

Syllabus

M.A.Philosophy



PG DEPARTMENT OF PHILOSOPHY

SHAILABALA WOMEN'S (AUTONOMOUS) COLLEGE, CUTTACK

Annexure-C

SBWAC PGSYLLABUSSTRUCTURE(w.e.f.2022-23)

Semester-I								
Sl. No.	Nature of Course	Course Code	Paper Title	Units	Credits	Marks		
						Mid-Sem.	End-Sem.	Total
1	HardCore	HC-101	Theory	5	5	30	70	100
2	HardCore	HC-102	Theory	5	5	30	70	100
3	HardCore	HC-103	Theory	5	5	30	70	100
4	HardCore	HC-104	Practical (Theory for non-practical subjects)	--	5	30	70	100
5	AlliedCore	AC-101	Computer Application Course by e-learning centre	3	3	Mid-Sem 10 + Practical 10 = 20 marks	30	50
Total					23	135	315	450

Semester-II								
Sl. No.	Nature of Course	Course Code	Paper Title	Units	Credits	Marks		
						Mid-Sem.	End-Sem.	Total
6	HardCore	HC-201	Theory	5	5	30	70	100
7	HardCore	HC-202	Theory	5	5	30	70	100
8	HardCore	HC-203	Theory	5	5	30	70	100
9	HardCore	HC-204	Practical (Theory for non-practical subjects)	--	5	30	70	100
10	Core Elective	CE-201	Theory (Options will be given to choose any one out of 2 or 3)	5	5	30	70	100
11	Open Elective	OE-201	Theory (Open for Other PG students) OR MOOCs (From SWAYAM/NPTEL etc.)	--	4	--	50	50
Total					29	150	400	550

Annexure-C

Semester-III								
Sl. No.	Nature of Course	Course Code	Paper Title	Units	Credits	Marks		
						Mid-Sem.	End-Sem.	Total
12	HardCore	HC-301	Theory	5	5	30	70	100
13	HardCore	HC-302	Theory	5	5	30	70	100
14	HardCore	HC-303	Practical (Theory for non-practical subjects)	--	5	30	70	100
15	Core Elective	CE-301	Theory (Options will be given to choose anyone out of 2 or 3)	5	5	30	70	100
16	Core Elective	CE-302	Theory (Options will be given to choose anyone out of 2 or 3)	5	5	30	70	100
17	Field Internship	FI-301	Field Internship	--	3	--	50	50
	Total				28	150	400	550

Semester-IV								
Sl. No.	Nature of Course	Course Code	Paper Title	Units	Credits	Marks		
						Mid-Sem.	End-Sem.	Total
18	HardCore	HC-401	Theory	5	5	30	70	100
19	HardCore	HC-402	Practical (Theory for non-practical subjects)	--	5	30	70	100
20	HardCore	HC-403	Dissertation	--	5	--	100	100
21	Core Elective	CE-401	Theory (Options will be given to choose anyone out of 2 or 3)	5	5	30	70	100
22	Allied Core	AC-401	Theor: 'Women and Society' (For All PG Subjects/Programs)	3	3	15	35	50
	Total				23	105	345	450

Summary

HC-HardCore	14x100	1400
CE-Core Elective	4x100	400
OE-Open Elective	1x50	50
AC-Allied Core	2x50	100
FI-Field Internship	1x50	50
Total Marks:		2000

Annexure-C

Summary

Semester	Credits	TotalMarks
Sem-I	23	450
Sem-II	29	550
Sem-III	28	550
Sem-IV	23	450
TOTAL	103	2000

Instructions to the Board of Studies:

1. Program Outcome for each program/discipline/subject must be given.
2. Each paper/course must have objectives and learning outcomes.
3. Each theory paper must have five (05) units.
4. Each unit must have three (03) components.
5. Each practical paper must include minimum eight (08) experiments/tests.

SYLLABUS FOR M.A. PROGRAMME
DEPARTMENT OF PHILOSOPHY
SHAILABALA WOMEN'S (A) COLLEGE, CUTTACK

FIRST SEMESTER

Course No.	Name of the Course
HC-101	Indian Epistemology
HC-102	Indian Metaphysics
HC-103	Indian Ethics
HC-104	Symbolic Logic
AC-101	Computer Application

SECOND SEMESTER

Course No.	Name of the Course
HC-201	Western Epistemology
HC-202	Western Metaphysics
HC-203	Western Ethics
HC-204	Comparative Study of Religions
CE-201	1. Philosophy of Mahima Cult 2. Linguistic and Conceptual Analysis
OE-201	Indian Value System

THIRD SEMESTER

Course No.	Name of the Course
HC-301	Applied Ethics
HC-302	Post-Kantian and Contemporary Philosophy
HC-303	Philosophy of Vedanta
CE-301	1. Political Philosophy 2. Contemporary Indian Philosophy
CE-302	1. Philosophy of Wittgenstein 2. Critical Thinking
FI-301	Field Internship

FOURTH SEMESTER`

Course No.	Name of the Course
HC-401	Major Trends in Odishan Philosophy
HC-402	Philosophy of the Upanisads
HC-403	Dissertation
CE-401	1. Philosophy of Mind 2. Philosophy of Social Sciences
AC-401	Women and Society

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

M.A. Programme in Philosophy

Aims and Objectives:

M.A. programme is designed to cultivate philosophical approach and analytical ability among the students through a rigorous training in the discipline. The designed syllabus is an introduction of some fundamental issues of philosophy in general 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.

FIRSTSEMESTER

PAPER HC101

INDIAN EPISTEMOLOGY

Course Objectives:

Indian Epistemology is rich in terms of its content and method. It teaches the students, how to have valid knowledge as distinguished from invalid one. It also enables them to know how is cognition itself cognized. Cognitions are moments of consciousness but not species of belief, doubt, hesitation, surmise, conjecture etc. Knowledge is situation or context specific.

PROGRAMME SPECIFIC OBJECTIVE

The knowledge of Indian Epistemology should enhance the students' ability regarding systematic reflection concerning knowledge.

The course is to understand the distinct sources of knowledge.

It will provide the students to inculcate in-depth knowledge of Indian Epistemology.

In-depth study of Indian knowledge systems.

Knowledge is situation or context specific

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 sources of knowledge.
- It will provide the students to inculcate in-depth knowledge of Indian Epistemology

PAPER HC-102 INDIAN METAPHYSICS

Course objective

The course aims at to acquaint students with the fundamentals of the orthodox systems such as Samkhya, Yoga, Nyaya, Vaisesika, Pura Mimamsa and Uttara Mimamsa. It deals with the fundamental assumptions and theories in the heterodox systems such as Carvak, Buddhism and Jainism. The notion of absolute in the orthodox systems is 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 intends to examine the ongoing debates between the monists, dualists and pluralists in the east as envisioned in different schools of thought.

PROGRAMME SPECIFIC OBJECTIVE

The course students will understand the interface between the religio-cultural traditions and philosophic enquiry.

- Help them understand the synergy among the orthodox and heterodox schools with regard to the nature of the 'highest good' differently conceived in different systems.
- To discover affinity between orthodox systems and heterodox systems. especially, Buddhism and Jainism.
- To understand how the epistemology and metaphysics remain intertwined in Nyaya, Vaisesika, Samkya and Yoga.
- To understand how the Vedantic metaphysics constitutes the quintessence of Indian psyche.
- To help students reexamine the critique of metaphysics as offered by some Indian and western thinkers.

Student Learning Outcomes:

- On completion of the course students will understand the interface between the religio-cultural traditions and philosophic enquiry.
- Help them understand the synergy among the orthodox and heterodox schools with regard to the nature of the 'highest good' differently conceived in different systems.
- To discover affinity between orthodox systems and heterodox systems. especially, Buddhism and Jainism.
- To understand how the epistemology and metaphysics remain intertwined in Nyaya, Vaisesika, Samkya and Yoga.
- To understand how the Vedantic metaphysics constitutes the quintessence of Indian psyche.
- To help students reexamine the critique of metaphysics as offered by some Indian and western thinkers.

PAPER-HC-103 INDIAN ETHICS

Course Objective

- To ignite student's learning capacity in key philosophical concepts related to Good and Bad, right and wrong, just and unjust etc.
- To develop students' 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.

PROGRAMME SPECIFIC OBJECTIVE

- To ignite student's learning capacity in key philosophical concepts related to Good and Bad, right and wrong, just and unjust etc.
- To develop students' 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

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 ethical sensitivity and moral understanding required to solve complex ethical dilemmas in their everyday life

PAPER-HC-104 SYMBOLIC LOGIC

Course Objectives:

1. 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. Following Aristotle, we regard Logic from 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. To ignite student's learning capacity in key philosophical concepts related to Good and Bad, right and wrong, just and unjust etc.
 - To develop students' understanding, with current debates and ethical issues in everyday life.
 - To enable students to develop ability for moral reasoning and act with ethical deliberations.

PROGRAMME SPECIFIC OBJECTIVE

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.

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-AC-101

ComputerApplication

COURSE OUTCOME

The students develop the ability of handling problems through computer application.
Acquire knowledge of fundamentals of computer technology.

PROGRAMME SPECIFIC OBJECTIVE

To develop knowledge of computer and solve problems through computer technology.
To develop ICT knowledge.

LEARNING OUTCOMES

Mastery on computer application
ModernICTbased

technologicaladvancement

SECOND SEMESTER

PAPER-HC-201

WESTERN EPISTEMOLOGY

Course objectives:

In this paper we look at the works of some of the philosophers who have had a lasting influence on philosophizing in the discourse of epistemology. Though the list of such thinkers is very long, the following selection has been confined to only those philosophers who not only inaugurated new directions in philosophy but have continued to have lasting impact on subsequent philosophers. The primary purpose of this course is to examine human knowledge – its sources, its nature, and its various kinds. 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.

PROGRAMME SPECIFIC OBJECTIVE

. 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,

The origin, nature and problems of knowledge and limits of human knowledge can be understood properly.

As a result, the students get the advantage of a comparative study of Indian and Western knowledge structure.

Student Learning Outcomes:

- Trains the students– how to read and understand philosophical texts.
- Builds up philosophical ideas and arguments through conceptual analysis.
- Helps the students– how to argue and what to argue.
- Reflects upon the conceptual clarification and makes the students aware of the epistemological problems and their solutions from western philosophical standpoints.

**WESTERN METAPHYSICS
PAPER–HC202**

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 paradigms. It will examine the deductive method employed in metaphysical thinking and a priori models in metaphysical thinking in the philosophy of Descartes, Spinoza, Leibnitz, Hegel and other philosophers. The nature of metaphysics which is the result of certain epistemic pre-suppositions of the philosophers like 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 also be discussed.

PROGRAMME SPECIFIC OBJECTIVE

-It will examine the deductive method employed in metaphysical thinking and a priori models in metaphysical thinking in the philosophy of Descartes, Spinoza, Leibnitz, Hegel and other philosophers.

-The nature of metaphysics which is the result of certain epistemic pre-suppositions of the philosophers like 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.

-To understand the nature of absolutism or reductionism in the respect of the metaphysical thinking in the west.

Student Learning Outcomes:

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

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 the or ethical approaches to ethics apply to practical issues, including di scissions of Moral sentiments and its uses.
- To make students strong in ethically reasoning skills by critically examining most influential thoughts about issues in morality.

PROGRAMMESPECIFIC OBJECTIVE

- contemporary debates in western ethics is the major theme of discussion.
- . Course materials investigate how the ethical approaches to ethics apply to practical issues, including discissions of Moral sentiments and its uses.
- To make students strong in ethically reasoning skills by critically examining most influential thoughts about issues in morality. contemporary debates in western ethics. Course materials investigate how the or ethical approaches to ethics apply to practical issues, including di scissions of Moral sentiments and its uses.
- To make students strong in ethically reasoning skills by critically examining most influential thoughts about issues in morality.

Student Learning Outcomes:

This course addresses everyday life issues through theoretical concepts and, hence, it is one of the courses that requires a practical interface of theory and real-life situations. It will enable the students to develop skills to help them taking decisions in a morally sticky situations 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 organisations, old age homes, NGOs etc and use of Ted talks, social media as pedagogical tools will certainly add value to this course.

Course Objectives:

This course will focus on the origin and development of different religions of the world. It will focus on the similarities shared between them. Special emphasis would be on clarifying religious dogmas and misunderstanding which causes religious conflict and tries to address the true spirit of all religions. It also discusses regarding the restoration of peace and prosperity and social solidarity in the human society.

PROGRAMME SPECIFIC OBJECTIVE

- The study of a variety of religions, students gain a broad understanding and appreciation of mechanism for enhancing cross-cultural religious communication.
- It will develop awareness about the realization of peace, harmony and co-existence in the society.

It also discusses regarding the restoration of peace and prosperity and social solidarity in the human society

Special emphasis would be on clarifying religious dogmas and misunderstanding which causes religious conflict and tries to address the true spirit of all 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 the realization of peace, harmony and co-existence in the society.

PAPER-CE-201(I)
THE PHILOSOPHY OF MAHIMA CULT

Course Objective

To acquaint students with Mahima cult and its philosophical significance. So it intends to discuss the metaphysical and ethical aspects of Mahima cult. It will also discuss and point out how it is human-centric at its core.

PROGRAMME SPECIFIC OBJECTIVE

- To know the philosophical significance of Mahima Darshana.
- Make the students aware of socio-religious tradition of Odisha.
- To fulfill the demands of students about local philosophers of Odisha
- To spread the spiritualistic humanism and altruistic outlook of Bhima Bhoi.

Student's Learning Outcome:

It preaches universal love, brotherhood and peace. Students can realize that the altruistic outlook of Bhima Bhoi because of which the philosophy of Mahima cult is rightly called spiritual humanism.

PAPER-CE-201(II)

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. What is a theory of meaning? On what does the knowledge of meaning consist? Are there at all facts about meaning? And if so, what kinds of facts are there about meaning? What is the connection between a theory of meaning and a theory of truth? Can we say that a theory of meaning is also a theory of understanding? Is meaning natural or conventional? What is the relationship between meaning and translation? In dealing with these questions students will be required to study philosophers of language, like Frege, Russell, Strawson, Wittgenstein, Quine, and the logical positivists. The aim is to show that issues concerning meaning are not merely semantic, but integrally related to that of ontology and epistemology. Meaning and Reference are the most common ways of understanding. The meaning of a word is in terms of its reference to something outside of language. But the notion of reference and the relation of language to something outside of it, leads to questions concerning language-world relationship. So, we will look at the problem of reference with special emphasis on proper names, definite descriptions, problem of empty names and the distinction between sense and reference. Traditional accounts of meaning have been challenged by philosophers in their attempts to understand meanings as acts that speakers perform in their use of language..

PROGRAMME SPECIFIC OBJECTIVE

-Students will be required to study philosophers of language, like Frege, Russell, Strawson, Wittgenstein, Quine, and the logical positivists.

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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,

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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.

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The problem of reference with special emphasis on proper names, definite descriptions, problem of empty names and the distinction between sense and reference

Student Learning Outcomes:

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

PAPER-OE-(201)
Indian Value System

Course Objectives:

To acquaint the students with the great values of human life which has been prescribed by our seers starting from ancient period to the present time in order to attain the ultimate goal of life i.e freedom.

PROGRAMME OBJECTIVE

- To understand the higher values of life.
- To realize the central meaning of existence through the higher values of life.
- To know the ultimate end of life.
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Student Learning Outcomes:

- They will know about the goal of life and the means to realize it. They can realize vivekajnana i .e discriminating knowledge.
- As a result of which one can live in the world with heavenly peace.

THIRD SEMESTER

PAPER HC301
APPLIED ETHICS

Course Objectives

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. 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 these seminal issues in different areas of applied ethics.

PROGRAMME SPECIFIC OBJECTIVE

- Understand the distinction between cardinal values which are universal and customary values which are context specific.
- Will sensitize students to perceived if moral issues which are to be attended with priority in different contexts.

Student Learning Outcomes:

- The course will help students to 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.

PAPER-HC-302

POST-KANTIAN AND CONTEMPORARY PHILOSOPHY

Course Objectives:

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. 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.

PROGRAMME specific OBJECTIVE

- Offers the critical understanding of modern western philosophy from diverse vantage points such as modern to 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 their own philosophical significance and social implication.
- Comprehends and explains some important concepts from philosophical point of view.
- develop a critical, reflective and historical awareness on issues relating to the following aspects of philosophy such as metaphysics, epistemology, and ethics

Student Learning Outcomes:

- Becomes familiar with major philosophical problems and the methods
- Identifies and discuss the role and importance of epistemology and the domain of philosophy

PAPER-HC-303
PHILOSOPHY OF VEDANTA

Course Objectives:

Vedanta is the pursuit of knowledge of the self i.e Atma-vidya (self-knowledge) and the knowledge of the reality. It also discusses the cause of human suffering and provides means for freedom. So it aims at the discussion of spiritual and Philosophical interpretations of Vedanta schools and its relevance at the present day scenario.

PROGRAMME OBJECTIVE

- Expected that by practical use of the Vedantic knowledge they will be benefited in every steps of life
- To make spiritual and Philosophical interpretations of Vedanta schools and its relevance at the present day scenario.
- To develop the concept of self realization.
- 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

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.
- Expected that by practical use of the Vedantic knowledge they will be benefited in every steps of life.

PAPER-CE-301(I)
CONTEMPORARY
INDIAN
PHILOSOPHY

Course Objectives:

This course will focus on the study of some of the 20th century Indian philosophers, both academic and non-academic, who have influenced the social life and philosophical engagements. The course includes the study of the specific works of Radhakrishnan, Aurobindo, K.C.Bhattacharya, J.Krishnamurthi, D.D.Upadhyaya, B.R.Ambedkar, M.N.Roy, and Jotirao Phule. Each of them in one way or another has responded to the challenges posed by the colonial encounter, nationalists 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

PROGRAMME SPECIFIC OBJECTIVE

- **To familiarize the students with the concepts such as colonialism, nationalism, rights and justice from Indian perspective.**
- To familiarize the students with the great contemporary philosophers of India.**
- **To understand the concepts that were central to Indian modernity and to the intellectual engagements of these thinkers- Swaraj, renaissance, caste, Religion, rights, equality and Nationalism.**

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 their relation between them.
- To make understand the dynamics of Indian social reality and its conceptualization.

PAPER- CE -301 (II)

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

PROGRAMME SPECIFIC OBJECTIVE

- To understand the profound ideas that sprung from the minds of the great philosophers of the modern western world.
- To make the students aware about the social and political ideals.
- Students also learn to live in cohesive manner in a multicultural set up.

Students 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. It will 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 set up.

PAPER-CE-302(I)

PHILOSOPHY OF WITTGENSTEIN

Course Objectives:

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

PROGRAMME SPECIFIC OBJECTIVE

- To give the clarity of thought as well as language.
- To Provide analytical ability or analytical approach which makes our understanding clear.
- To develop the conceptual clarity by linguistic analysis
- To focus on philosophy of language, philosophy of mind and ethics.

Student Learning Outcomes:

- Develops the critical reasoning ability.
- Enhances the research ability, analytical skill and methodological outlook.

PAPER-CE-302(II)
CRITICAL THINKING

Course Objectives:

- The course primarily aims at helping students to cultivate the rational acumen.
- Acquires the ability to ask questions, find issues where there are apparently none.
- 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.
- To understand the nature of reasoning and its limits.

PROGRAMME SPECIFIC OBJECTIVE

- Helps students to listen, understand and re-examine articles of faith by the parameters of reason.
- Brings about clarity in thinking and understanding of issues and avoid confusion or ambiguity.
- Helps students to develop the skill of observation, analysis and assessment by the touchstone of reason.
- Have the right choice and move ahead in the real-life situations with the strength of self-direction and self-evaluation from time to time.

Student Learning Outcomes:

- It will help students to develop the spirit of critical enquiry.
- Cultivates the objective and secular attitude towards problems in life.

PAPER –FI(301)

Field Internship

Full Mark--50

PROGRAMME SPECIFIC OBJECTIVE

To acquire direct knowledge and experience of places of historical and religious importance through field visit..

FOURTH SEMESTER

PAPER-HC-401

MAJOR TRENDS IN ODISHAN PHILOSOPHY

Course Objectives:

The course designed under Odishan Philosophy with a view to impart the knowledge of socio-cultural and religious trends with which Odishais 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.

PROGRAMME SPECIFIC OBJECTIVE

-To impart the knowledge of socio-cultural and religious trends with which Odisha is enriched.

- To make students aware about the deep philosophical insights and thoughts of the scholar of Odisha.

- To motivate them to emulate their footprints in order to retain the glory of our tradition and culture.

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-HC-402

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

COURSE OBJECTIVE:

- To Increase student 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 the self.
- To critically evaluate 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.



PROGRAMME SPECIFIC OBJECTIVE

- Knowledge of Vedic systems and their philosophy for spiritualistic development.
- Holistic development of Individual personality.
- To expose various Indian scriptures and texts like Vedas, Upanishads to realize the self.

To critically evaluate 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

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 developing an understanding about the importance of the Nature (Cosmos) and also help students to pursue a holistic existence.

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 related to the research process.
- To identify and discuss the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project.
- To identify appropriate research topics.
- To select and define appropriate research problem and parameters.



PROGRAMME SPECIFIC OBJECTIVE

- Prepares a project proposal.
- Organizes and conduct research in a more appropriate manner.
- Writes research report and dissertation.

Student Learning Outcomes:

- Prepares a project proposal.
- Organizes and conduct research in a more appropriate manner.
- Writes research report and dissertation.
- Writes a research proposal for projects, grants, books etc.
- Explains key research concepts and issues.
- Reads, comprehends and explains research articles in his academic discipline.
- Understands the importance of research ethics and integrates research ethics into the research process.
- Becomes able to assess and critique a published journal article that uses one of the primary research methods in the field.

PAPER-CE-401(I)
PHILOSOPHY OF
MIND

Course Objectives:

The course is imparting knowledge of mind, by analyzing the mental conduct concepts, as distinguished from the bodily behaviors, through linguistic analysis. Keeping the above purpose in view the text “Philosophy of Mind” by Gilbert Ryle is prescribed.

PROGRAMMESPECIFIC OBJECTIVE

-To impart knowledge of mind, by analyzing the mental conduct concepts, as distinguished from
the bodily behaviors, through linguistic analysis.

-Keeping the above purpose in view the text “Philosophy of Mind” by Gilbert Ryle is prescribed.

- Distinguishes mental concepts from bodily concepts.

Student Learning Outcome

Helps the students to know the exact meaning of the mental concepts
.Distinguishes mental concepts from bodily concepts. So confusions no longer remains.

PAPER--CE-401(II)

PHILOSOPHY OF SOCIAL SCIENCES

Course Objectives:

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

PROGRAMMESPECIFIC OBJECTIVE

- Social environment is the main concern.
- To enhance human qualities in students.
- To provide the knowledge of natural and To develop critical thinking and reasoning power among students.
- To create awareness towards his duty and responsibility for human society.

Student Learning Outcome:

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

PAPER -AC-401

Women and Society

COURSE OBJECTIVE

The **Women and Society** examines the concepts, methods and status of women in human society.. It seeks to enhance students' ability to explain the social world. It is consequently a meta-theoretical endeavor about social life of women.

PROGRAMMESPECIFIC OBJECTIVE

- Social environment for women is the main concern.
- To enhance human qualities in students about their attitude towards women..
- To provide the knowledge of natural rights of women and to develop critical thinking and reasoning power among students.
- To create awareness towards duty and responsibility for human society in general and women community in particular..

Student Learning Outcome:

- To learn Social environment.for women development.
- To enhance human qualities in students.
- To provide the knowledge of natural and to develop critical thinking and reasoning power among students.
- To create awareness towards his duty and responsibility towards women in human society.

