



**CHOICE-BASED SEMESTER SYSTEM
FOR DEPARTMENT OF PHILOSOPHY
UTKAL UNIVERSITY, VANIVIHAR**

M.A. Programme in Philosophy

Aims and Objectives:

M.A. programme is designed to cultivate philosophical approach and analytical ability among the students through a rigorous training in the discipline. The designed syllabus is an introduction of some fundamental issues of philosophy in general rather than to offer a critical study of philosophical explanations, their methods, doctrines and leading thoughts. This course will help to nurture the philosophical ideas and critical reasoning abilities. Besides these, this course will develop a critical, reflective and conceptual insight on certain fundamental issues relating to the following concepts: metaphysics, epistemology, logic, and ethics.

What is philosophy (scope, definition and method of philosophy)? The basic concepts concerning the world, life, self, and death can be understood better in the light of philosophical points of view. Branches of philosophy are as follows: Metaphysics (self, freedom, mind-body problems, matter and life, substances and universals), Epistemology (what is the nature of knowledge, the origin and source of knowledge, the condition of the validity of knowledge, theories of truth, theories of meaning, errors in perceptions), Logic (truth-table, rules of inference, concept of proposition, concept of argument, validity, and invalidity, fallacy of arguments), Religion (proofs for the existence of God, the nature of God, theism, relation of God to the World).

FIRST SEMESTER
PAPER-I
INDIAN EPISTEMOLOGY

Course Objectives:

Indian Epistemology is rich in terms of its content and Logical reasoning. How is cognition itself cognized? Cognitions are moments of consciousness not species of belief, doubt, hesitation, surmise, conjecture etc. Knowledge is situation or context specific.

Full marks: 100
(Mid Sem-30+ End Sem-70)

Unit-I

Cognition: meaning and nature; Division of cognitions: Prama (Valid Knowledge), Aprama (Invalid Knowledge), Pramanas: Pratyaksa, Anumana

Unit-II

Upamana, Sabda, Arthapatti and Anupalabdhi

Unit-III

Pramanyavada: Pramanya / Apramanya (Svatah and Paratah)
Critique of Pramanyavada: Carvak, Jayarasi Bhatt, Nagarjuna and Sriharsa

Unit-IV

Theories of Error (Khyativada):
Prabhakara's theory of error,
Kumarila's theory of error,
Nyaya theory of error,
Ramanuja's theory of error &
Theory of error in Mahayana and Advaita Vedanta

Basic Study Materials:

1. D. M. Datta, *The Six Ways of Knowing*
2. S.C. Chatterji, *The Nyaya Theory of Knowledge*
3. C. D. Sharma, *A Critical Survey of Indian Philosophy*
4. B. Kar, *Indian Theories of Error*
5. Max Muller, *Six systems of Indian philosophy*
6. J. N. Mohanty, *Classical Indian Philosophy*
7. S.N. Dasgupta, *History of Indian Philosophy*
8. Roy W. Perrett, *An Introduction to Indian Philosophy*

Student Learning Outcomes:

- The knowledge of Indian Epistemology should enhance the students' ability regarding systematic reflection concerning knowledge.
- The course is to understand the distinct features Indian Philosophy.
- It will provide the potentiality of students to inculcate in-depth knowledge of Indian Epistemology

PAPER-II
INDIAN METAPHYSICS

Course objectives:

The course aims to acquaint students with the fundamentals of the orthodox systems such as Samkhya, Yoga, Nyaya, Vaisesika, Puvamimamsa and Uttaramimamsa. It deals with the fundamental assumptions and theories in the heterodox systems such as Carvak, Buddhism and Jainism. The notion of absolute in the orthodox systems are not of the nature of hypothetical constructions but indicators of existential state. It will discuss how the philosophical quest in east is tempered by the notion of the highest good differently conceived in different orthodox and heterodox systems except Carvak. The course aims to examine the ongoing debate between the monists, dualists and pluralists in the east as envisioned in different schools of thought.

Full Marks: 100
(Mid Sem-30+ End Sem-70)

Unit-I

The Concept of Reality in the *Upanisads*: Brahman and Atman, Jainism: Anekāntavāda, Buddhism: Pratityasamutpada, Kṣaṇabhaṅgavāda

Unit-II

The Concept of Reality in Samkhya: Prakriti and Purusha, Vaisesika: Categories, and Vedanta (Samkara: Brahman and Ramanuja: Brahmanor God)

Unit-III

The Doctrines of Causality: Satkaryavada, Asatkaryavada, Vivartavada and Parinamavada

Unit-IV

The Concept of Liberation: Buddhism, Jainism, Samkhya, Vedanta (Sankara and Ramanuja)

Basic Study Materials:

1. S. Radhakrishnan, *The Principal Upanisads*
2. S. Radhakrishnan, *Indian Philosophy, Vol. I & II*
3. S.N. Dasgupta, *History of Indian Philosophy, Vol. I & II*
4. T.R.V. Murti, *Central Philosophy of Buddhism*
5. N.V. Naravane, *Indian theories of Causation*
6. Mahesh Chandra Bhartiya, *Causation in Indian Philosophy*
7. Sarbani Ganguli, *A Critique of Causality*

Student Learning Outcomes:

- On completion of the course students will understand the interface between the religio-cultural traditions and philosophic enquiry.
- Help them understand the synergy among the orthodox and heterodox schools with regard to the nature of the 'highest good' differently conceived in different systems.

- To discover affinity between orthodox systems and heterodox systems. especially, Buddhism and Jainism.
- To understand how the epistemology and metaphysics remain intertwined in Nyaya, Vaisesika, Samkya and Yoga.
- To understand how the Vedantic metaphysics constitute the quintessence of Indian psyche.
- To help students reexamine the critique of metaphysics as offered by some Indian and western thinkers.

PAPER-III
INDIAN ETHICS

Course Objectives:

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

Full marks: 100
(Mid Sem-30+ End Sem-70)

Unit-I

Purusarthas: Dharma, Artha, Kama, Moksa
Sthitaprañña, Karma of Gita(Sakama and Niskama)
Lokasamgraha

Unit-II

Meaning of Dharma, Classification of Dharma: Sādhāraṇadharmā and Asādhāraṇa dharmā, Concept of Ṛṇa and Ṛta, Svadharma, Paradharmā, Varnasrama Dharma

Unit-III

Ethics of Jainism: Samvara-nirjara, Triratna, Pancha-vrata.
Ethics of Buddhism: Four noble truth and Eight-fold path, Pañcaśīla, Brahmavihārabhāvanā,

Unit-IV

Gandhian Ethics: God and Truth, Non-violence, Satyagraha, Sarvodaya,
Critique of Modern Civilization, Seven Sins

Basic Study Materials:

1. S.K.Maitra, *Ethics of the Hindus*
2. *Srimad Bhagavad Gita*
3. M. Hiriyanna, *The Indian Conception of Values*
4. Surama Dasgupta, *Development of Moral Philosophy in India*
5. I.C.Sharma, *Ethical Philosophies of India*
6. P.Bilimara, J.Prabhu, R.Sharma (ed.), *Indian Ethics: Classical Traditions and Contemporary challenges*
7. Rajendra Prasad, *Varnadharmā, Niskamakarma and Practical Morality*
8. P. De Silva, "Buddhist Ethics." In *A Companion to Ethics*, ed. Peter Singer

9. H. S. Prasad, *The Centrality of Ethics in Buddhism: Exploratory Essays*
10. D.M. Dutta, *The Philosophy of Mahatma Gandhi*
11. Bhikhu Parekh, *Gandhi's Political Philosophy*
12. P.K. Mahapatra (ed.), *Studies on the Purusarthas*
13. H. S. Prasad, *The Centrality of Ethics in Buddhism: Exploratory Essays*
14. K.N. Tewari, *Classical Indian Ethical Thought*
15. Rajendra Prasad, *Ethics in the Gita-An Analytical Study (pp-119-145)*
16. P.K. Sen (ed.), *Rta, Satya, Tattva, Tathya, Samiran Chandra Chakraborty in Philosophical Concepts Relevant to Sciences in Indian Tradition, [History of Science, Philosophy and Culture in Indian Civilisation (Vol. VIII, Part 4)]*

Student Learning Outcomes:

- This course should empower students to develop ability for moral reasoning and act with ethical deliberations. After studying Indian ethics, one is equipped with the ethical sensitivity and moral understanding required to solve complex ethical dilemmas in their everyday life.

PAPER-IV

POST-KANTIAN AND CONTEMPORARY PHILOSOPHY

Course Objectives:

This course aims at bringing an introduction of some fundamental issues of philosophy in general and to offer a critical analysis of philosophical explanations, methods, doctrines and leading thoughts of Post-Kantian Contemporary Western Philosophy. This course will help to nurture the philosophical ideas and critical reasoning abilities among students. Besides these, this course will develop a critical, reflective and historical awareness on issues relating to the following aspects of philosophy such as metaphysics, epistemology, and ethics.

Full marks: 100

(Mid Sem-30+ End Sem-70)

Unit-I

Hegel: The Dialectical Method, Concepts of being, non-being and becoming

Bradley: Appearance and Reality

Unit-II

Pragmatism: Willam James: Theory of Knowledge

Logical Positivism: Conception of Meaning, Elimination of Metaphysics

Unit-III

Existentialism: Jean Paul Sartre: Concept of Freedom, Bad-faith, Humanism and Phenomenology:

Heidegger: The Concept of Being (Dasein), Man as being in the world

Unit-IV

Post-modernism: Derrida: Deconstruction Theory and Foucault: Power and Knowledge

Basic Study Materials:

1. D.M.Datta, *Chief Currents of Contemporary Philosophy*
2. W.T.Stace, *Philosophy of Hegel*
3. Peter Singer, *Hegel: A Very Short Introduction*
4. F.H.Bradley, *Appearance and Reality*
5. Richard Wollheim, *Bradley*
6. William James, *Pragmatism*
7. A.J.Ayer, *Logical Positivism*
8. Jean-Paul Satre, *Existentialism and Humanism*
9. Edmund Husserl, *Phenomenology and the Crisis of Philosophy*, (Tr.) Quentin Lauer
10. Martin Buber, *I and Thou*
11. Robert Solomon, *From Rationalism to Existentialism*

12. Dermot Moran, *An Introduction to Phenomenology*
13. M.K.Bhadra, *A Critical Survey of Phenomenology and Existentialism*
14. Quentin Lauer, *Phenomenology: Its Genesis and Project*
15. Roy Boyney, *Foucault and Derrida*
16. Francois Cusset, *French Theory: How Foucault, Derrida and Deleuze&Co Transformed the Intellectual Life of the United States*

Student Learning Outcomes:

- become familiar with major philosophical problems and the methods
- identify and discuss the role and importance of epistemology in the domain of philosophy
- read, comprehend and explain some importance concepts from philosophical point of view
- Offer the critical understanding of modern western philosophy from diverse vantage points such as modernism and postmodernism. These thinkers were not only contested the tenets of western philosophy but also make us aware of other ways of reading western philosophy. The methodologies and tools provided by these thinkers have its own philosophical significance and social implication.

PAPER-V
SYMBOLIC LOGIC

Course Objectives:

This course aims to introduce students to the developments in symbolic logic and to make students understand that reasoning is reliant on the structure of the vehicle of reasoning. Following Aristotle, we regard logic from two different points of view. On the one hand, logic is an instrument for appraising the correctness of reasoning, on the other hand, the principles and methods of logic used as organons are interesting and important topics to be themselves systematically investigated. This dual approach to logic is especially appropriate for modern symbolic logic. Through the development of its special symbols, logic has become immeasurably more powerful an instrument for analysis and deduction. And the principles and methods of symbolic logic are fruitfully investigated through the study of logistic systems. In view of this the course is structured in two parts. In the first part the standard notations, methods, and principles of symbolic logic for use in determining validity or invalidity of arguments will be discussed. Subsequently more complex modes of argumentation will be examined: first those whose validity turns on truth-functional compounds of simple statements, next those involving the simplest kinds of quantification and then more complex kinds of multiple quantifications. The standard methods of truth-tables, rules of inference, conditional and indirect modes of proof, and quantification theory by way of natural deduction techniques will be discussed. The second part is devoted to elementary intuitive set theory.

Full marks: 100

(Mid Sem-30+End Sem-70)

Unit-I:

Chapter 1 and Chapter 2 (Introduction to Logic and Language)

Unit-II:

Chapter 3 (The Method of Deduction)

Unit-III:

Chapter 4 (Quantification Theory)

Unit-IV:

Chapter 7 (Set Theory)

Book for Recommended:

1. I.M. Copi, *Symbolic Logic*, 5th (Ch.1,2,3,4,7) Pearson Prentice Hall, Delhi, 1979.

Basic Study Materials:

2. I.M. Copi and I. Cohen, *An Introduction to Logic*, Pearson, 2014.
3. Patrick Suppes, *An Introduction to Symbolic Logic*, Affiliated East-West Press, 1957.
4. Basson and O'onnor, *Introduction to Symbolic Logic*, The Free Press of Glencoe, 1960.
5. P.F. Strawson, *Introduction to Logical Theory*, London, 1952.

Student Learning Outcomes:

- Students will develop interest in logic both as a method of derivation and as a way of finding structure in language.
- Interest will be generated in the relation between natural language and formal languages.
- Students will become adept at truth tables, and methods of derivation like conditional proof, indirect proof, quantification theory.
- Students will understand the significance of the logics of necessity and possibility and will learn the debates around modalities in philosophy.

SECOND SEMESTER
PAPER-VI
WESTERN EPISTEMOLOGY

Course Objectives:

In this paper we look at the works of some of the philosophers who have had a lasting influence on philosophizing in the discourse of epistemology. Though the list of such thinkers is very long, the following selection has been confined to only those philosophers who not only inaugurated new directions in philosophy but have continued to have lasting impact on subsequent philosophers. The primary purpose of this course is to examine human knowledge – its sources, its nature, and its various kinds that there may be. This course offers the critical understanding of western epistemology from diverse vantage points such as what is knowledge, its origin, its nature, problems of knowledge and limits of human knowledge.

Full marks: 100

(Mid Sem-30+ End Sem-70)

Unit-I

Problems of knowledge: Plato's theory of Knowledge, Belief and Opinion
Gettier's: "Is Justified True Belief Knowledge?"

Unit-II

Theories of Truth: Correspondence, Coherence and Semantic

Unit-III

Knowledge of Other Minds

Unit-IV

Quine's Naturalized Epistemology

Basic Study Materials:

1. A. P. Martinich (ed.) *The Philosophy of Language*, Oxford University Press
2. Bhaskar Ch. Sahoo, *Other Minds*
3. Noah Lemos, *An Introduction to the Theory of Knowledge*
4. R.M. Chisolm, *Theory of Knowledge*
5. D.M. Armstrong, *Belief, Truth and Knowledge*
6. A.J. Ayer, *The Problem of Knowledge*
7. A.C. Danto, *Analytical Philosophy of Knowledge*
8. Paul Newall, *An Introduction to Epistemology*

9. Jonathan Dancy, *An Introduction to Contemporary Epistemology*
10. Edmund Gettier, *Is Justified True Belief Knowledge?*
11. Alfred Tarski, *The Semantic Conception of Truth and the Foundations of Semantics*
12. Alfred Tarski, *Logic, Semantics, Metamathematics*
13. Gilbert Ryle, *The Concept of Mind*
14. Anthony Kenny, *The Wittgenstein Reader*
15. W.V.O. Quine *From Stimulus to Science*
16. Richard Feldman, *Naturalised Epistemology*

Student Learning Outcomes:

- train the students – how to read and understand philosophical texts
- build up philosophical ideas and arguments through conceptual analysis
- help the students – how to argue and what to argue
- reflects upon the conceptual clarifications and makes the students aware of the epistemological problems and their solution from western philosophical standpoints.
- As a result the students get the advantage of a comparative study of Indian and Western knowledge structure.

PAPER -VII

WESTERN METAPHYSICS

Course objectives:

The objective is to underline the basic difference between the metaphysical quest in the East and the West. It will give emphasis upon understanding the nature of the epistemic paradigm, i.e. knowledge for the sake of knowledge. It will examine the deductive methods employed in metaphysical thinking and a priori models in metaphysical thinking in the philosophy of Descartes, Spinoza, Leibnitz, Hegel. The nature of metaphysics which is the result of certain epistemic pre-suppositions such as Hume, Kant and other revisionary metaphysical models will be discussed. It will lay bare the distinction between descriptive and revisionary metaphysics and will examine the nature of the presuppositions and the nucleus concepts employed in construction of metaphysical models. Understanding the interface between epistemology and metaphysics with reference to the Western metaphysical systems will be discussed.

Full marks: 100

(Mid Sem-30+ End Sem-70)

Unit-I

The Conceptions of Reality: Monism, Dualism and Pluralism

Unit-II

Substance: Aristotle's account, Substance & properties, kinds & activity, the debate between rationalism & empiricism, process view of reality

Universals & Particulars: Distinction, varieties, abstract entities, nominalism, resemblance, classes, realism, classical and contemporary

Unit-III

Hume: Rejection of Metaphysics, Scepticism, reason and passions

Kant: Categories of understanding, the metaphysical and the transcendental deduction of the categories, phenomenon and noumena

Unit-IV

Problems Concerning relation between Body and Mind

Basic Study Materials:

1. D.W.Hamlyn, *Metaphysics*
2. Richard Taylor, *Metaphysics*

3. G.W.Patrick, *An Introduction toPhilosophy*
4. G.T.W. Cunningham, *Problems of Philosophy*
5. (Ed.) David Halis, *Metaphysics: ContemporaryReadings*
6. C.Dennet and Hofstades, *Mind's*
7. David Chalmers, *Self and ItsBrain*
8. Gilbert Ryle, *The Concept ofMind*
9. John Hospers, *An Introduction to PhilosophicalAnalysis*
10. David Hules (ed), *Metaphysics : Contemporary Readings*
11. D.M. Armstrong, *Universal: An opinionated introduction*
12. A.C. Greying (ed.), *Cambridge Companion to metaphysics*
13. Richard Taylor, *Metaphysics*
14. Immanuel Kant, *Critique of Pure Reason*
15. Bertrand Russell, *A History of Western Philosophy*
16. David Hume, *An Enquiry Concerning Human Understanding*
17. David Hume, *Enquires: Concerning the Human Understanding*
18. Y. Mashi, *A Critical History of Western Philosophy*
19. HrudanandaRay, *Kant*

Student Learning Outcomes:

- The students would understand how certain epistemological assumptions give rise to metaphysical models and vice-versa.
- To develop the capacity to understand the logic of the fundamental concepts and how a metaphysical system is an elaboration of the foundational concepts along with certain fundamental assumptions.
- To understand how the metaphysical models constitute the basis of the ethical paradigms.
- To understand the nature of absolutism or reductionism in the respect of the metaphysical thinking in the west.

PAPER-VIII

WESTERN ETHICS

Course Objectives:

- To make students aware of Ethical tools that must be used to resolve moral and ethical issues around us.
- To introduce students into contemporary debates in western ethics. Course materials investigate how theoretical approaches to ethics apply to practical issues, including discussions of Moral sentiments and its use.
- To make students strong in ethically reasoning skills by critically examining most influential thought about issues in morality.

Full marks: 100

(Mid Sem-30+ End Sem-70)

Unit-I

Ethical Theories: Consequentialism and Teleological theories

Unit-II

Ethical theories: Deontology and Virtue ethics

Unit-III

Meta-ethical theories: Cognitivism; Naturalism and Intuitionism
Non-cognitivism- Emotivism and Prescriptivism; Descriptivism

Unit-IV

Meta-ethical theories: Subjectivism, Universalism, Cultural Relativism and Super-naturalism

Basic Study Materials:

1. Aristotle, *The Nicomachean Ethics*
2. I. Kant, *Critique of Practical Reason*
3. J.S Mill, *Utilitarianism*
4. Shelly Kegan, *Normative Ethics*
5. William K. Frankena, *Ethics*
6. Bernard Williams, *Ethics and the Limits of Philosophy*
7. L.M. Hinman, *Ethics: A Pluralistic approach to Moral Theory*
8. Barry Schwartz and Kenneth Sharpe, *Practical Wisdom: The Right Way to Do the Right Thing*
9. Samuel Scheffler, *Consequentialism and Its Critics*
10. R.M.Hare, *Language of Morals*
11. J.J.Mittler, *Relativity Theory of Ethics*
12. A.J.Ayer, "A Critique of Ethics", in *Language, Truth and Logic*

13. Frank Jackson, *From Metaphysics to Ethics*
14. Philippa Foot, *Virtues and Vices*
15. “Modern Moral Philosophy,” by G.E.M. Anscombe
16. Rosalind Hursthouse, *Virtue Ethics*
17. Alasdair MacIntyre, *After Virtue*
18. John F. Fitzgibbon, *Ethics: Fundamental Principles of Moral Philosophy*
19. Justine D’Arms & Daniel Jacobson (ed), *Moral Psychology & Human Agency Philosophical Essays on the Science of Ethics*
20. Julia Driver, *Ethics-The Fundamentals*
21. R. Sullivan, *An Introduction to Kant’s Ethics*
22. T.L. Beauchamp (ed.), *Philosophical Ethics-An Introduction to Moral Philosophy*

Student Learning Outcomes:

This course addresses everyday life issues through theoretical concepts and, hence, is one of the courses that requires a practical interface of theory and real-life situations. It should enable the students to develop skills to help them take decisions in a morally sticky situation or what is called a dilemma. Students need to be initiated into deliberating upon some viable models/planners to suggest a resolution of these issues. An engagement with other institutions like hospitals, business organisation, old age homes, NGOs etc and use of Ted talks, social media as pedagogical tools will certainly add value to this course.

PAPER-IX

LINGUISTIC AND CONCEPTUAL ANALYSIS

Course Objectives:

The course on Philosophy of Language will focus on the key concepts concerning meaning. Philosophers of language, from the very beginning, have been debating about what could be a general a theory of meaning. The questions that will be the focus of our discussion are: What is a theory of meaning or what form should a theory of meaning take? In what does knowledge of meaning consist? Are there at all facts about meaning? And if so, what kinds of facts are there about meaning? What is the connection between a theory of meaning and a theory of truth? Can we say that a theory of meaning is also a theory of understanding? Is meaning natural or conventional? What is the relationship between meaning and translation? In dealing with these questions students will be required to study philosophers of language, like Frege, Russell, Strawson, Wittgenstein, Quine, and the logical positivists. The aim is to show that issues concerning meaning are not merely semantic, but integrally related to that of ontology and epistemology. Meaning and Reference The most common way of understanding the meaning of a word is in terms of its reference to something outside of language. But the notion of reference and the relation of language to something outside of it, leads to questions concerning language-world relationship. So, we will look at the problem of reference with special emphasis on proper names, definite descriptions, problem of empty names and the distinction between sense and reference. Traditional accounts of meaning have been challenged by philosophers in their attempts to understand meanings as acts that speakers perform in their use of language. In this section we will deal with different theories of speech acts, relationship between intention, convention and the social character of meaning by following Austin and Searle.

Full marks: 100

(Mid Sem-30+End Sem-70)

Unit-I

G. Frege: "On Sense and Reference", G.E. Moore: A Defense of Common Sense

Unit-II

B. Russell: "On Denoting", P.F. Strawson: "On Referring"

Unit-III

A.J. Ayer: The Verification Principle, W.V.O. Quine: "Two Dogmas of Empiricism"

Unit-IV

J.L. Austin: Speech Act Theory, John Searle: Speech Act theory

Basic Study Materials:

1. Alexander Miller, *Philosophy of Language*, Routledge,1998.
2. A. P. Martinich (ed.) *The Philosophy of Language*, Oxford University Press,1990.

3. Michael Beaney (ed.), *The Frege Reader*, Blackwell,1997
4. A.J. Ayer, *Language, Truth and Logic*, Penguin,1971.
5. J. L. Austin, *How to Do Things with Words*, Oxford University Press,1983
6. J. L. Austin, *Philosophical Papers*, Oxford University Press,1979.
7. John Passmore: *A Hundred Years of Philosophy*, London,1957.
8. A.J. Ayer (ed.), *The Revolution in Philosophy*, London,1956.
9. R.C. Pradhan, *Recent Developments in Analytic Philosophy*, ICPR,2001.
10. Richard Heck & Robert May, *Frege's Contribution to Philosophy of Language*
11. Robert R. Ammerman (ed.), *Classics of Analytic Philosophy*, Tata McGraw-Hill,1965.
12. P.K. Mohapatra and S.C. Panigrahi(ed.), *Perspective in Analytic Philosophy*, Cuttak,1992.
13. Searle, J. "Austin on locutionary and illocutionary acts," *The Philosophical Review*, 77: 405–424,1968.
14. John Searle, *Speech acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press,1969.
15. John Searle, "What is a Speech Act?" In *Philosophy of Language*. Oxford: Oxford University Press, 1971.

Student Learning Outcomes:

- Introduces the basic notion of language-analysis as a tool against speculative metaphysics.
- Sensitizes students to the very notion of analysis - its importance and drawbacks.
- Enables students to develop an insight into the relation between language and reality.
- Makes students aware of the analytical method.

PAPER-X

COMPARATIVE STUDY OF RELIGIONS

Course Objectives:

This course will focus on the origins and similarities shared between the various religions of the world. Special emphasis would be on clarifying religious dogma, misunderstanding and realize the true spirit of the term religion. To restore peace and prosperity and social solidarity in the human society.

Full marks: 100

(Mid Sem-30+ End Sem-70)

Unit-I

Meaning, necessity, aims and purpose of comparative study of religions, Distinction between theology and philosophical study of religion

Unit-II

Basic tenets of Hinduism, Buddhism and Jainism

Unit-III

Basic tenets of Sikhism, Christianity and Islam

Unit-IV

Unity of religions, Inter-religious dialogue, Secularism, Conversation and Proselytisation

Basic Study Materials:

1. Y. Masih, *A Comparative Study of Religions*
2. Huston Smith, *The World's Religions*
3. Daniel L Pals, *Eight Theories of Religion*
4. Robert A. Segal (Ed.) , *The Blackwell Companion to the Study of Religion*
5. S.N. Dasgupta, *Religion and Rational Outlook*
6. K.N. Tiwari, *Comparative religion*
7. M.L. Ahuja, *Perspectives of World Religions*

Student Learning Outcomes:

- By studying a variety of religions students gain a broad understanding and appreciation of mechanism for enhancing cross-cultural religious communication. It will further benefit towards peace, harmony and co-existence.

THIRD SEMESTER

PAPER-XI

APPLIED ETHICS

Course Objectives:

The objective is to spell out the distinction between normative ethics and meta-normative ethics. It will discuss the nature of applied ethics and areas of applied ethics such as business ethics, bio-medical ethics, environment ethics, media ethics, legal ethics. It deals with the nature of moral judgment and the seminal issues in different areas of applied ethics.

Full marks: 100

(Mid Sem-30+ End Sem-70)

Unit-I

Theories of Ethics: Normative Ethics, Metaethics and Applied Ethics

Environmental ethics: Shallow Ecology and Deep Ecology, Animal rights
Anthropocentrism, Biocentrism, Ecocentrism & Cosmocentrism

Unit-II

Medical Ethics: Surrogacy, Abortion, Euthanasia and Assisted Suicide. Doctor-Patient relationship

Unit-III

Business Ethics: Profit-making in Business, Business Advertisement,
Corporate Social Responsibility, Consumer Rights

Unit-IV

Media Ethics: ethical issues in privacy, Social media and cyber ethic
Legal Ethics: Law and morality, legal obligation

Basic Study Materials:

1. Peter Singer, *Applied Ethics*
2. R.G. Frey and C.H. Wellman (ed.), *A Companion to Applied Ethics*
3. R.F. Chadwick (ed.), *Encyclopedia of Applied Ethics*
4. Clifford Christian and Lee Wilkins (ed.), *The Handbook of Mass Media Ethics*
5. Patrick Lee Plaisanca, *Media Ethics: Key Principles for Responsible Practice*
6. Jacques Thiroux, *Ethics: theory and practice*
7. Aditya Kumar Mohanty, *Philosophy of Value: Central Issues*

Student Learning Outcomes:

- The course will help students understand the nature of value and moral judgment.
- Why be moral?

- How can there be transition between the knowledge of good to the practice of goodness, i.e. from paradigm to praxis.
- Will sensitize students to perceive different moral issues which are to be attended with priority in different contexts.
- Understand the distinction between cardinal values which are universal and customary values which are context specific.

PAPER-XII

PHILOSOPHY OF VEDANTA

Course Objectives:

Vedanta is the pursuit of knowledge into the Atma-vidya (self-knowledge) and provides freedom from material desire and attachment. The literary, spiritual and Philosophical interpretations of Vedanta school and its significance in modern times.

Full marks: 100

(Mid Sem-30+ End Sem-70)

Unit-I

Shankara Vedanta: Brahman, Atman, Isvara, Jiva, Maya, Bondage and Liberation

Unit-II

Ramanuja Vedanta: Visistadvaita, Isvar, Cit (individual soul) and Bondage and Liberation

Unit-III

Madhva Vedanta: Dvaitavada conception of Vedanta

Nimbarka Vedanta: The conception of Dvaitadvaita /Svabhavika-bhedabheda

Unit-IV

Vallabha Vedanta: The Conception of Shuddhadvaita,
Achintyabhedabheda of Sri Chaitanya,
Pratyabhijna of Kashmiri Shaivism and Shakta Schools

Basic Study Materials:

1. C.D. Sharma, *A Critical Survey of Indian Philosophy*
2. S. Radhakrishnan, *Indian Philosophy*, Vol. 1 and 2
3. M. Hiriyanna, *Outline of Indian Philosophy*
4. T.M.P. Mahadevan, *The philosophy of Advaita*

Student Learning Outcome:

- It is hoped that Advaita Vedanta will help students to know the principal concepts in relation to other systems of Indian thought and thereby make for extending the frontiers knowledge.

PAPER-XIII

CONTEMPORARY INDIAN PHILOSOPHY

Course Objectives:

This course will focus on the study of some of the 20th century Indian philosophers, both academic and non-academic, who have influenced the social life and philosophical engagements. The course will include the study of the specific works of Radhakrishnan, Aurobindo, K.C. Bhattacharya, J. Krishnamurthi, D.D. Upadhyaya, B.R. Ambedkar, M.N. Roy, and Jotirao Phule. Each of them in one way or another has responded to the challenges posed by the colonial encounter, nationalistic and civilizational aspirations. The students will be required to engage with these philosophers. It will be interested chiefly in concepts that were central to Indian modernity and to the intellectual engagements of these thinkers-Swaraj, renaissance, caste, Religion, rights, equality and Nationalism. This course will bring out the distinctive notion of an Indian modernity which emerged as the “old world Indian mind” engaged with the European ideas of the enlightenment and individual liberty. A substantial literature has developed on the related concepts of Multiple Modernities and Alternative Modernities

Full marks: 100
(Mid Sem-30+ End Sem-70)

Unit-I

Radhakrishnan: Intellect and intuition, The Idealist view of life, Concept of Universal Religion
Sri Aurobindo: Evolution, Mind and supermind, Integral Yoga

Unit-II

K. C. Bhattacharya: Swaraj in ideas, Concept of Philosophy (Ch-1 of *Studies in Philosophy*),
Subject as Freedom
J. Krishnamurti: Individual and Society, Self-Knowledge, Action and Idea, What is the Self? (Ch-
3, 4, 5, 9 of *The First and the Last Freedom*)

Unit-III

D.D. Upadhyaya: Integral Humanism (Lecture-1, Rf. 11), Western Vs *Bharatiya* view (Lecture-2,
Rf. 11)
M.N. Roy: Radical Humanism, Materialism (Ch-3 and ch-9 of *New Humanism – A Manifesto*)

Unit-IV

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

Basic Study Materials:

1. K.C. Bhattacharya, “Swaraj in Ideas.” www.scribd.com/doc/39859006/swaraj-in-Ideas-K-C-Bhattacharya
2. K.C. Bhattacharya, *Subject as Freedom*. London: Unwin, 1933.
3. K.C. Bhattacharya, *Studies in Philosophy*, Gopinath Bhattacharyya (ed.), Vol I & II, Motilal Banarsidass Pvt. Ltd: Delhi
4. J. Krishnamurti, *The First and the Last Freedom*, Rider: London, 2013
5. Ambedkar, B.R. *Essential Writings of Ambedkar*. Edit. with intro. Valerian Roderigues, New Delhi:

- OUP, 2004.
6. S.K. Maitra, *An Introduction to Philosophy of Sri Aurobindo*
 7. Madhusudan Reddy, *Sri Aurobindo's Philosophy of Evolution*
 8. Basant Ku Lal, *Contemporary Indian Philosophy*
 9. N.K. Devaraja, *Indian Philosophy Today*
 10. Ambedkar, B.R. *Annihilation of caste*, Navayana, 2014
 11. D.D. Upadhaya, <http://www.chitrakoot.org/download/IntegralHumanism.pdf>
 12. D.D. Upadhaya, *Integral Humanism: An Analysis of Some Basic Elements*, PrabhatPrakashan
 13. G.P. Despande (ed.), *Selected Writings of JotiraoPhule*, Leftword books: New Delhi, 2002
 14. O'Hanlon, Rosalind, *Caste, Conflict and Ideology: Mahatma JotiraoPhuleandLow Caste protest in Nineteenth Century in Western India*, Cambridge University Press:Cambridge, 1985
 15. M.N. Roy, *New Humanism – A Manifesto*, Ajanta publications: New Delhi, 1947

Student Learning Outcomes:

- To introduce the social and political theories of Indian thinkers. The central concern of this paper is to make students aware about the nature of man, society and the state, and the relation between them.
- To make understand the dynamics of Indian social reality and its conceptualization.
- To make familiarize the students the concepts such as colonialism, nationalism, rights and justice from Indian perspective.

PAPER-XIV

POLITICAL PHILOSOPHY

Learning Objectives:

- To ignite the students for basic social and political concepts both in Western and Indian context.
- To introduce students the philosophical underpinnings of the social and political structures.
- To study different thinkers who have given their theories in understanding the society and principles of the governance.

Full marks: 100

(Mid Sem-30+ End Sem-70)

Unit-I

Ancient Political Thought: Plato- Ideal State, Education, Communism of wives and property, Justice, Aristotle-State, Justice, Family and property, Mixed Constitution, Machiavelli-Statecraft

Unit-II

Indian Political Thought: Mahabharata-Rajadharma, Arthashastra of Kautilya- Seven pillars of State craft, State economy, law and justice, internal security, welfare and external affairs.

Unit-III

Modern Political Thought: Theories of social contract (Hobbes, Locke and Rousseau), Socio-economic revolution: Marx- Alienation, Dialectical Materialism, doctrine of Class Struggle, Communism, Isha Berlin: Two concepts of liberty.

Unit-IV

Rationality and Socio-Political thought in the Twenty-first Century: AmartyaSen- Global Justice, Freedom, Well-being and Capabilities, Rawls: Distributive Justice

Basic Study Materials:

1. G. Sabine, *History of Political Theory*
2. C.L. Wayper, *Political Thought*
3. E. Barker, *Plato and His Predecessors*
4. Sukhbir sikh, *History of Political Thought*
5. O.P. Gabba, *An Introduction to Political Theory*
6. V.P. Varma, *Ancient and Mediaeval Indian Political Thought*
7. Hobbes, *Leviathan*
8. Rousseau, *The Social Contract*
9. F. Engels, *The theory of Family, Private Property and the State*
10. K. Marx, *Capital*
11. Amartya Sen, *The Idea of Justice*

12. J. Rawls, *Political Liberalism*
13. *Arthashastra*, (Vol. II, Bk VI, VII, ch. 1), trans. R. P. Kangle,
14. Plato, *The Republic*
15. Aristotle, *Politics*
16. Kautiliya: *Arthashastra*- L.N. Rangarajan
17. Mahabharata (Santiparva)
18. Anthony Quinton (ed.), *Political Philosophy*
19. John Rawls, *A Theory of Justice*

Student Learning Outcomes:

The paper is designed to appreciate the profound ideas that sprung from the minds of the great philosophers of the modern western world. It will also make students aware that there is no place for superficial approach to the complex questions in life. to make students a better citizen by understanding the notion of democracy. This course also offers to know rights of Individuals and communities. Students also learn to live in cohesive manner in a multicultural setup.

PAPER-XV
PHILOSOPHY OF WITTGENSTEIN

Course Objectives:

This course is focused on Wittgenstein's entire works of both early *Tractatus* and later *Philosophical Investigations*. It aims at showing the continuity of his philosophical concerns through a close reading of the selected sections of these two texts. The method and tool provided by Wittgenstein have its own philosophical significance and linguistic implication. The reading focuses on the evolution of Wittgenstein's conception of philosophy, philosophy of language, philosophy of mind and ethics by addressing the following themes: Nature of Philosophy, Reality, Facts, Objects, Names, Propositions, Picture Theory of Meaning, Rejection of Essentialism, Use Theory of Meaning, Language-games, Family Resemblance and Forms of Life, Solipsism and Private Language, Ethics and Religion.

Full marks: 100
(Mid Sem-30+ End Sem-70)

Unit-I

Nature of Philosophy, Philosophy and Language, Reality, Facts, Objects, Names, Propositions, Picture Theory of Meaning

Unit-II

Rejection of Essentialism, Use Theory of Meaning, Language-games, Family Resemblance and Forms of Life

Unit-III

Solipsism and Private Language

Unit-IV

Ethics and Religion (Wittgensteinian fideism)

Basic Study Materials:

1. Ludwig Wittgenstein, *Tractatus Logico-Philosophicus*
2. Ludwig Wittgenstein, *Philosophical Investigations*
3. Ludwig Wittgenstein, *Notebooks 1914-16*
4. R.C. Pradhan, *Great Mirror*
5. Anthony Kenny, *Wittgenstein*
6. Anthony Kenny, *The Wittgenstein Reader*

7. George Pitcher, *Philosophy of Wittgenstein*
8. Max Black, *A Companion to Wittgenstein's Tractatus*
9. Suresh Chandra, *Wittgenstein New Perspective*
10. P.M.S. Hacker, *Insight and Illusion*
11. K.T. Fann, *Wittgenstein's Conception of Philosophy*
12. Robert J. Fogelin, *Wittgenstein*
13. Wittgenstein, *A Lecture on Ethics*

Student Learning Outcomes:

- give the clarity of thought as well as language
- provide analytical ability or analytical approach which makes our understanding clear
- develop the conceptual clarity
- develop the critical reasoning ability
- enhance research ability, analytical skill and methodological discourse

FOURTH SEMESTER

PAPER-XVI

MAJOR TRENDS IN ODISHAN PHILOSOPHY

Course Objectives:

The course designed under Odishan Philosophy with a view to impart the knowledge of socio-cultural and religious trends with which Odisha is enriched, and to make them aware about the deep philosophical insights and thoughts of the scholar of Odisha which may motivate them to emulate their footprints in order to retain the glory of our tradition and culture.

Full marks: 100
(Mid Sem-30+ End Sem-70)

Unit-I

Concept of Reality and Moral Perspective of MahimaPhilosophy

Unit-II

PanditNilakantha Das on OdishanCulture

Unit-III

Socio-Religious Traditions in Odisha

Unit-IV

Vaisnavism in Odisha

Basic Study Materials:

1. Pt. Nilakantha Das, *Bhagavad Gita, Pithika*(Introduction)
2. M.N.Das (ed.), *History and Culture of Orissa* (Chapters, 30, 31 and37)
3. BhimaBhoi, *Stutichintamani*
4. S.C. Panigrahi, *BhimaBhoi and MahimaDarsana*

Student Learning Outcomes:

It is found from sample study, most the students are inspired both in spirit and practice with academic knowledge of Odishan Philosophy. They are determined to uphold the glory of Odishan Philosophy culture and religion both in ideal and practical level.

OR

PHILOSOPHY OF THE UPANISADS: TEXTUAL STUDY OF THE KENA UPANISAD AND THE KATHA UPANISAD WITH THE COMMENTARY OF SHANKARACARYA

Learning objectives:

- To Increase students understanding of Vedic systems and their philosophy for spiritualistic development
- To make a holistic development of their personality.
- To expose various Indian scriptures and texts like Vedas, Upanishads to realize their self.
- To critically evaluates the importance of Vedic values, ethos and Indian value system in life. It brings personal and social growth. They should be able to contribute value addition for the betterment of society and themselves.

Full marks: 100
(Mid Sem-30+ End Sem-70)

Unit-I

The KenaUpanisad: Sections 1 and 2

Unit-II

The KenaUpanisad: Sections 3 and 4

Unit-III

The Katha Upanisad: Chapter I, Sections 1 and 2

Unit-IV

The Katha Upanisad: Chapter I, Sections 3 and 4

Basic Study Materials:

1. Swami Gambhirananda, *Eight Upanisads, Vol.I*
2. R.D.Ranade, *A Constructive Survey of UpanisadicPhilosophy*
3. S. Radhakrishnan, *The PrincipalUpanisads*

Students Learning Outcomes:

It should also be the endeavor to promote the Indian way of life encapsulating Indian values, ethos and cultural context. As future citizens, students should go out of the university fully aware of Indian

philosophical tradition and should be indeed part of it. Unless they feel part and parcel of this thought processes, they would not be able to contribute any value addition to their job profile. The student must fully understand the reverence of the Vedic Values in the contemporary world. This course will help develop an understanding about the importance of the Nature (Cosmos) and help student pursuit a holistic existence.

PAPER-XVII

CRITICAL THINKING

Course Objectives:

- a) The course will primarily aim at helping students to cultivate the rational acumen.
- b) Acquire the ability to ask questions, find issues where there are apparently none.
- c) Help students to enrich their ability for reflective thinking which in turn will help them have a vision roadmap to translate the vision, anticipate and address issues encountered thereof.
- d) To understand the nature of reasoning and the limit of reasoning as well.

Full marks: 100
(Mid Sem-30+ End Sem-70)

Unit-I

Rational Belief: Belief, Rationality and Evidence

Unit-II

The Method of Argument Analysis: Reconstructing Arguments, Details of Argument Reconstruction, Evaluating arguments

Unit-III

Applications-I
Causal Arguments

Unit-IV

Applications-II
Moral Arguments

Recommended Book:

1. Richard Feldman, *Reason and Argument*, Prentice Hall, 1993

Student Learning Outcomes:

- It will help students to develop the spirit of questioning or critical enquiry
- Cultivate the objective and secular attitude towards problems in life.
- Help students to listen, understand and re-examine articles of faith by the parameters of reason.
- Bring about clarity in thinking and understanding of issues and avoid confusion or ambiguity.
- Help students to develop the skill of observation, analysis and assessment by the touchstone of reason.
- Have the right choice and move ahead in the real-life situations with the strength of self-direction and self-evaluation from time to time.

PAPER-XVIII

PHILOSOPHY OF MIND AND COGNITION

Course Objectives:

Cognition is a mental process and as a mental process assumes two questions: what is the nature of mind? and what is the nature of cognitive processes such as perception, memory, reasoning, language use, etc. These two questions are interrelated and interdependent in the sense that an answer to any one of them will influence the answer to the other. Philosophy of Mind deals with metaphysical as well as epistemological issues which arise while reflecting upon the nature of mind. What is the true nature of mind and what are the different theories that have tried to capture its nature? Is mind distinct from the body and the world that surrounds it? If so, how are we to bridge the gap between mind and body on the one hand and mind and world on the other? How are we to understand and explain mental phenomena? What constitutes mental content? What is the relationship between mind, consciousness and intentionality?

Full marks: 100
(Mid Sem-30+End Sem-70)

Unit-I

Theories of Mind: Cartesian Dualism, Logical Behaviorism, The Identity Theory

Unit-II

Nature of Mental Content: Externalism and Internalism, Phenomenal and Intentional

Unit-III

Contemporary theories of Mind: Computationalism, Representationalism and Functionalism

Unit-IV

The Extended Mind: Embodiment Thesis, Situated Cognition and Extended Mind Hypothesis

Basic Study Materials:

1. Churchland, P.M. (1984) *Matter and Consciousness*, Cambridge: The MIT Press
2. Crane, Tim, *The Mechanical Mind: A Philosophical Introduction to Minds, Machines and Mental representation*, Routledge, 1995
3. J. Heil (ed), *Philosophy of Mind: A Guide and Anthology*, Oxford University Press, 2004
4. G. Ryle, "Descartes' Myth", in *The Concept of Mind*, Penguin classics, 2000
5. Block, N. "Concept of Consciousness" in *Consciousness, Function and Representation*, Cambridge: The MIT Press, 2007
6. McGinn, Collin, *Mental Content*, Wiley Blackwell, 1991
7. Kim, J. (1998) "Mental Content" in *Philosophy of Mind*, Colorado: Westview Press
8. Nagel, T., "What is it like to be a Bat?" in D. M. Rosenthal (ed.) *The Nature of Mind*, Oxford: Oxford University Press, 2001
9. Jackson, F. "Epiphenomenal Qualia" in *Philosophical Quarterly*, Vol. 32, 1982
10. Crane, T., "Intentionalism", in B. McLaughlin, A. Beckermann and S. Walter (eds.) *The Oxford Handbook*

of Philosophy of Mind, Clarendon press: Oxford, 2009, pp. 474-93

11. Tye, M., "Representationalist theory of Consciousness", in B. McLaughlin, A. Beckermann and S. Walter (eds.) *The Oxford Handbook of Philosophy of Mind*, Clarendon press: Oxford, 2009, pp. 253-267
12. Bermudez, L. Jose, "The distinction between Conceptual and Nonconceptual Content", in B. McLaughlin, A. Beckermann and S. Walter (eds.) *The Oxford Handbook of Philosophy of Mind*, Clarendon press: Oxford, 2009, pp. 457-73
13. Chalmers, D., "The Representational character of Consciousness", in B. Leiter (ed.) *The Future for Philosophy*, Oxford: 2004
14. H. Putnam, *Mind, Language and Reality*, Cambridge University Press, 1975
15. D. J. Chalmers (ed), *Philosophy of Mind: Classical and Contemporary Reading*, Oxford University Press, 2002
16. Donald Davidson, "Knowing One's Own Mind", in *Subjective, Intersubjective, Objective: Philosophical Essays* Vol. 3, Clarendon press
17. N. Block, "What is Functionalism" OR "Troubles with Functionalism"
18. A. M. Turing, "Computing Machinery and Intelligence"
19. D.C. Dennett, *Content and Consciousness*, London, 1969
20. J. R. Searle, "Minds, Brains, and Programs"
21. Clark, A. and Chalmers D. "The Extended Mind" in *Analysis*, Vol. 58, 1958
22. Carruthers, P., *Theories of Theories of Mind*, Cambridge: Cambridge University Press, 1996

Student Learning Outcomes:

- The course being very inter-disciplinary in nature, it equips students for further research in other allied areas, like, psychology and cognitive neuroscience.
- It will also enable students to understand the nature of mind, its relation to body and external world.

PAPER-XIX

PHILOSOPHY OF SOCIAL SCIENCES

Course Objectives:

The Philosophy of Social Science examines the concepts, method and Logic of the Social science It seeks to enhance students' ability to explain the social world. It is consequently a meta-theoretical endeavor about social life.

Full marks: 100
(Mid Sem-30+ End Sem-70)

Unit-I

What is Social Science?

Philosophical Foundations of Social Sciences (Karl Popper & Thomas Samuel Kuhn)

Unit-II

Explanations of Human Action: Behaviourism, The Concept of Social Action (Max Weber)

Unit-III

Feminism: Status of Women in Indian tradition,

Socialist Feminism, Marxist Feminism, Existentialist Feminism & Ecofeminism

Unit-IV

Equality and Its Application: The Meaning and Basis of Equality, Social Ontology

Basic Study Materials:

1. Peter Winch, *The Idea of a Social Science and Its Relation to Science*
2. Ian Craib and Ted Benton (ed.), *Philosophy of Social Science*
3. Alexander Rosenberg, *Philosophy of Social Science*
4. Malcolm Williams, *Science and Social Science: An Introduction*
5. Scott Gorden, *The History and Philosophy of Social Science*
6. Clive Lawson, *John Lastsis & Nuno martins (Ed.), Contribution to Social Ontology*
7. Karen J. Warren, *Ecofeminist Philosophy*
8. Maria Mies & Vandana Shiva, *Ecofeminist Philosophy*
9. Nancy Catwright & Eleonora Montuschi (Ed.), *Philosophy of Social Science*
10. Kumkum Roy : *Women in early Indian Society*
11. Alan Ryan (Ed.) *The Philosophy of Social Explanation*

Student Learning Outcome:

- To provide the knowledge of natural and social environment
- To enhance human qualities in students
- To develop critical thinking and reasoning power among students
- To create awareness the duty and responsibility towards human society.

PAPER-XX

DISSERTATION

Full marks: 100
(Written-60 & Viva-40)

Course Objectives:

- to understand the basic concepts of research and its methodologies
- to identify and discuss the role and importance of research in the subject of philosophy
- to identify and discuss the issues and the concepts salient to the research process
- to identify and discuss the complex issues inherent in selecting a research problems, selecting an appropriate research design, and implementing a research project
- to identify appropriate research topics
- to select and define appropriate research problem and parameters

Student Learning Outcomes:

- prepare a project proposal
- organize and conduct research in a more appropriate manner
- write research report and dissertation
- write a research proposal for projects, grants, books etc.
- explain key research concepts and issues
- read, comprehend and explain research articles in their academic discipline
- understand the importance of research ethics and integrate research ethic into the research process
- be able to assess and critique a published journal article that uses one of the primary research methods in the field