






**STATE MODEL SYLLABUS FOR UNDER  
GRADUATE**

**COURSE IN PHILOSOPHY  
(Bachelor of Arts Examination)**

**MAPPING OF  
COURSES WITH EMPLOYABILITY / ENTREPRENEURSHIP / SKILL  
DEVELOPMENT**

**Mapping Colour Index:**

- |   |   |   |
|---|---|---|
|  | - | Employability   |
|  | - | Entrepreneurship                                      |
|  | - | Skill Development                                     |
|  | - | Employability, Skill Development                      |
|  | - | Employability, Entrepreneurship, Skill<br>Development |

**CHOICE BASED SEMESTER SYSTEM FOR DEPARTMENT OF  
PHILOSOPHY,  
SHAILABALA WOMEN'S (A) COLLEGE, CUTTACK**

**B.A. Programme in Philosophy**

**Aims and Objectives:**

B.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 and to offer a critical study of philosophical explanations, their methods, doctrines and leading thoughts. This course will help to nurture the philosophical ideas through critico-analytic method. Besides, this course will develop a critical, reflective and conceptual insight on certain fundamental issues of philosophy like metaphysics, epistemology, logic, and ethics. It is designed to impart philosophical knowledge of both East and West.

**P.G. DEPARTMENT OF PHILOSOPHY**

**VISION**

The P.G. Department of Philosophy is committed to strengthening its commitment to student's success and broadening its recognition for excellence in teaching and community service. The vision of M.A. programs in philosophy is to provide students with a comprehensive and advanced understanding of philosophical concepts, theories and methods.

**MISSION**

1. Foster Critical Thinking: Encourage students to think critically, analyze complex ideas, and engage in rigorous intellectual discourse.
2. Explore Diverse Philosophical Traditions: Provide a broad exposure to various philosophical traditions, from ancient to contemporary, western and non-western, promoting a global perspective.
3. Develop Analytical Skills: Equip students with the ability to analyze and evaluate arguments, construct logical reasoning and engage in thoughtful debate.

## PROGRAMME OUTCOME

1. **ADVANCED KNOWLEDGE:** Students will have an in-depth understanding of key philosophical concepts, theories, and the historical development of philosophy.
2. **CRITICAL THINKING:** Enhanced critical thinking and analytical skills, enabling students to evaluate complex ideas and arguments.
3. **RESEARCH AND WRITING PROFICIENCY:** Students will be proficient in conducting philosophical research and communicating their findings effectively through well-structured and persuasive written and oral presentations.
4. **ETHICAL AWARENESS:** Increased ethical awareness and the ability to engage in ethical reasoning and debate.
5. **FOSTER A LOVE FOR PHILOSOPHY:** Instill a passion for philosophical inquiry, inspiring a lifelong pursuit of wisdom and understanding.
6. **ENHANCE COMMUNICATION:** Improve written and communication skill to effectively express complex philosophical ideas and engage with diverse audiences.
7. **BREADTH OF PHILOSOPHICAL UNDERSTANDING:** Exposure to diverse philosophical traditions, both Western, promoting a more comprehensive view of the field.
8. **PROBLEM SOLVING SKILL:** Students will develop strong problem-solving abilities, which can be applied to a wide range of real-world challenges.
9. **EXPERTISE IN A SUB-FIELD:** Specialized knowledge and expertise in a particular subfield of philosophy, such as ethics, metaphysics, epistemology, philosophy of mind or political philosophy.

**10. CAREER OPPORTUNITIES:** Students are prepared for careers in various sectors, including academia, publishing, law, non-profit organizations, and more, where strong analytical and communication skills are highly valued.

### **PROGRAMME SPECIFIC OUTCOME**

After successful completion of two-year master programmes in Philosophy a student should be able to:

**PSO1:** Profound understanding of specific philosophical themes or issues, like existentialism, environmental ethics, or social justice.

**PSO2:** Proficiency in reading philosophical texts in multiple languages, particularly relevant for programmes with a focus on non-western philosophical traditions.

**PSO3:** The ability to engage in interdisciplinary work, applying philosophical perspectives to other fields, such as science, literature or technology.

**PSO4:** The capacity to conduct original research and make meaningful contributions to the field through published articles, conference presentations or philosophical dialogues.

**PSO5:** The development of ethical leadership skills for roles in ethics committees, public policy or advocacy organizations.

## CC-I: GENERAL PHILOSOPHY

### COURSE OUTCOME

**CO1:** The course primarily aims at helping students to cultivate the rational acumen.

**CO2:** Acquires the ability to ask questions, find issues where there are apparently none.

**CO3:** Helps students to enrich their ability for reflective thinking which in turn will help them to have a visionary road map to translate it into reality.

**CO4:** To understand the nature of reasoning and its limits.

**Full mark 100**

**(Mid Sem- 20 + End Sem- 80)**

**Unit-I:** Definition, Nature & Function of Philosophy, and Philosophy in relation to other modes of thinking like Science & Religion.

**Unit-II:** Metaphysics: Monism, Pluralism, Realism, Idealism, Metaphysical issues: Substance, Universal, Mind & Body.

**Unit-III:** Problem of knowledge: What is knowledge? Sources of knowledge: Empiricism, Rationalism, Theories of Truth: Correspondence, coherence and pragmatic theory

**Unit-IV:** Problems of Ethics: (1) Theories of Goodness: The good and the evil  
(2) Theories of conduct: Egoism & Altruism.

### Prescribed Books:

1. John Hospers: An Introduction to Philosophical Analysis (relevant portions)
2. J.N. Sinha: Introduction to Philosophy

### Reference books:

- (1) G.T.W. Patrick: Introduction to Philosophy
- (2) A.C. Ewing: The Fundamental Questions of Philosophy
- (3) G.W. Cunningham: Problems of Philosophy
- (4) Richard Taylor: Metaphysics
- (5) D.W. Hamlyn: Metaphysics

## CC-II: LOGIC AND SCIENTIFIC METHOD

### COURSE OUTCOME

**CO1:** This course aims at to introduce students to the developments in symbolic logic and traditional logic to make students understand that reasoning is reliant on the structure of the vehicle of reasoning.

**CO2:** Develop proficiency in deductive and inductive reasoning, and the ability to identify and evaluate logical fallacies in scientific arguments.

**CO3:** Understand the steps of the scientific methods, including hypothesis formulation experimental design and drawing conclusions.

**CO4:** Gain an appreciation for the importance of empirical evidence and the role of observations and experiments in the scientific process.

**Full mark 100**  
**(Mid Sem- 20 + End Sem- 80)**

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

**Unit-II:** Classification of Propositions (from standpoint of Quality & Quantity), Distribution of Terms, Square of oppositions, Existential Import of Propositions, Interpretation of categorical proposition.

**Unit-III:** Inference- Immediate Inference (Conversion and Obversion), Mediate Inference (Syllogism): Figure & Moods, Testing of Validity of Arguments by syllogistic Rules.

**Unit-IV:** Inductive Reasoning & Scientific Enquiry: Causation & Mills Experimental Methods.

### Prescribed Book:

1. Cohen& Nagel- Introduction to Logic & Scientific Method.

### Reference Book:

1. Copi, Cohen & Mac Mahan- Introduction to Logic (14th Edition)
2. Alex Rosenberg- Philosophy of Science: A Contemporary Introduction
3. John Hospers: An Introduction to Philosophical Analysis.

## CC-III: SYSTEMS OF INDIAN PHILOSOPHY-I

### COURSE OUTCOME

**CO1:** Understand the historical and cultural context in which Indian philosophical traditions emerged and evolved.

**CO2:** Develop a comprehensive knowledge of the major philosophical traditions in India, such as Carvaka, Samkhya, Jaina and Buddhist philosophy.

**CO3:** Study key philosophical texts, and scriptures from various Indian traditions, gaining the ability interpret and analyze the text.

**CO4:** Explore metaphysical concepts, such as the nature of reality (Brahman, Atman, etc.), and epistemological concepts, including various means of knowledge (pratyaksha, anumana)

**Full mark 100**

**(Mid Sem- 20 + End Sem- 80)**

- Unit-I:** Salient Features of Indian Philosophy, Basic concepts like Rta, Rna, Carvaka- Epistemology and Metaphysics (Lokayatamata)
- Unit-II:** Jainism - Syadvada, Anekantavada, Jaina ethics (concept of Triratna)
- Unit-III:** Buddhism: Four Noble Truths, Doctrine of Momentariness, Dependent Origination, No Soul Theory, Nirvana
- Unit-IV:** Samkhya-Dualistic System: Purusa, Prakriti, Theory of Causation, Theory of Evolution, Astanga Yoga of Patanjali

### Prescribed Books:

- (1) Dutta & Chatterjee - An Introduction to Indian Philosophy
- (2) C. D. Sharma - A Critical Survey of Indian Philosophy

### Reference Books:

- (1) R. K. Puligandla- Fundamentals of Indian Philosophy.
- (2) M. Hiriyana- Outlines of Indian Philosophy
- (3) J. N. Sinha- Indian Philosophy
- (4) S. Radhakrishnan- Indian Philosophy (Vol.1& 2)

## CC-IV: SYMBOLIC LOGIC

### COURSE OUTCOME

**CO1:** This course aims at 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.

**CO2:** Following Aristotle, we regard Logic from different points of view. On the one hand, logic is an instrument for appraising the correctness of reasoning.

**CO3:** Students should gain a strong understanding of the principles and rules of formal logic, including propositional and first order logic. Proficiency in representing logical statements and arguments using symbols and quantifiers.

**CO4:** Learning various proof techniques, including truth tables, natural deduction, and semantic tableaux to demonstrate the validity of logical arguments.

**Full mark 100**

**(Mid Sem- 20 + End Sem- 80)**

**Unit-I:** Chapter- I Introduction

Chapter- II-The Calculus of Propositions

**Unit- II:** Chapter-III Calculus of Propositions (Sec 1 to 6)

**Unit-III:** Chapter-IV Calculus of Propositions (Sec 7 to 9)

The Elements of Predicate Calculus (Section 1 to 9 of chapter V)

**Unit-IV:** Appendix (Sec-I to Sec-IV)

### Prescribed Books:

Basson & O' Corner: Introduction to Symbolic Logic



## CC-V: ETHICS

### COURSE OUTCOME

**CO1:** To make students aware of Ethical tools that must be used to resolve moral and ethical issues around.

**CO2:** To introduce students into contemporary debates in western ethics. Course materials investigate how the ethical approaches to ethics apply to practice issues, including discussion of moral sentiments and its uses.

**CO3:** To make students strong in ethically reasoning skills by critically examining most influential thoughts about issues in morality.

**CO4:** Explore the historical development of western ethical thought, including the contributions of major philosophers.

**CO5:** Study and evaluate various ethical theories, such as virtue ethics, deontological ethics, consequentialism and understand the fundamental of meta ethics.

**Full mark 100**

**(Mid Sem- 20 + End Sem- 80)**

**Unit-I:** Definition, Nature & Scope of Ethics, Ethics in relation to Politics, Sociology and Religion

**Unit-II:** Distinction between moral and non-moral action, Moral and factual Judgement. Object of Moral Judgement.

**Unit-III:** Theories of Morality: Hedonism, Utilitarianism, Rigorism, Perfectionism

**Unit-IV:** Theories of punishment; Retributive, Reformatory and Preventive theory.

### Prescribed Book:

1.J. N. Sinha- A Manual of Ethics

### Reference Books:

(1) W. Frankena– Ethics

(2) William Lily- An Introduction to Ethics

## CC-VI: HISTORY OF GREEK PHILOSOPHY

### COURSE OUTCOME

**CO1:** 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.

**CO2:** 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.

**CO3:** The primary purpose of this course is to examine human knowledge – its sources, its nature, and its various kinds. 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.

**CO4:** The primary purpose of this course is to examine human knowledge – its sources, its nature, and its various kinds.

**Full mark 100**

**(Mid Sem- 20 + End Sem- 80)**

**Unit-I:** Nature of Greek Philosophy: What is Philosophy? Origin, development and Salient features of early Greek Thought

**Unit-II:** Pre-Socratic Thought: The Being of Parmenides, Becoming of Heraclitus and Atomism of Democritus

**Unit-III:** Socrates: Problem before Socrates, Dialectical method, epistemology and ethics of Socrates.

**Unit-IV:** Plato: Theory of Knowledge, Theory of Idea, and Theory of Soul  
Aristotle: Theory of Form and Matter, Theory of Causation.

### Prescribed Book:

- (1) W. T. Stace - Greek Philosophy

### Reference books:

- (1) Burnet - Greek Philosophy
- (2) B. A. G. Fuller - A History of Greek Philosophy
- (3) B. Russell - A History of Western Philosophy
- (4) Y. Masih - A Critical History of Philosophy

## CC-VII: SYSTEMS OF INDIAN PHILOSOPHY(II)

### COURSE OUTCOME

**CO1:** Understand the historical and cultural context in which Indian philosophical traditions emerged and evolved.

**CO2:** Develop a comprehensive knowledge of the major philosophical traditions in India, such as Carvaka, Samkhya, Jaina and Buddhist philosophy.

**CO3:** Study key philosophical texts, and scriptures from various Indian traditions, gaining the ability interpret and analyze the text.

**CO4:** Explore metaphysical concepts, such as the nature of reality (Brahman, Atman, etc.), and epistemological concepts, including various means of knowledge (prataksha, anumana)

**Full mark 100**

**(Mid Sem- 20 + End Sem- 80)**

**Unit-I:** Upanishad view of Atman and Brahman, Vidya and Avidya,  
Para vidya and Aparavidya

**Unit-II:** Nyaya theory of Inference, Prama and Aprama, Concept of God

**Unit-III:** Vaishesika: Categories (Padarthas), Nyaya: Pramanas

**Unit-IV:** Sankara and Ramanuja's view on Maya, Jiva, Isvara, Brahman and Liberation

### Prescribed Books: -

1. Dutta and Chatterjee: An Introduction to Indian Philosophy
2. C.D. Sharma: A Critical Survey of Indian Philosophy
3. M. Hiriyana: Outlines of Indian Philosophy

### Books for Reference: -

1. J.N Sinha: Indian Philosophy
2. R.K Puligandla: Fundamentals of Indian Philosophy
3. S. Radhakrishnan: Indian Philosophy (Vol-I and II)

## CC-VIII: CONTEMPORARY INDIAN PHILOSOPHY

### COURSE OUTCOME:

**CO1:** 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.

**CO2:** The course includes the study of the specific works of Radhakrishnan, Aurobindo, J. Krishnamurthy, M.K. Gandhi, Swami Vivekananda. Each of them in one way or another has responded to the challenges posed by the colonial encounter, nationalists and civilizational aspirations.

**CO3:** 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.

**CO4:** 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 modernity and Alternative Modernity

**Full mark 100**

**(Mid Sem- 20 + End Sem- 80)**

<b>UNIT-I:</b>	Tagore: Nature of man God, Reality and Religion, Vivekananda: The concept of man, Universal Religion and Practical Vedanta
<b>Unit-II:</b>	Sri Aurobindo: World, Maya, Evolution and Reality (Sacchidananda), Integral yoga
<b>Unit- III:</b>	Gandhi: Truth, God and Non-violence, Ideal social order Dr B.R. Ambedkar: Vision of a just society
<b>Unit- IV:</b>	S. Radhakrishnan: Man, Reality and Religion J Krishna Murty: Man and Nature, Human Crisis

### Prescribed Book:

1. B.K Lal: Contemporary Indian Philosophy

### Books for Reference: -

1. H. Sahoo (Ed): Contemporary Indian Philosophy
2. T.M.P Mahadevan and V. Saroja: Contemporary Indian Philosophy

## CC-IX: HISTORY OF MODERN EUROPEAN PHILOSOPHY

### COURSE OUTCOME

**CO1:** 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.

**CO2:** Though the list of such thinkers like Descartes, John Locke, Immanuel Kant, 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.

**CO3:** The primary purpose of this course is to examine human knowledge – its sources, its nature, and its various kinds.

**CO4:** 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 mark 100**

**(Mid Sem- 20 + End Sem- 80)**

<b>Unit- I:</b>	Bacon: Theory of Idola, Inductive Method Descartes: Universal Doubt, Cogito-Ergo-Sum, Existence of God
<b>Unit-II:</b>	Spinoza: Substance, Attribute and Modes Leibnitz: Theory of Monads, Pre-established harmony
<b>Unit- III:</b>	Locke: Refutation of Innate ideas, Sources of knowledge Berkeley: Subjective idealism, Ese-est-percipii Hume: Impression and Idea, Skepticism and Causality
<b>Unit- IV:</b>	Kant: Reconciliation between empiricism and Rationalism Possibility of Synthetic a priori judgment

### Prescribed Book:

1. R.K. Pati: History of Modern European Philosophy

### Books for Reference: -

1. Y Masih: History of Western Philosophy
2. Ira Sen Gupta: A History of Western Philosophy
3. Frank Thilly: History of Western Philosophy

## CC-X: PHILOSOPHY OF LANGUAGE

### COURSE OUTCOME

**CO1:** 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. What is a theory of meaning?

**CO2:** On what does the 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 meaning natural or conventional? What is the relationship between meaning and translation?

**CO3:** In dealing with these questions' students will be required to study of different concept of language, like ambiguity, vagueness, theories of truth, different kinds of definitions.

**CO4:** 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 are the most common ways of understanding,

**Full mark 100**

**(Mid Sem- 20 + End Sem- 80)**

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

**Unit- II** Definitions: Denotative, Connotative and Ostensive

Defining and Accompanying Characteristics,

Stipulative, Reportive and Persuasive definition

**Unit- III** Sentence Meaning: Proposition and sentence

Word Meaning and sentence meaning, Criteria of sentence meaning

**Unit-IV** Concept: Nature and source

Truth: Correspondence, Coherence and Truth as it works

### Prescribed book:

1. John Hospers: An Introduction to Philosophical Analysis

### Books for Reference: -

1. Alston: Philosophy of Language
2. Das P: Life Language & Reality: An Introduction to Philosophy of Language

## CC-XI: WESTERN CLASSICS: MEDITATIONS OF RENE DESCARTES

### COURSE OUTCOME

**CO1:** Gain a deep understanding of Descartes method of skeptical doubt on his quest of certain knowledge.

**CO2:** Explore the key metaphysical and epistemological concepts presented in Descartes's Meditation, such as "cogito-ergo-sum", innate ideas and nature of mind and body.

**CO3:** Discuss Descartes's position within the rationalist tradition and his emphasis on the role of reason and innate knowledge.

**CO4:** Explore the mind-body problem and Descartes dualism, as well as contemporary debates related to this issue.

**Full mark 100**

**(Mid Sem- 20 + End Sem- 80)**

<b>Unit- I</b>	Meditation I: Sceptical Doubts Meditation II: Cogito-ergo-sum, Sum- res-cogitans, The Wax argument
<b>Unit- II</b>	Meditation III: Clear and Distinct perceptions Theory of Ideas, Existence of God
<b>Unit- III</b>	Meditation IV: God is no deceiver, will, intellect and possibility of Error Meditation V: Essence of Material things, Existence of God
<b>Unit- IV</b>	Meditation- VI Mind- body Dualism, Primary and Secondary Quality

### Prescribed Book: -

1. Rene Descartes: Meditations on first Philosophy

### Books for Reference: -

1. Rae Langton: A Study Guide to Descartes Meditations
2. Amelie Rorty: Essays on Descartes Meditations

## CC-XII: INDIAN TEXT: ISA UPANISHAD

### COURSE OUTCOME

**CO1:** To Increase student understanding of Vedic systems and their philosophy for spiritualistic development.

**CO2:** To make a holistic development of their personality.

**CO3:** To expose various Indian scriptures and texts like Vedas, Upanishads to realize the itself.

**CO4:** 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 mark 100**

**(Mid Sem- 20 + End Sem- 80)**

**Unit-I**           What are Upanishads? Place of Upanishad in Indian Philosophy,  
Isa Upanishad

**Unit-II**           Mantra 1 to 9

**Unit- III**        Mantra 10 to 14

**Unit- IV**        Mantra 15 to 18

### Prescribed Book:

1. Swami Gambhirananda, Eight Upanishads (Vol-I) God and Reality, Advaita Ashrama, Calcutta

### Books for Reference:

1. S. Radhakrishnan: The Principal Upanishads
2. Satyabadi Mishra: Central Philosophy of the Upanishads
3. Aditya Ku. Mohanty: Upanishads Rediscovered



## CC-XIII: SOCIAL & POLITICAL PHILOSOPHY

### COURSE OUTCOME

**CO1:** To ignite the students for basic social and political concepts both in Western and Indian context.

**CO2:** To introduce students the philosophical underpinnings of the social and political structures.

**CO3:** To study different thinkers who have given their theories in understanding the society and principles of the governance.

And to make the students aware about the social and political ideals.

**CO4:** Analyze the concept of democracy, various models of governances and issues related to political participation and representation.

**Full mark 100**

**(Mid Sem- 20 + End Sem- 80)**

**Unit-I:** Sociality, Social science & Social laws, Philosophy of Social Science  
Relation Between Individual & Society (Mechanical, Organic & Idealistic view)

**Unit- II:** Political Ideals- Justice, Liberty, Equality  
Political Doctrines- Humanism, Secularism, Feminism, Philosophy of Ecology.

**Unit- III:** Democratic Ideals- Democratic Government, Conditions for Successful  
Functioning of Democracy, Human Rights

**Unit-IV:** Political Ideologies- (a) Anarchism (b) Marxism (c) Sarvodaya

### Prescribed Book

1. O.P. Gauba - An Introduction to Political Philosophy.

### Reference Books

1. Mackenzie: Social & Political Philosophy
2. Sukhvir Singh- Social and Political Philosophy
3. Sushila Ramaswamy- Political Theories: Ideas & Concepts
4. D.D. Raphael- Problems of Political Philosophy
5. Patitapaban Das- Social and Political Philosophy

## CC-XIV: APPLIED ETHICS

### COURSE OUTCOME

**CO1:** The objective is to spell out the distinction between normative ethics and meta-normative ethics. It aims at the study of ethics as related to the practical situations of life.

**CO2:** It will discuss the nature of applied ethics and are as 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.

**CO3:** Develop the ability to make well-reasoned ethical decisions by applying ethical theories and principles to specific cases.

**CO4:** Understand the ethical considerations in research, including issues related to human and animal subjects, data integrity.

**Full mark 100**

**(Mid Sem- 20 + End Sem- 80)**

**Unit- I:** What is Applied Ethics: Nature & Scope of Applied Ethics-  
Ethical Theories- Deontology, Utilitarianism, Relativism & Subjectivism

**Unit-II:** Taking Life: Animals- Animals rights, Reverence for life  
Taking Life: Humans- Types of Euthanasia, Abortion

**Unit-III:** Environmental Ethics: Anthropocentrism, Non-anthropocentrism,  
Deep Ecology

**Unit-IV:** Professional Ethics:  
(a) Business Ethics- Rights and Obligations, Justice & Honesty in Ethics.  
(b) Bio-medical Ethics- Hippocratic Oath, Rights & Obligations of Health-Care Professionals, Doctor- Patient-Relationship

### Prescribed Book

1. Peter Singer- Practical Ethics

### Reference Books

1. J. Jagadeb- Bio-medical Ethics
2. Tom Regan - Animal Rights
3. J. P. Theroux- Ethics: Theory & Practice
4. P.K Mohapatra: Ethics and Society

## DSE-I: PHILOSOPHY OF BHAGAVAD GITA

### COURSE OUTCOME:

**CO1:** To Increase student understanding of Bhagavad Gita and their philosophy for spiritualistic development.

**CO2:** To make a holistic development of their personality.

**CO3:** To expose various Indian scriptures and texts like Vedas, Upanishads to realize itself.

**CO4:** To critically evaluates the importance of Bhagavad Gita, 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 mark 100**

**(Mid Sem- 20 + End Sem- 80)**

**Unit-I:** Dharma: Varna dharma, Swabhava, Swadharma- Paradharma

**Unit-II:** Karma: Classification of Karma; Agency Niskama Karma, Lokasamgraha, Relation between Karma Yoga and Jnana yoga

**Unit-III:** Jnana: Distinction between Jnana and Vijnana. Criteria of True Knowledge (Buddhi Yoga & Jnana Yoga), Kshetra, Kshetrajna, Purusottama. Sattvika, Rajasika and Tamasika Jnana

**Unit-IV:** Bhakti Yoga: Four kinds of devotee, Characteristics of Ideal Bhakti- Saranagati & Prapattikrupa (grace) Relation between Bhakti Yoga & Jnana Yoga

### Prescribed Books

1. The Bhagavad Gita- S. Radhakrishnan (Trs & Ed)

### Reference Books

1. Concept of Yoga in the Gita- S. C. Panigrahi
2. Bhagavad Gita & Modern Life- K. M. Munshi& R. R. Diwakar
3. The Lord Speaks (2016)- B. K. Tripathy
4. Shrimad Bhagavad Gita Bhasya of Sri Shankaracharya- A. G. K. Warriar (Trs)
5. The Ethical Philosophy of Gita- P. N. Srinivasachari

## **DSE-II: PHILOSOPHY OF RELIGION**

### **COURSE OUTCOME**

**CO1:** Gain an understanding of the historical and cultural context of the medieval period and how it influenced the development of religious thought.

**CO2:** Explore the works and ideas of prominent medieval philosophers and theologians, such as Augustine, Anselm, Aquinas.

**CO3:** Examine the relationship between faith and reason in medieval thought, including discussions on the compatibility of religious belief and philosophical inquiry.

**CO4:** Analyze the ontological arguments for the existence of God, particularly the contributions of Anselm.

**Full mark 100**

**(Mid Sem- 20 + End Sem- 80)**

**Unit-I:** Judaic- Christian Concept of God (Chapter-1)

Introduction to Philosophy of Religion

Grounds for belief in existence of God (Chapter- 2)

**Unit-II:** Grounds for belief against existence of God (Chapter-3)

**Unit-III:** The Problem of Evil (Chapter- 4)

**Unit-IV:** Problems of Religious Language

### **Prescribed Book**

1. John Hick- Philosophy of Religion

### **Reference Books**

1. Y. Masih-Introduction to Religious Philosophy
2. Arvind Sharma- Philosophy of Religion

## DSE-III: GANDHIAN STUDIES

### COURSE OUTCOME

**CO1:** 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. **CO2:** The course includes the study of the specific works of Mahatma Gandhi. Mahatma Gandhi in one way or another has responded to the challenges posed by the colonial encounter, nationalists and civilizational aspirations.

**CO3:** The students will be required to engage with Mahatma Gandhi. 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.

**CO4:** 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 mark 100**

**(Mid Sem- 20 + End Sem- 80)**

- Unit-I:** Gandhi’s concept of a Just society.  
Basic Ideals- Truth, Non-violence, Equality and Human Freedom.
- Unit-II:** Gandhi’s idea of Social Engineering, Constructive Programme.  
Fight against social Evils (Injustice, Caste system, Untouchability)  
upliftment of Women.
- Unit-III:** Social Ideals of Gandhi Sarvodaya, Criticism of industrial civilization,  
Grama Swaraj, Anarchism, Trusteeship.
- Unit –IV:** Method of Social Action,  
Satyagraha- Kinds of Satyagraha, Methods of Satyagraha. Mercy- Killing,  
Ideals of Basic Education. Basic Norms & Method of Education,  
Education for a Happier & Peaceful Society. World Peace.

### Prescribed Book

1. The Philosophy of Mahatma Gandhi, by D.M Datta

### Reference Books

1. Social & Political Thought of M.K. Gandhi- Jaya Tanuja Bandopadhyay
2. Mahatma Gandhi- R.R. Diwakar

## **DSE-IV: RECENT WESTERN PHILOSOPHY**

### **COURSE OUTCOME**

**CO1:** This course aims at the 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.

**CO2:** This course will help to nurture the philosophical ideas and critical reasoning abilities among students. Besides these, this course will develop acritical, reflective and historical awareness on issues relating to the following aspects of philosophy such as metaphysics, epistemology, and ethics.

**CO3:** Offers the critical understanding of modern western philosophy from diverse vantage points such as modern to postmodernism.

**CO4:** 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 their own philosophical significance and social implication.

**Full mark 100**

**(Mid Sem- 20 + End Sem- 80)**

- Unit-1:** Arther, Schopenhauer: The world as representation. The world as will, Theory of perception, Ethics
- Unit-2:** Nietzsche: Critique of enlightenment Perspectivism, Apollonian and Dyonysian will to power, concept of superman
- Unit-3:** Sartre, J.P.: Concept of Freedom, Bad-faith, Humanism
- Unit-4:** William James: Meaning & Truth, Varieties of Religious experience

### **Recommended Text**

1. B.A.G Fuller & McMurrin, A History of Philosophy
2. D. M. Dutta Chief Currents of Contemporary Philosophy
3. Frank Thilly, History of Western Philosophy

### **Reference Book**

1. M.K. Bhadra, A critical Survey of Phenomenology & Existentialism
2. H.J. Blackham, Six Existential Thinkers
3. W. Mc. Neil & K.S. Feldman, Continental Philosophy: An Anthology

## PROJECT (Optional)- DSE-IV

### COURSE OUTCOME

**CO1:** To understand the basic concepts of research and its methodologies.

**CO2:** To identify and discuss the role and importance of research in the subject of philosophy.

**CO3:** To identify and discuss the issues and the concepts related to the research process.

**CO4:** To identify and discuss the complex issues inherit in selecting a research problem, selecting an appropriate research design, and implementing a research project.

### Eligibility:

Students who have scored more than 60% marks in Semester –I, II, III &IV are eligible to opt for project paper. The student has to prepare a project of his own selecting a topic from philosophical perspective (For example-some broad themes are given below). The dissertation carries 60 marks which will be evaluated by an external examiner, and he / she will face a viva-voice test of 40 marks by an external examiner along with his / her supervisor of the concerned project.

1. Philosophy, value and culture
2. Existentialism and Phenomenology
3. Philosophy of religion
4. Philosophy of Language
5. Socio-Political Philosophy
6. Indian Philosophy/Contemporary Indian Philosophy
7. Ethics/Applied ethics
8. Philosophy of Mind

## GE-I: SYMBOLIC LOGIC

### COURSE OUTCOME

**CO1:** This course aims at 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.

**CO2:** Following Aristotle, we regard Logic from different points of view. On the one hand, logic is an instrument for appraising the correctness of reasoning.

**CO3:** Students should gain a strong understanding of the principles and rules of formal logic, including propositional and first order logic. Proficiency in representing logical statements and arguments using symbols and quantifiers.

**CO4:** Learning various proof techniques, including truth tables, natural deduction, and semantic tableaux to demonstrate the validity of logical arguments.

**Full mark 100**

**(Mid Sem- 20 + End Sem- 80)**

**Unit 1:** Chapter I- Introductory

Chapter II- The Calculus of Propositions

**Unit II:** Chapter III- The Calculus of Propositions (Sec 1 to 6)

**Unit III:** Chapter IV- The Calculus of Propositions (Sec 7 to 9)

Chapter V- The Elements of Predicate Calculus

**Unit IV:** Appendix Sec 1 to Sec 4

### Prescribed Book:

1. Basson and O. Conner: Introduction to symbolic Logic



## GE-II: INDIAN PHILOSOPHY

### COURSE OUTCOME

**CO1:** Understand the historical and cultural context in which Indian philosophical traditions emerged and evolved.

**CO2:** Develop a comprehensive knowledge of the major philosophical traditions in India, such as Carvaka, Samkhya, Jaina and Buddhist philosophy.

**CO3:** Study key philosophical texts, and scriptures from various Indian traditions, gaining the ability interpret and analyze the text.

**CO4:** Explore metaphysical concepts, such as the nature of reality (Brahman, Atman, etc.), and epistemological concepts, including various means of knowledge (pratyaksha, anumana)

**Full mark 100**

**(Mid Sem- 20 + End Sem- 80)**

**Unit I:** Salient features of Indian philosophy and key concepts, Carvaka epistemology and metaphysic, Jainism Syadvada and Anekantavada

**Unit II:** Buddhism- The Four Noble Truth, Doctrine of Dependent origination, No Soul Theory, Nirvana

**Unit III:** Samkhya- Purusa, Prakrti, Theory of Evolution  
Yoga- Patanjali's CittaVrtti Nirodha, Astanga Yoga

**Unit IV:** Nyaya- Theory of Inference, Vaishesika- Padarthas (Categories)

### Prescribed Books:

1. Dutta and Chatterjee: An Introduction to Indian Philosophy

### Reference Books:

1. C.D Sharma: A critical Survey of Indian Philosophy
2. G.C Nayak: Bharatiya Darshana (Odia)
3. B.B. Choudhury: Bharatiya Darshana Ruparekha ( Odia Translated book)

