

# PG DEPARTMENT OF PHILOSOPHY

## COURSES OF STUDIES FOR P.G IN PHILOSOPHY

### CHOICE BASED CREDIT SYSTEM (CBCS)

Samanta Chandra Sekhar (Autonomous) College, Puri  
Academic Session: **2025–2026**

## CBCS - PHILOSOPHY PG SYLLABUS

SEMESTER - I			
Paper	Paper Name	Marks (100)	Paper Code
1.1	Indian Epistemology	70+30	IEP
1.2	Indian Metaphysics	70+30	IM
1.3	Indian Ethics	70+30	IET
1.4	Post Kantian and Contemporary Philosophy	70+30	PKCP
1.5	Contemporary Indian Philosophy	70+30	CIP
SEMESTER - II			
Paper	Paper Name	Marks (100)	Paper Code
2.1	Western Epistemology	70+30	WEP
2.2	Western Metaphysics	70+30	WM
2.3	Western Ethics	70+30	WET
2.4	Linguistic and Conceptual Analysis	70+30	L & CA
2.5	Comparative Study of Religions	70+30	CSR
SEMESTER - III			
Paper	Paper Name	Marks (100)	Paper Code
3.1	Applied Ethics	70+30	AE
3.2	Philosophy of Vedanta	70+30	PV
3.3	Symbolic Logic	70+30	SL
3.4	Political Philosophy	70+30	PP
3.5	Research Methodology	70+30	RM
SEMESTER - IV			
Paper	Paper Name	Marks (100)	Paper Code
4.1	Major Trends in Odishan Philosophy	70+30	MTOP
4.2	Philosophy of Kant	70+30	PK
4.3	Philosophy of Upanishads: Textual Study of The Kena and The Katha Upanishad with the commentary of Shankaracharya	70+30	PU
4.4	Term Paper and Seminar Presentation	50+50	TP&SP
4.5	Dissertation & Viva	70+30	D & V.V

# FIRST SEMESTER

## PAPER 1.1: INDIAN EPISTEMOLOGY

### Course Objectives:

Indian Epistemology is rich in terms of its content and Logical reasoning. It enables the students to know how cognition itself is 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; Prama (Valid Knowledge), Aprama (Invalid Knowledge), Pramanas: Pratyaksa, Anumana

### Unit-II

Upamana, Sabda, Arthapatti and Anupalabdhi

### Unit-III

Pramanyavada: Svatah and Paratah pramanyavada Apramanyavada: Svatah and paratah Apramanyavada

### Unit-IV

Theories of Error (Khyativada): Prabhakara's theory of error (Akhyati), Kumarila's theory of error (Viparitakhyati), Nyaya theory of error (Anyathakhyati)

### Unit -V

Ramanuja's theory of error (Satkhyati) & Theory of error in Mahayana (Asatkhyati) and Vijñānavada (Atmakhyati), Jainism (Sadasatkhyati) Advaita Vedanta (Anirvachaniyakhyati)

### Text Books:

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

**Book for Reference:**

1. Max Muller, Six systems of Indian philosophy
2. J. N. Mohanty , Classical Indian Philosophy
3. S.N. Dasgupta , History of Indian Philosophy
4. 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 of Indian Philosophy.
- It will provide the potentiality of students to inculcate in-depth knowledge of Indian Epistemology.

# PAPER 1.2: INDIAN METAPHYSICS

## Course objectives:

The course aims to acquaint students with the fundamentals of the orthodox systems such as Samkhya, Yoga, Nyaya, Vaishesika, Purva Mimamsa and UttaraMimamsa. It deals with the fundamental assumptions and theories in heterodox systems such as Carvaka, 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: Advaita (Brahman, Jiva), Visistadvaita (Brahman or God, Jiva )

## Unit – II

The concept of Reality: Jainism: Anekāntavāda, Buddhism : Kṣaṇabhaṅgavāda Upanishad : Brahman, Atman

## Unit-III

The Concept of Reality : Samkhya: Prakriti and Purusa Vaisheshika: Categories

## Unit-IV

Causation : Satkaryavada, Asatkaryavada, Pratityasamutpadavada, Vivartavada and Parina-mavada

## Unit - V

The concept of Liberation: Buddhism (Nirvana ), Jainism (Moksa ), Samkhya (Kaivalya ), Vedanta ( Sankara and Ramanuja)

## Text Books :

1. C.D Sharma , A critical Survey if Indian Philosophy
2. D. M Dutta and S. C Chatterjee, An Introduction to Indian Philosophy
3. S. Radhakrishnan, Indian Philosophy, Vol. I &II
4. S.N.Dasgupta, History of Indian Philosophy, Vol. I &II

### **Book for Reference:**

1. T.R.V.Murti, Central Philosophy of Buddhism
2. N.V. Naravane, Indian theories of Causation
3. Mahesh Chandra Bhartiya, Causation in Indian Philosophy
4. Sarbani Ganguly, A Critique of Causality
5. S. Radhakrishnan, The Principal Upanishads

### **Student Learning Outcomes:**

- On completion of the course students will understand the interface between the religious-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, Vaisheshika, Samkhya and Yoga.
- To understand how the Vedantic metaphysics constitute the quintessence of the Indian psyche. To help students reexamine the critique of metaphysics as offered by some Indian and western thinkers.

# PAPER 1.3: INDIAN ETHICS

## Course Objectives:

- To ignite a 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

Purusharthas: Dharma, Artha, Kama, Moksa Sthitaprañjna, Karma of Gita(Sakama and Niskama) Lokasamgraha

### Unit-II

Meaning of Dharma, Classification of Dharma: Sādhāraṇadharma and Asādhāraṇa dharma, Concept of Ṛṇa and Ṛta, Svadharma, Paradharma, Varnāshrama Dharma

### Unit-III

Ethics of Jainism: Samvara-nirjara, Triratna, Pancha-vrata.

### Unit-IV

Ethics of Buddhism: Four Noble Truths and Eightfold path, Pañcaśīla, Brahmavihārabhāvanā,

### Unit-V

Gandhian Ethics: God and Truth, Non-violence, Satyagraha, Sarvodaya, Ends and Means Text Books:

## Text Books:

1. M. Hiriyanna, The Indian Conception of Values
2. I.C.Sharma, Ethical Philosophies of India

## Book for Reference:

1. S.K.Maitra, Ethics of theHindus
2. SrimadBhagvad Gita
3. SuramaDasgupta, Development of Moral Philosophy inIndia
4. P.Bilimara, J.Prabhu, R Sharma (ed.), Indian Ethics: Classical Traditions and Contemporary challenges
5. Rajendra Prasad, Varna Dharma, Niskamakarma and PracticalMorality
6. P. De Silva, "Buddhist Ethics." In A Companion to Ethics, ed. PeterSinger
7. S. Prasad, The Centrality of Ethics in Buddhism: ExploratoryEssays
8. D.M. Dutta, The Philosophy of Mahatma Gandhi
9. Bhikhu Parekh, Gandhi's Political Philosophy
10. P.K. Mahapatra (ed.), Studies on the Purusarthas
11. H. S. Prasad, The Centrality of Ethics in Buddhism: Exploratory Essays
12. K.N. Tewari, Classical Indian Ethical Thought
13. Rajendra Prasad, Ethics in the Gita-An Analytical Study (pp-119-145)
14. 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 1.4: 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 and becoming  
Bradley: Appearance and Reality

### **Unit -II**

Willam James: Pragmatism, A.J. Ayer : Logical Positivism, Conception of Meaning, Elimination of Metaphysics

### **Unit-III**

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

### **Unit -IV**

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

### **Unit-V**

Postmodernism: Derrida: Deconstruction Theory and Foucault: Power and Knowledge

## **Text Books:**

1. D.M.Datta, Chief Currents of ContemporaryPhilosophy
2. A.J . Ayer , Language, Truth and Logic
3. C. Butler , Post - modernism: A short Introduction , Oxford University press.
4. A.J.Ayer, LogicalPositivism
5. Jean-Paul Satre, Existentialism andHumanism

## **Books for Reference:**

1. W.T.Stace, Philosophy ofHegel
2. Peter Singer, Hegel: A Very ShortIntroduction
3. F.H.Bradley, Appearance andReality
4. Richard Wollheim, Bradley
5. William James,Pragmatism
6. Edmund Husserl, Phenomenology and the Crisis of Philosophy, (Tr.) QuentinLauer
7. Martin Buber, I andThou
8. Robert Solomon, From Rationalism to Existentialism
9. Dermot Moran, An Introduction to Phenomenology
10. M.K.Bhadra, A Critical Survey of Phenomenology and Existentialism
11. Quentin Lauer, Phenomenology: Its Genesis and Project
12. Roy Boyney, Foucault and Derrida
13. Francois Cusset, French Theory: How Foucault, Derrida and Deleuze&Co Transformed the Intellectual Life of the United States

## **Student Learning Outcomes:**

- Students 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 important 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 1.5: CONTEMPORARY INDIAN PHILOSOPHY**

## **Course Objectives:**

- This course will focus on the study of some of the 20th century Indian philosophers, both academic and nonacademic, who have influenced 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 Jyotirao 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

### **Unit -II**

Sri Aurobindo: Evolution, Mind and supermind, Integral Yoga

### **Unit-III**

K. C. Bhattacharyya: 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-IV**

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-V**

1.B.R. Ambedkar: Annihilation of Caste, Neo-Buddhism 1. 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- CBhattacharya](http://www.scribd.com/doc/39859006/swaraj-in-Ideas-K-CBhattacharya)
2. K.C. Bhattacharya, Subject as Freedom. London: Unwin, 1933.
3. K.C. Bhattacharya, Studies in Philosophy, Gopinath Bhattacharyya (ed.), Vol I & II, MotilalBanarsidass 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:
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, Prabhat-Prakashan
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
16. S. Radhakrishna , Hindu Views of Life

## 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 understand the dynamics of Indian social reality and its conceptualization.
- To familiarize the students the concepts such as colonialism, nationalism, rights and justice from an Indian perspective.

# SECOND SEMESTER

## PAPER 2.1: WESTERN EPISTEMOLOGY

### Course Objective:

- 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

Problem of knowledge: Plato's theory of Knowledge, Belief and Opinion

### Unit -II

"Is Justified True Belief Knowledge?" (Gettier problem) A.J Ayer : Skepticism and Problem of knowledge

### Unit-III

Theories of Truth: Correspondence, Coherence and Semantic

### Unit-IV

Knowledge of Other Minds

### Unit-V

Quine's Naturalized Epistemology

### Text Books:

1. R.M. Chisolm, Theory of Knowledge
2. A.J. Ayer, The Problem of Knowledge
3. Richard Audi, Belief of Justification and Knowledge: An Introduction to Epistemology, Wordsworth Publishing House.

4. Noah Lemos , An Introduction to the theory of knowledge, Routledge Publication.

### **Books for Reference:**

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. D.M.Armstrong, Belief, Truth and Knowledge
5. A.C.Danto, Analytical Philosophy of Knowledge
6. Paul Newall, An Introduction to Epistemology
7. jonathan Dancy, An Introduction to Contemporary Epistemology
8. Edmund Gettier, Is Justified True Belief Knowledge?
9. Alfred Tarski, The Semantic Conception of Truth and the Foundations of Semantics
10. Alfred Tarski, Logic, Semantics, Metamathematics
11. Gilbert Ryle, The Concept of Mind
12. Anthony Kenny, The Wittgenstein Reader
13. W.V.O. Quine From Stimulus to Science
14. Richard Feldman, Naturalised Epistemology

## **PAPER 2.2: 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 presuppositions 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: Problem of Substance: Modern Perspectives, Universals and Particular: Modern Perspectives

### **Unit-III**

Conceptualism, Nominalism and Family resemblance

### **Unit-IV**

Problem of Space and Time, Realism and Idealism

### **Unit-V**

Problems Concerning relation between Body and Mind

### **Text Books:**

1. Y. Mashi, A Critical History of Western Philosophy
2. Richard Taylor, Metaphysics
3. G.W.Patrick, An Introduction to Philosophy
4. G.T.W. Cunningham, Problems of Philosophy Books for

## Reference:

1. (Ed.) David Halis, Metaphysics: Contemporary Readings
2. D.W.Hamlyn, Metaphysics
3. C.Dennett and Hofstades, Mind's
4. David Chalmers, Self and Its Brain
5. Gilbert Ryle, The Concept of Mind
6. John Hospers, An Introduction to Philosophical Analysis
7. David Hules (ed), Metaphysics : Contemporary Readings
8. D.M. Armstrong, Universal: An opinionated introduction
9. A.C. Greying (ed.), Cambridge Companion to metaphysics
10. Richard Taylor, Metaphysics
11. Immanuel Kant, Critique of Pure Reason
12. Bertrand Russell, A History of Western Philosophy
13. David Hume, An Enquiry Concerning Human Understanding
14. David Hume, Enquires: Concerning the Human Understanding
15. Hrudananda Ray, Kant



## **PAPER 2.3: 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 ethical reasoning skills by critically examining the most influential thoughts about issues in morality.

### **Full marks: 100**

(Mid Sem-30+ End Sem-70)

### **Unit-I**

Ethical Theories: Consequentialism ,Deontology and Virtue Ethics

### **Unit-II**

Meta-ethical Issues : Objectivism and Relativism

### **Unit-III**

Psychological Issues : Egoism and Altruism

### **Unit -IV**

Cognitivism and Non - Cognitivism : Prescriptivism; Descriptivism and Is - Ought Problem

### **Unit-V**

Ethical Relativism and Intuitionism, Emotivism : Ayer and Stevenson

### **Text Books:**

1. N. C Padhi and S. C Panigrahi , An Introduction to Ethics

### **Reference Books:**

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, G.E.M. Anscombe
16. Rosaline 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 require 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 organization, old age homes, NGOs etc and use of Ted talks, social media as pedagogical tools will certainly add value to this course

## **PAPER 2.4: 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 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? What does knowledge of meaning consist of? 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 the 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, the 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", B . Russell: "A Reply to Strawson"

### **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

### **Unit-V**

G. Ryle : Philosophical Analysis, J.C Austin : A plea for excuses

## **Text Books:**

1. Robert R. Ammerman (ed.), *Classics of Analytic Philosophy*, Tata McGraw-Hill, 1965.
2. P.K. Mohapatra and S.C. Panigrahi (ed.), *Perspective in Analytic Philosophy*, Cuttack, 1992.

## **Reference Books:**

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. Searle, J. "Austin on locutionary and illocutionary acts," *The Philosophical Review*, 77: 405– 424, 1968.
12. John Searle, *Speech acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press, 1969.
13. John Searle, "What is a Speech Act?" In *Philosophy of Language*. Oxford: Oxford University Press, 1971.

# **PAPER 2.5: 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 human society.

## **Full marks: 100**

(Mid Sem-30+ End Sem-70)

### **Unit-I**

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**

Religious a conflicts, Unity of religions, Inter-religious dialogue,

### **Unit-V**

Secularism, Conversion and Proselytisation

## **Text Books:**

1. The Philosophy of Religion , George Galloway

## **Books for Reference:**

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 3.1: 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, biomedical 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, Meta-ethics and Applied Ethics

### **Unit -II**

Environmental ethics: Anthropocentrism, Biocentrism, Eco-centrism and Deep - Ecology

### **Unit-III**

Medical Ethics: Surrogacy, Abortion, Euthanasia

### **Unit-IV**

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

### **Unit-V**

Media and Society: Obligation of Media to Society, Social media and cyber ethics

### **Text Books:**

1. Peter Singer, Applied Ethics

### **Books for Reference:**

1. R.G. Frey and C.H. Wellman (ed.), A Companion to Applied Ethics
2. R.F. Chadwick (ed.), Encyclopedia of Applied Ethics
3. Clifford Christian and Lee Wilkins (ed.). The Handbook of Mass Media Ethics
4. Patrick Lee Plaisanca, Media Ethics: Key Principles for Responsible Practice

5. Jacques Thiroux, Ethics: theory and practice
6. 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 3.2: 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**

MadhvaVedanta: Dvaitavada conception of Vedanta

### **Unit-IV**

Vallabha Vedanta: The Conception of Shuddhadvaita

### **Unit-V**

Nimbarka Vedanta: The conception of Dvaitadvaita/Svabhavika-bhedabheda

### **Basic Study Materials:**

1. Brahmasutra with Sankara's commentary, English translation by Swami Gambhiranand.
2. C.D. Sharma, A Critical Survey of Indian Philosophy
3. S. Radhakrishnan, Indian Philosophy, Vol. 1 and 2
4. M. Hiriyanna , Outline of Indian Philosophy
5. 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 3.3: 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 organs 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 (Introduction to Logic and Language)

### Unit-II

Chapter 2 ( Arguments Containing Compound Statements )

### Unit-III

Chapter 3 (The Method of Deduction )

### Unit -IV

Chapter 4 ( Quantification Theory)

### Unit-V

Chapter 7 (Set Theory)

**Text Book:**

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

**Books for Reference:**

1. I. M. Copi and I. Cohen, An Introduction to Logic, Pearson, 2014.
2. Patrick Suppes, An Introduction to Symbolic Logic, Affiliated East-West Press, 1957.
3. Basson and O'onnor, Introduction to Symbolic Logic, The Free Press of Glencoe, 1960.
4. 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.

## **PAPER 3.4: POLITICAL PHILOSOPHY**

### **Course 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, Justice Aristotle- State, Justice, Nature of man

### **Unit-II**

Indian Political Thought: Raja-dharma, Shanti-parva and Aunshasan-parva , Artha-sastra of Kautilya.

### **Unit-III**

Modern Political Thought: Theories of Social Contract (Hobbes, Locke and Rousseau), Socio-economic revolution: Marx (Dialectical Materialism, Doctrine of Class Struggle)

### **Unit-IV**

Rationality and Socio-Political thought in the Twenty-first Century: Amartya aSen- Global Justice, Freedom, Well-being and Capabilities,

### **Unit -V**

J.Rawls: Distributive Justice Concept of Feminism: Empowerment, Equality, Knowledge and Rights

### **Text Books:**

1. G. Sabine, History of Political Theory
2. C. L. Wayper, Political Thought
3. Amartya Sen, The Idea of Justice
4. J. Rawls, Political Liberalism
5. John Rawls, A Theory of Justice

## **Books for Reference:**

1. E. Barker, Plato and His Predecessors
2. Sukhbir sikh, History of Political Thought
3. O.P.Gabba, An Introduction to Political Theory
4. V.P.Varma, Ancient and Mediaeval Indian Political Thought
5. Hobbes, Leviathan
6. Rousseau, The Social Contract
7. F. Engels, The theory of Family, Private Property and the State
8. K. Marx, Capital
9. Arthashastra, (Vol. II, Bk VI, VII, ch. 1), trans. R. P. Kangle,
10. Plato, The Republic
11. Aristotle, Politics
12. Kautiliya: Arthashastra - L.N. Rangarajan
13. Mahabharata (Santiparva)
14. Anthony Quinton (ed.), Political Philosophy

## **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 3.5: RESEARCH METHODOLOGY**

### **FULL MARKS:**

(Mid Sem-30+ End Sem-70)

### **Unit-I:**

Research Methodology (General): Meaning and Types, Methods, Techniques and Style Sheets

### **Unit-II:**

Hypothesis: types of hypothesis, conditions of valid Hypothesis, Proofs for Hypothesis

### **Unit-III:**

Research Design, Types of Research and Philosophical World-Views (Qualitative, Quantitative and Mixed Approaches)

### **Unit-IV:**

Methods of Philosophy: Traditional (Socratic dialogue, Hegelian dialectic, Husserlian Epoche, Cartesian Method of Doubt, Marxian Dialectic)

### **Unit - V**

Kantian (Transcendental method etc.) and Contemporary (Radical Interpretation, Naturalism, Commonsense philosophising, analytical method, experimental philosophy, thought experiments etc.)

### **Basic Study materials:**

Research Methodology (Western)

1. Blaikie, Norman. 1993. Approaches (Blackwell Publishers Ltd.) to Social Enquiry. Cambridge: Polity Press
2. Creswell, John. W. 2011. Research Design, Qualitative, Quantitative and Mixed Methods Approaches, 3rd Edition. Sage Publications India Pvt. Ltd.
3. Daly, Chris. 2010. An Introduction to Philosophical Methods. Broadview Press Ltd.
4. Kothari, C. R. and Garg, Gaurav. 2014. Research Methodology, Methods and Techniques. 3rd Edition, New Delhi: New Age International Publishers.
5. Papazoglou, Alexis ed. 2012. The Pursuit of Philosophy: Some Cambridge Perspectives. Blackwell Publishing (Wiley).
6. Ramachandran, T. P. 1984. The Methodology of Research in Philosophy. Madras: University of Madras

# **FOURTH SEMESTER**

## **PAPER-4.1: MAJOR TRENDS IN ODISHAN PHILOSOPHY**

### **Course Objectives:**

- The course designed under Odishan Philosophy with a view to impart the knowledge of sociocultural 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**

Sri Jagannath cult : Tradition, Culture and Philosophy

### **Unit -II**

Concept of Reality and Moral Perspectives of Mahima Philosophy

### **Unit-III**

Pandit Nilakantha Das on Odisha Culture

### **Unit-IV**

Socio-Religious Traditions in Odisha: Santha Tradition

### **Unit-V**

Vaishnavism in Odisha

### **Text Books:**

1. The Cult of Jagannath and the Regional Tradition of Orissa by Gyan Charan Tripathi.
2. The Cult of Jagannath , K. C Mishra

### **Books for Reference:**

1. Pt. Nilakantha Das, Bhagavad Gita, Pithika (Introduction)
2. M.N.Das (ed.), History and Culture of Orissa (Chapters, 30, 31 and 37)
3. Bhima Bhoi, Stutichintamani
4. S.C. Panigrahi, Bhima Bhoi and Mahima Darsana

**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.



## **PAPER 4.2: PHILOSOPHY OF KANT**

**Full marks : 100**

( Mid sem-30+End sem-70)

### **Unit - 1**

Reconciliation of Empiricism & Rationalism, Copernican Revolution in Epistemology.

### **Unit-II**

Apriori, Aposteriori and Synthetic-Apriori Judgment.

### **Unit - III**

Space and Time, Transcendental deduction of Categories, Principles of Understanding.

### **Unit - IV**

Phenomena and Noumena, Postulations of Morality.

### **Unit-V**

Categorical Imperative, Good Will.

### **Text Books:**

1. Das, R., (1949), A Handbook to Kant's Critique of Pure Reason, Hind Kitabs Ltd: Bombay
2. Korner, S. (1955), Kant, Penguin

### **Books Books for Reference:**

1. Copleston, F.C, (1999), A History of Philosophy, Volume VI, Burns and Oates: Tunbridge Wells
2. Falkenberg, R., (1977). History of Modern Philosophy, Progressive Publisher: Calcutta
3. Kant, I. (1929), Critique of Pure Reason, (Trans) N. K. Smith, Macmillan and Co. Ltd: London
4. Kant, I. (1956), Groundwork of the Metaphysics of Morals, (Trans) H. J. Paton, Harpers and Row: New York

## **PAPER 4.3: PHILOSOPHY OF UPANISHADS: TEXTUAL STUDY OF THE KENA UPANISHAD AND THE KATHA UPANISAD WITH THE COMMENTARY OF SHANKARACHARYA**

### **Course 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 Kena Upanishad: Sections 1 and 2

### **Unit-II**

The Kena Upanishad: Sections 3 and 4

### **Unit-III**

The Katha Upanishad: Chapter I, Sections 1 and 2

### **Unit-IV**

The Katha Upanishad: Chapter I, Sections 3

### **Unit-V**

The Katha Upanishad: Chapter 2, Section 1 and 2

### **Basic Study Materials:**

1. Swami Gambhirananda, Eight Upanisads, Vol.I
2. R.D.Ranade, A Constructive Survey of Upanishadic Philosophy
3. S. Radhakrishnan, The Principal Upanisads

## **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 Nature (Cosmos) and help student pursuit a holistic existence.

## **PAPER 4.4: TERM PAPER (50) & SEMINAR PRESENTATION (50)**

Intention of writing a term paper is to present a well structured, convincing defense of your position on some issue or critically evaluate a philosophical theory.

### **Structuring a Philosophy Term Paper:**

1. Explain a thesis;
2. Present an argument to support it;
3. Give an objection to this argument or thesis;
4. Discuss the consequences that a thesis might;
5. Defend a thesis against an objection to it;
6. Assess the arguments against and for it.

## PAPER 4.5: DISSERTATION & VIVA

### 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.

### Full marks: 100

(Written-70+Viva-30)

### 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.



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