type (in 250 Words); Part-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 111

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.

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:

1. Ability to translate the arguments in ordinary language to their respective symbolic forms by the use of propositional variables and logical constants.
2. 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.
3. ability to derive conclusions from the given set of premises
4. 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-III 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-III - Calculus of Propositions (Sections 1 to 6).

Unit-111: 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:-

I. 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-andmaps/symbolic-logic-\(\)](https://www.encyclopedia.com/science/encyclopedias-almanacs-transcripts-andmaps/symbolic-logic-()) ✓
https://youtube.com/playlist?list=PLdaynbt2YwqHqbeCCDstZwkmkwI2zdsNS&si=bKr_8wbDZ8p6eWS7Z https://youtu.be/70wHn2UDivw?si=gDcfKbNKF8w_sLXt ✓
[https://en.wikipedia.org/wiki/Propositional calculus](https://en.wikipedia.org/wiki/Propositional_calculus)

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

Unit-I

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) $(P \supset Q) \supset (\sim Q \supset \sim P)$
 B) $[(P \supset Q) \cdot (Q \supset R)] \supset (P \supset R)$
3. What is syllogism?
4. State and Explain the dictum de omni et nullo?

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:

1. Understanding of the nature and scope of Logic.
2. Knowledge of the kinds of propositions and the relationship between them.
3. Ability to construct sound arguments.
4. Testing validity of arguments.
5. 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 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 Propositions Classification of Propositions (from the standpoint of Quality & Quantity) Transformation of ordinary sentences to propositions.

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

Unit-III: Immediate Inference (Conversion and Obversion Mediate Inference (Syllogism). Fallacies & Moods. Testing of Validity of Arguments by Symbolic Logic.

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.

s/ Ganesh Prasad IOAS. Basics of Logic, Pt. I & Pt. II. Pancashila. Bhubaneswar. 2007.

Reference Books:

✓ Cohen Copi & Mac Mahan. Introduction to Logic (14th Edition)

V Alex Rosenberg, Philosophy Q/Science: A Contemporary Introduction.

E-Resource:

<https://ebooks.ankosh.ac.in/bitstream/123456789/37950/1/Unit-1.pdf>
<https://ebooks.ankosh.ac.in/bitstream/123456789/84670/1/Unit-3.pdf>

<https://www.fruitfulhe.com>,

Sample Questions: I for Part- I Objective • Part- II J 'ery Short Type (in 50 Words); Part III Short Type (in 250 Words); Part-IV Long (in 800 Words):

Unit-I:

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- Discuss the seven-fold relation of propositions.

- 4- What is the square of the opposition of propositions? Discuss.

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:

1. Ability to translate the arguments in ordinary language to their respective symbolic forms by the use of propositional variables and logical constants.
2. 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.

3, ability to derive conclusions from the given set of premises

4. 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 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-III 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 I to 4).

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

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

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

Chapter- V = the Elements of Predicate Calculus (Sections I 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.\('hQC'VC-•lQ2CdztLÇB2!@L•YBÛßž1CU_____encyclopedias-almanacs-transcripts-andmaps/symbolic-logic-\(\)](https://www.('hQC'VC-•lQ2CdztLÇB2!@L•YBÛßž1CU_____encyclopedias-almanacs-transcripts-andmaps/symbolic-logic-())

Sample Questions: I tur Part- t Objective; Part- II Very Short Tvpe (in 50 Words): Par

III Short Tvne (in 250

Par-IV Long Tvne (in 800 Words):

✓ <https://youtube.com/playlist?list=PLdaynbt2YwqHqbeCCDstZwkmkwI2zdsNS&si=bKr8wbDZ8p6eWS7Z>

Uni

✓ https://youtu.be/7owHn2UDivw?si=gDcfKbNKF8w_sLXi

✓ https://en.wikipedia.org/wiki/Propositional_calculus

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

3. Distinguish 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

I. 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) $(P \supset Q) \supset (\neg Q \supset \neg P)$
 B) $[(P \supset Q) \cdot (Q \supset R)] \supset (P \supset R)$
3. What is syllogism'?
4. State and Explain the dictum de omni et nullo?

NEP 2020 SUBJECT: PHILOSOPHY

MINOR -II

SYSTEM OF INDIAN PHILOSOPHY-I

Unit-I

Silent features of Indian Philosophy, basic concept like RTA, RNA
 Charvak- APISTOMOLOGY and metaphysics

Unit-II

Jainism- Syadvade, Anekantavada, Jaina Ethics

Unit-III

*Buddhism — Four Noble truth Doctrine of Momentariness, Dependents origination,
 No soul theory, Nirvana*

Unit-IV

Sankhya — Dualistic System, Purusa, Prakriti, Theory of Causation, Theory of Evaluation

Prescribed Books

1. Dutta & Chatarjee & Introduction to Indian Philosophy
2. C.D. Sharma, A critical survey of Indian Philosophy

Reference Books

- J.N. Sinha, Indian Philosophy
- *S. Radhakrishnan, Indian Philosophy Vol-I & II*
- M. Hiriyana outlines of Indian Philosophy
- R.K. Puligandla, Fundamental of Indian Philosophy