**PG DEPARTMENT OF PHILOSOPHY**

**COURSES OF STUDIES**

**FOR**

**P.G IN PHILOSOPHY**

**CHOICE BASED CREDIT SYSTEM (CBCS)**

**S.C.S. (A) College, Puri**

[*www.scscollege.nic.in*](http://www.scscollege.nic.in/)

**Academic Session**

**2023 -2025**

**CBCS - PHILOSOPHY PG SYLLABUS**

**SEMESTER -I**

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| --- | --- | --- | --- |
| **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**

**SEMESTER - IV**

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| --- | --- | --- | --- |
| **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 |

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| --- | --- | --- | --- |
| **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 Vijnanavada (Atmakhyatyi), 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, Vaisesika, 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 Vaiseshika: Categories

Unit-IV

Causation : Satkaryavada,Asatkaryavada, Pratityasamutpadavada,Vivartavada and Parinamavada

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 ofBuddhism
   2. N.V. Naravane, Indian theories of Causation
   3. Mahesh Chandra Bhartiya, Causation in IndianPhilosophy
   4. Sarbani Ganguly, A Critique ofCausality
   5. S. Radhakrishnan, The Principal Upanishads

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, 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 Asādhārana 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:

1 . M. Hiriyanna, The Indian Conception of Values

2. I.C.Sharma, Ethical Philosophies of India

Books 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. H. 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

13. H. S. Prasad, The Centrality of Ethics in Buddhism: Exploratory Essays

1. K.N. Tewari, Classical Indian Ethical Thought
2. Rajendra Prasad, Ethics in the Gita-An Analytical Study (pp-119-145)
3. 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 JotiraoPhule. 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-](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

1. Ambedkar, B.R. Essential Writings of Ambedkar. Edit. with intro. Valerian Roderigues, New Delhi:
2. S.K. Maitra, An Introduction to Philosophy of Sri Aurobindo 7.Madhusudan Reddy, Sri Aurobindo’s Philosophy of Evolution
3. Basant Ku Lal, Contemporary Indian Philosophy
4. N.K. Devaraja, Indian Philosophy Today
5. 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

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.

Course Objectives:

SECOND SEMESTER PAPER-**2.1**

**WESTERN EPISTEMOLOGY**

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 it

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?”(Getlier 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 ofKnowledge
2. A.J. Ayer, The Problem ofKnowledge
3. Richard Audi, Belief of Justification and Knowledge: An Introduction to Epistemology, Wordsworth Publishing House.
4. Noah Lemons , 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 ofKnowledge
6. Paul Newall, An Introduction toEpistemology
7. Jonathan Dancy, An Introduction to ContemporaryEpistemology
8. Edmund Gettier, Is Justified True BeliefKnowledge?
9. Alfred Tarski, The Semantic Conception of Truth and the Foundations ofSemantics
10. Alfred Tarski, Logic, Semantics,Metamathematics
11. Gilbert Ryle, The Concept of Mind
12. Anthony Kenny, The WittgensteinReader
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 toPhilosophy
4. G.T.W. Cunningham, Problems of Philosophy Books for Reference:
   1. (Ed.) David Halis, Metaphysics: ContemporaryReadings
   2. D.W.Hamlyn,Metaphysics
   3. C.Dennett and Hofstades, Mind’s
   4. David Chalmers, Self and ItsBrain
   5. Gilbert Ryle, The Concept ofMind
   6. John Hospers, An Introduction to PhilosophicalAnalysis
   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**

CourseObjectives:

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 ,

Books for Reference :

1. Aristotle, The NicomacheanEthics
2. I. Kant, Critique of PracticalReason
3. J.S Mill,Utilitarianism
4. Shelly Kegan, NormativeEthics
5. William K.Frankena, Ethics
6. Bernard Williams, Ethics and the Limits ofPhilosophy
7. L.M. Hinman, Ethics: A Pluralistic approach to MoralTheory
8. Barry Schwartz and Kenneth Sharpe, Practical Wisdom: The Right Way to Do the Right Thing
9. Samuel Scheffler, Consequentialism and ItsCritics
10. R.M.Hare, Language of Morals
11. J.J.Mittler, Relativity Theory ofEthics
12. A.J.Ayer, “A Critique of Ethics”, in Language, Truth andLogic
13. Frank Jackson, From Metaphysics toEthics
14. Philippa Foot, Virtues andVices
15. “Modern Moral Philosophy,” by G.E.M.Anscombe
16. Rosaline Hursthouse, VirtueEthics
17. Alasdair MacIntyre, AfterVirtue
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 organisation, 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.
3. Alexander Miller, Philosophy of Language, Routledge,1998.
4. A. P. Martinich (ed.) The Philosophy of Language, Oxford University Press,1990.
5. Michael Beaney (ed.), The Frege Reader, Blackwell,1997
6. A.J. Ayer, Language, Truth and Logic, Penguin,1971.
7. J. L. Austin, How to Do Things with Words, Oxford University Press,1983
8. J. L. Austin, Philosophical Papers, Oxford University Press,1979.
9. John Passmore: A Hundred Years of Philosophy, London,1957.
10. A.J. Ayer (ed.), The Revolution in Philosophy, London,1956.
11. R.C. Pradhan, Recent Developments in Analytic Philosophy, ICPR,2001.
12. Richard Heck & Robert May, Frege’s Contribution to Philosophy of language
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.

1. 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 ResponsiblePractice
   5. Jacques Thiroux, Ethics: theory and pratice
   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

MadhvaVendanta: 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**

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**

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, Justice Aristotle- State, Justice, Nature of man

Unit-II

Indian Political Thought: Rajadharma, Shantiparva and Aunshasanparva , Arthasastra 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: AmartyaSen- 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 PoliticalTheory
2. C.L.Wayper, PoliticalThought
3. AmartyaSen, The Idea of Justice
4. J. Rawls, PoliticalLiberalism
5. John Rawls, A Theory ofJustice Books for Reference:
   1. E. Barker, Plato and His Predecessors
   2. Sukhbir sigh, History of PoliticalThought
   3. O.P.Gabba, An Introduction to PoliticalTheory
   4. V.P.Varma, Ancient and Mediaeval Indian Political Thought
   5. Hobbes,Leviathan
   6. Rousseau, The SocialContract
   7. F. Engels, The theory o f Family, Private Property and theState
   8. K. Marx,Capital
   9. Arthashastra, (Vol. II, Bk VI, VII,ch. 1), trans. R. P.Kangle,
   10. Plato, TheRepublic
   11. Aristotle,Politics
   12. Kautiliya: Arthashastra- L.N. Rangarajan
   13. Mahabharata(Santiparva)
   14. Anthony Quinton (ed.), PoliticalPhilosophy

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:

(70+30)

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 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.

**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 Judgement.

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

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 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) AND 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 .

Full marks: 100

**PAPER - 4.5 DISSERTATION AND VIVA**

**(Written-70 & Viva-30)** 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