

Syllabus

M.A.Philosophy



PG DEPARTMENT OF PHILOSOPHY

SHAILABALA WOMEN'S (AUTO) COLLEGE

CUTTACK

SHAILABALA WOMEN'S (AUTO) COLLEGE

PG SYLLABUS STRUCTURE (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	Hard Core	HC-101	Theory	5	5	30	70	100
2	Hard Core	HC-102	Theory	5	5	30	70	100
3	Hard Core	HC-103	Theory	5	5	30	70	100
4	Hard Core	HC-104	Practical (Theory for non-practical subjects)	--	5	30	70	100
5	Allied Core	AC-101	Computer Application Course by e-learning centre	3	3	Mid-Sem10+ Practical 10=20 marks	30	50
Total					23	140	310	450

Semester-II								
Sl. No.	Nature of Course	Course Code	Paper Title	Units	Credits	Marks		
						Mid-Sem.	End-Sem.	Total
6	Hard Core	HC-201	Theory	5	5	30	70	100
7	Hard Core	HC-202	Theory	5	5	30	70	100
8	Hard Core	HC-203	Theory	5	5	30	70	100
9	Hard Core	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 or3)	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	Hard Core	HC-301	Theory	5	5	30	70	100
13	Hard Core	HC-302	Theory	5	5	30	70	100
14	Hard Core	HC-303	Practical (Theory for non-practical subjects)	--	5	30	70	100
15	Core Elective	CE-301	Theory(Options will be Given to choose any one out of 2or3)	5	5	30	70	100
16	Core Elective	CE-302	Theory (Options will be given to choose anyone Out of 2or3)	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	Hard Core	HC-401	Theory	5	5	30	70	100
19	Hard Core	HC-402	Practical (Theory for non-practical subjects)	--	5	30	70	100
20	Hard Core	HC-403	Dissertation	--	5	--	100	100
21	Core Elective	CE-401	Theory(Options will be Given to choose any one out of 2or3)	5	5	30	70	100
22	Allied Core	AC-401	Theory: 'Women and Society' (For All PG Subjects/Programs)	3	3	15	35	50
	Total				23	105	345	450

Summary

HC-Hard Core	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

Summary

Semester	Credits	Total Marks
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 (AUTONOMOUS) COLLEGE CUTTACK

FIRSTSEMESTER

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

SECONDSEMESTER

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

THIRDSEMESTER

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	Filed 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

CHOICEBASED SEMESTER SYSTEM FOR

DEPARTMENT OF PHILOSOPHY, SHAILABALA WOMEN'S (AUTONOMOUS) 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 critical-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.

FIRST SEMESTER

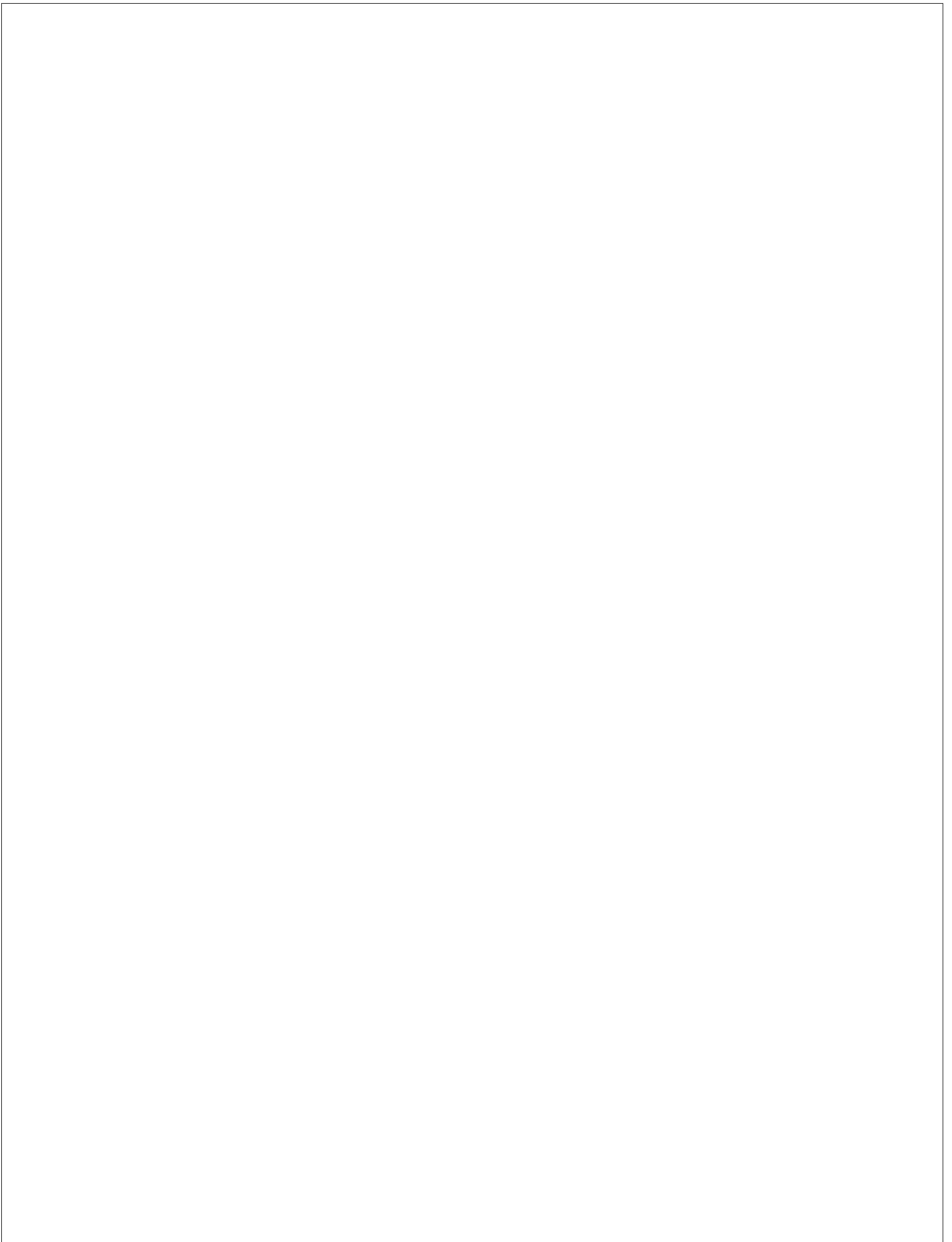
PAPER-HC- 101 INDIAN EPISTEMOLOGY

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.

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.



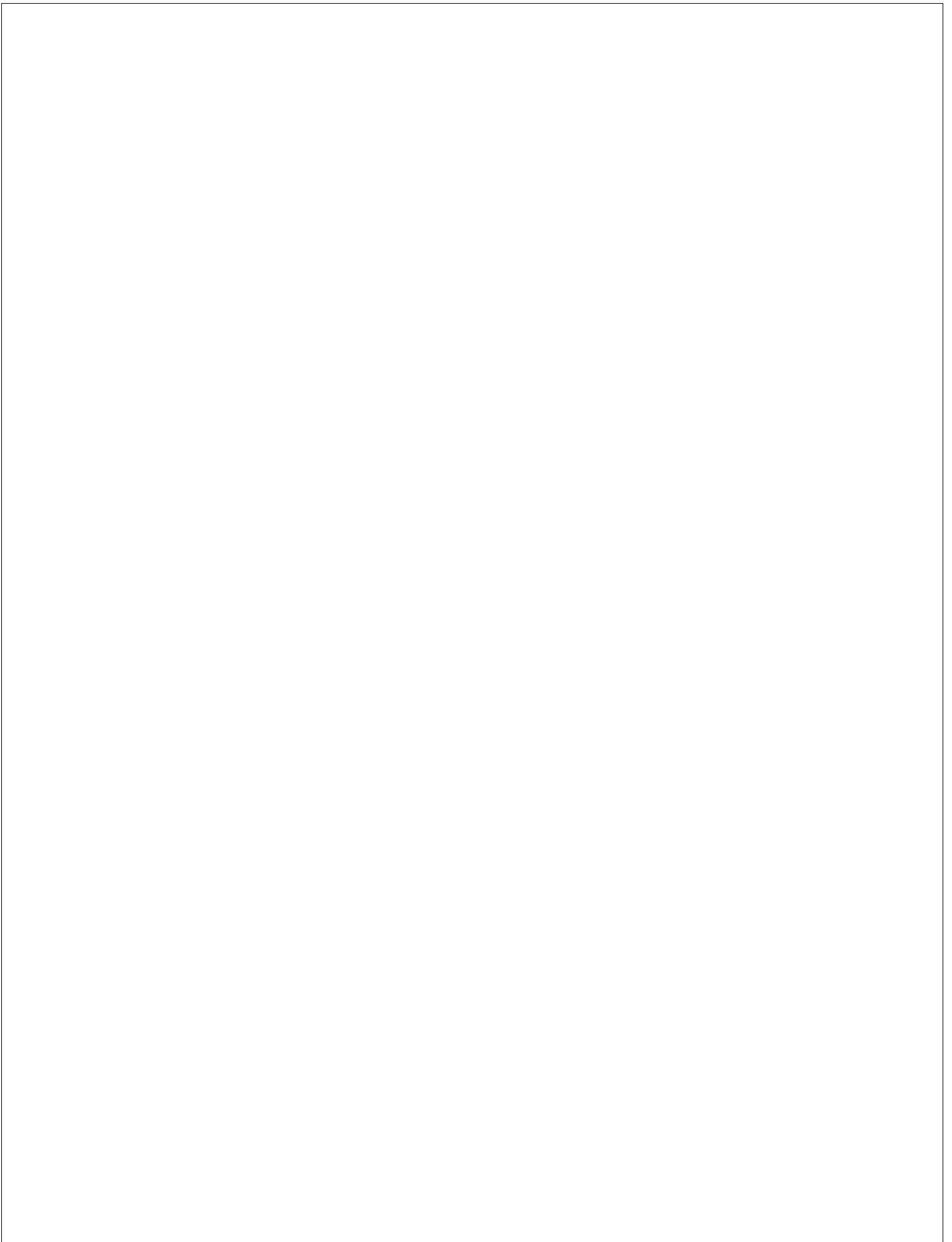
**PAPER-HC-
102 INDIAN METAPHYSICS**

Course objectives: CS

The course aims at to acquaint students with the fundamentals of the orthodox systems such as Samkhya, Yoga, Nyaya, Vaishesika, Purva 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.

Student Learning Outcomes:

- On completion of the course students will understand the interface between the religious-cultural traditions and philosophic enquiry.
- Help them understand the synergy among the orthodox and heterodox schools with regard to the nature of the 'highest good' differently conceived in different systems.
- To discover affinity between orthodox systems and heterodox systems. especially, Buddhism and Jainism.
- To understand how the epistemology and metaphysics remain intertwined in Nyaya, Vaishesika, Samkhya 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.



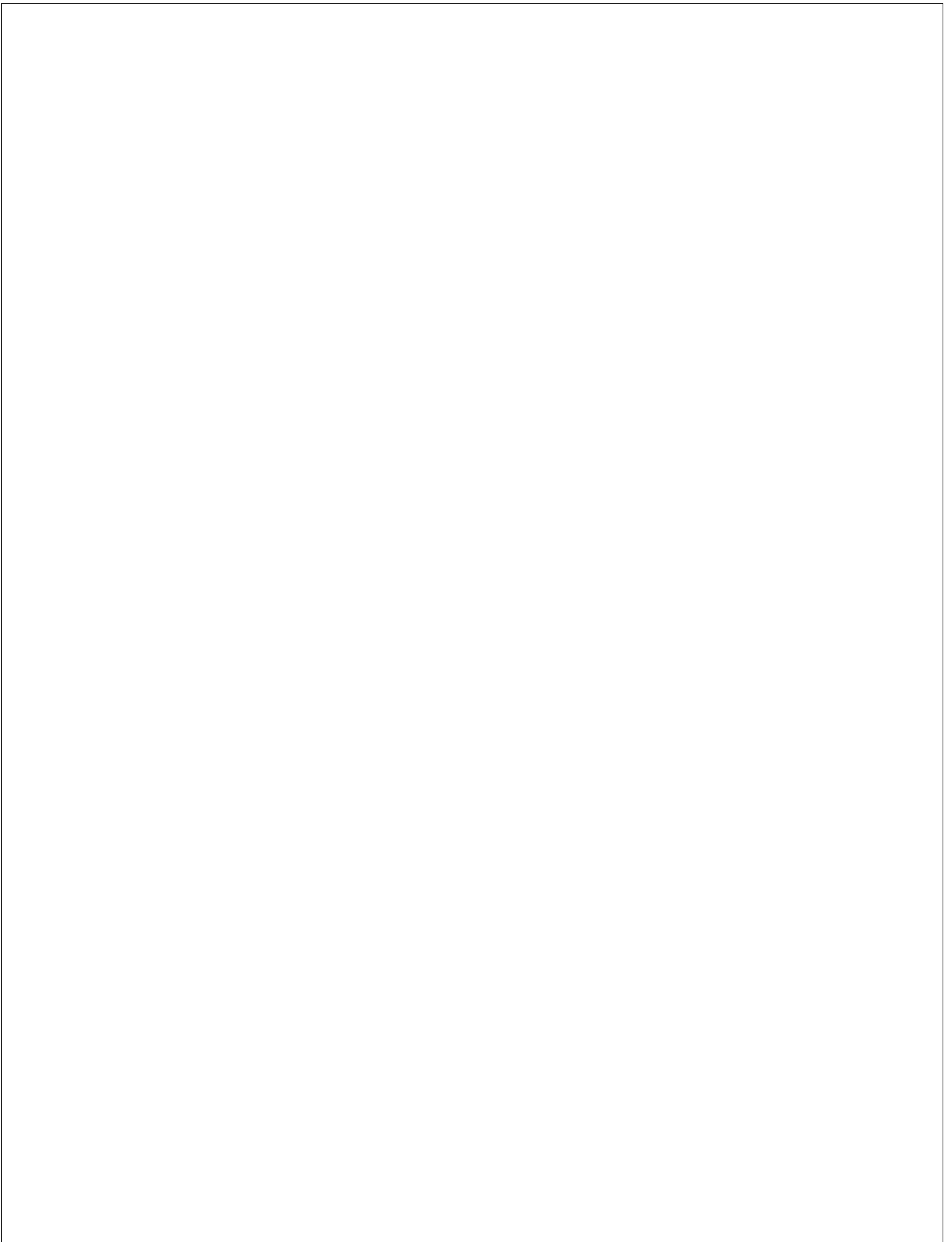
**PAPER-HC-
103 INDIAN ETHI
CS**

Course Objectives:

- To ignite student's learning capacity in key philosophical concepts related to Good and Bad, right and wrong, just and unjust etc.
- To develop 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 the ethical sensitivity and moral understanding required to solve complex ethical dilemmas in their everyday life.



**PAPER-HC-
104SYMBOLICLO
GIC**

Course Objectives:

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 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.

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.

Book Recommended for textual study,

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



PAPER-AC-101
Computer Application

SECOND SEMESTER

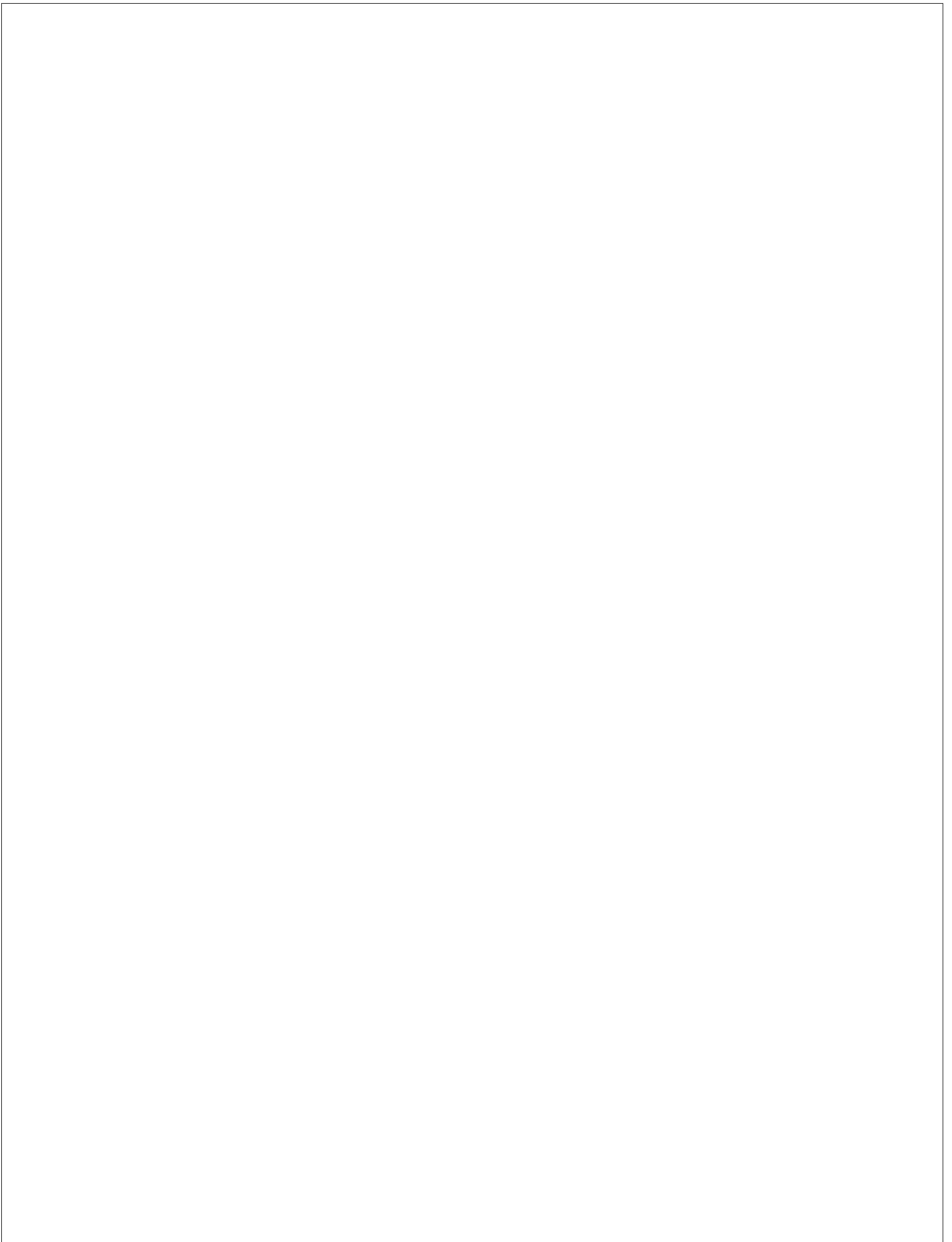
PAPER-HC- 201 WESTERN EPISTEMOLOGY

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 a 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.

Student Learning Outcomes:

- Train the students – how to read and understand philosophical texts.
- Build up philosophical ideas and arguments through conceptual analysis.
- Help the students – how to argue and what to argue.
- Reflect upon the conceptual clarifications and make the students aware of the epistemological problems and their solutions from western philosophical standpoints.
- As a result, the students get the advantage of a comparative study of Indian and Western knowledge structure.



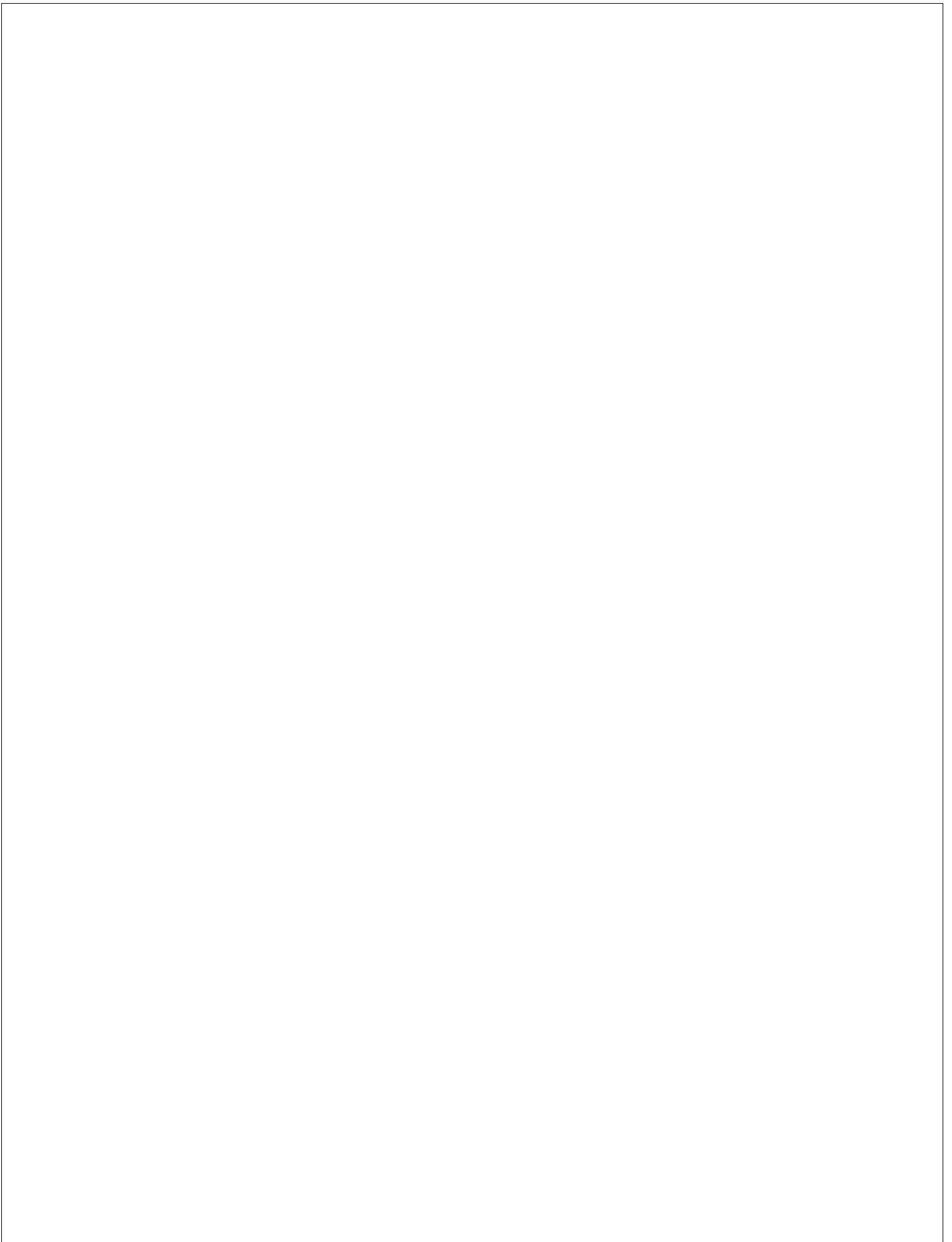
PAPER–HC-
202WESTERNMETAPHYSI
CS

Course objectives:

The objective is to underline the basic difference between the metaphysical question 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.

Student Learning Outcomes:

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



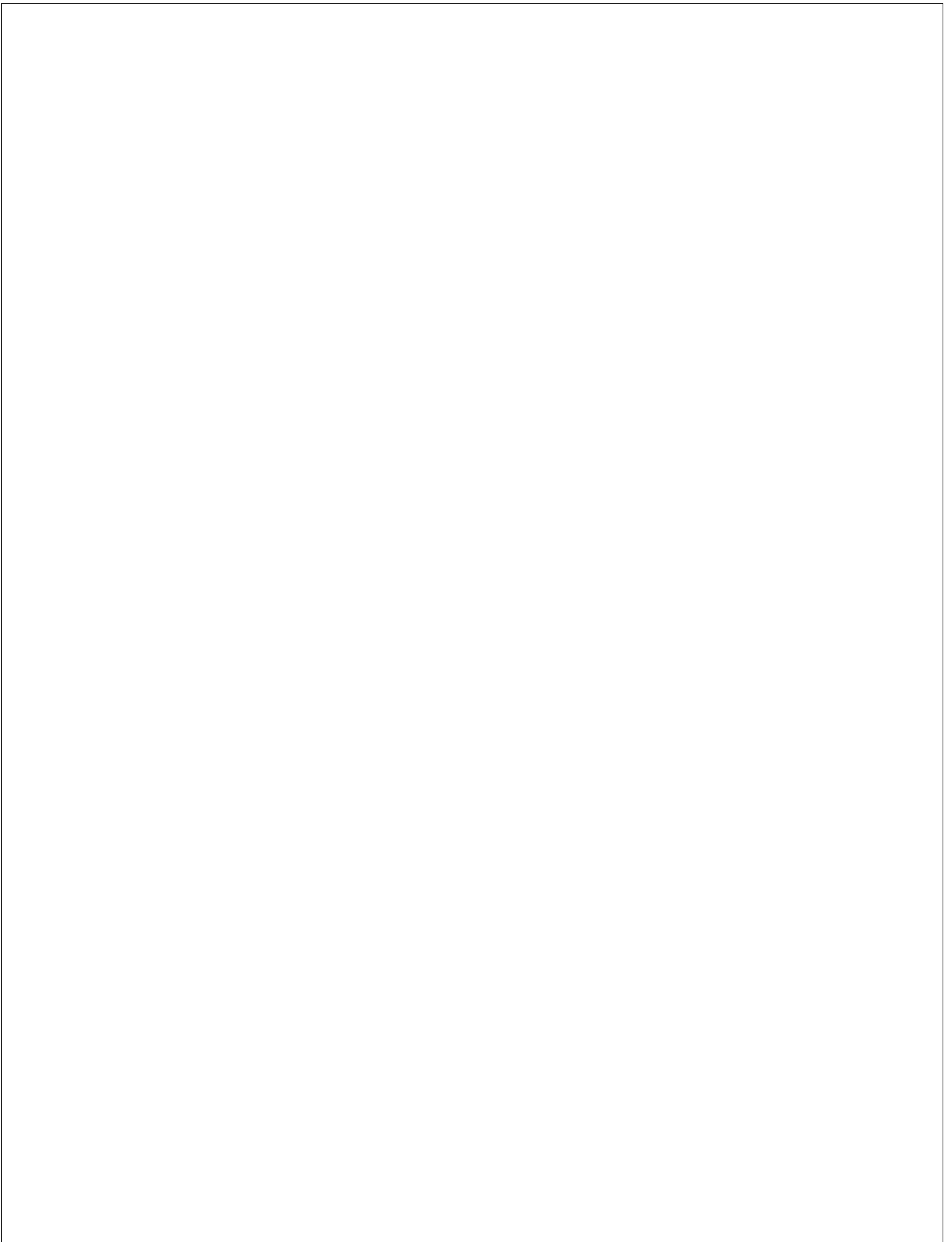
**PAPER-HC-
203WESTERNETHI
CS**

Course Objectives:

- To make students aware of Ethical tools that must be used to resolve moral and ethical issues around us.
- To introduce students into contemporary debates in western ethics. Course materials investigate how theoretical approaches to ethics apply to practical issues, including discussions of Moral sentiments and its 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.



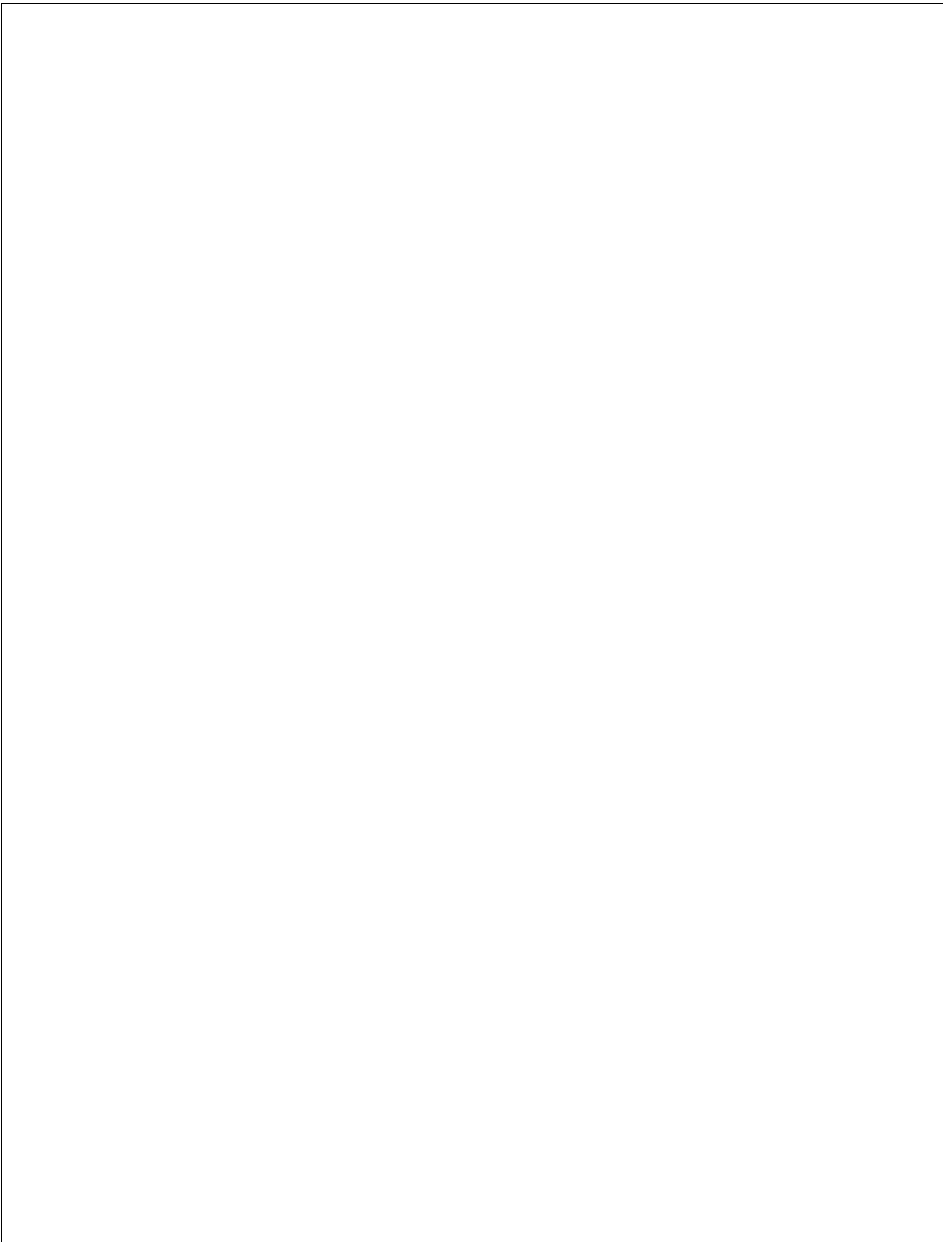
**PAPER-HC-
204COMPARATIVESTUDYOFRELIGIO
NS**

CourseObjectives:

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.

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.
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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.

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.

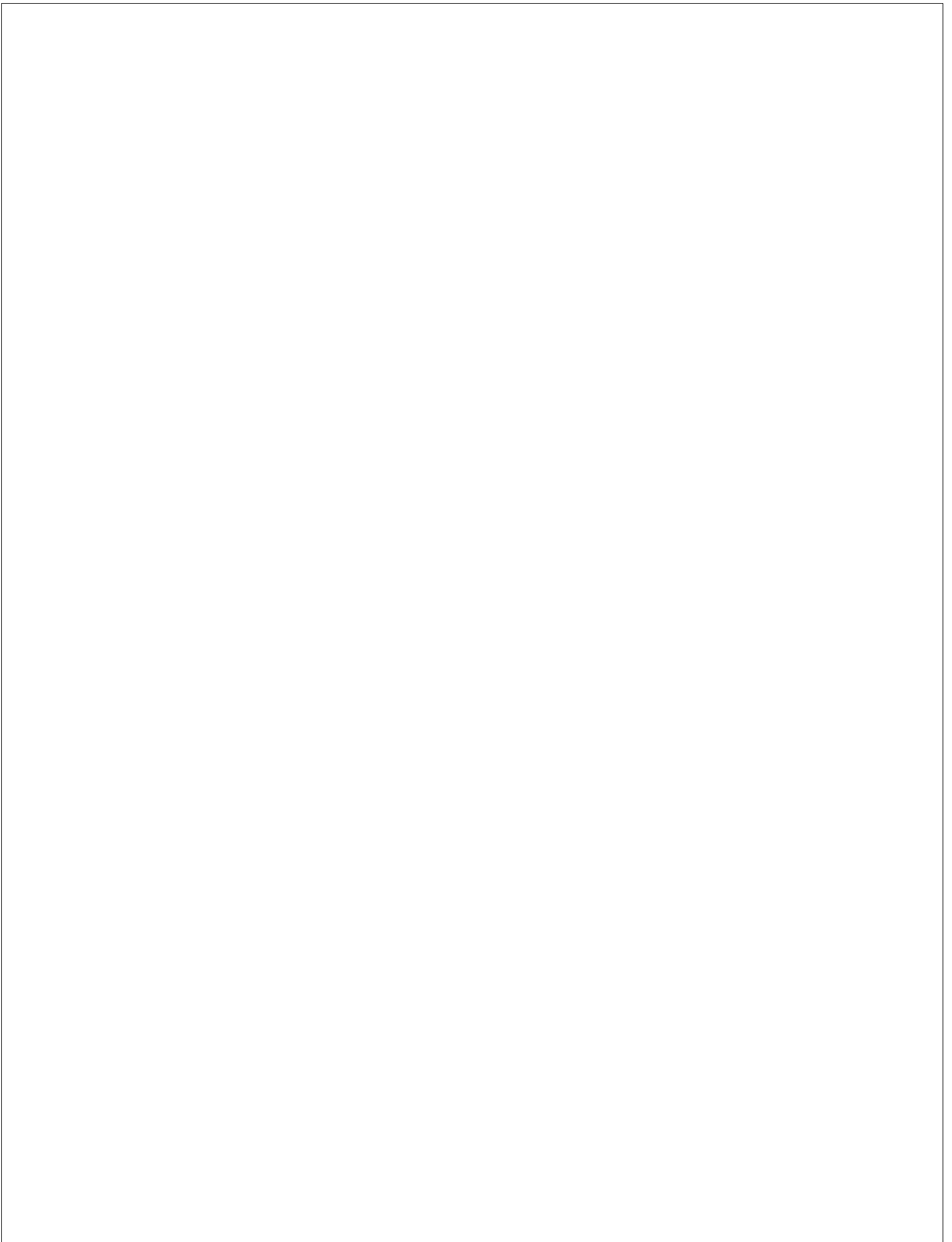
PAPER-CE-201(II)
LINGUISTIC AND CONCEPTUAL ANALYSIS

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. The questions that will be addressed here are: 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. 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.

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.

Student Learning Outcomes:

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

THIRD SEMESTER

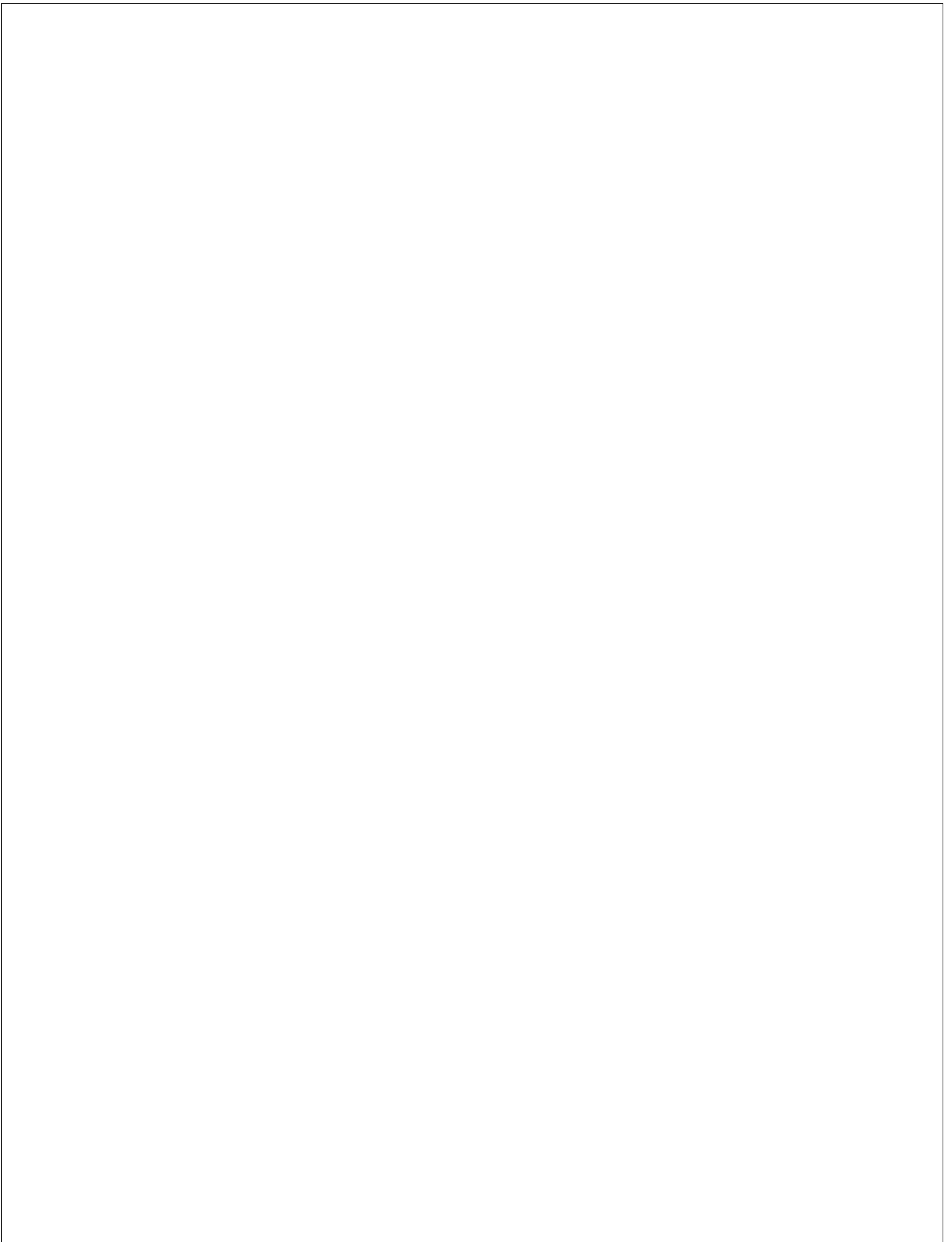
PAPER-HC- 301 APPLIED ETHICS

Course Objectives: CS

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 areas of applied ethics such as business ethics, bio-medical ethics, environment ethics, media ethics, legal ethics. It deals with the nature of moral judgment and these seminal issues in different areas of applied ethics.

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.
- 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-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.

Student Learning Outcomes:

- Becomes familiar with major philosophical problems and the methods
- Identifies and discusses the role and importance of epistemology in the domain of philosophy
- Comprehends and explains some important concepts from philosophical point of view
- Offers 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 their own philosophical significance and social implication.

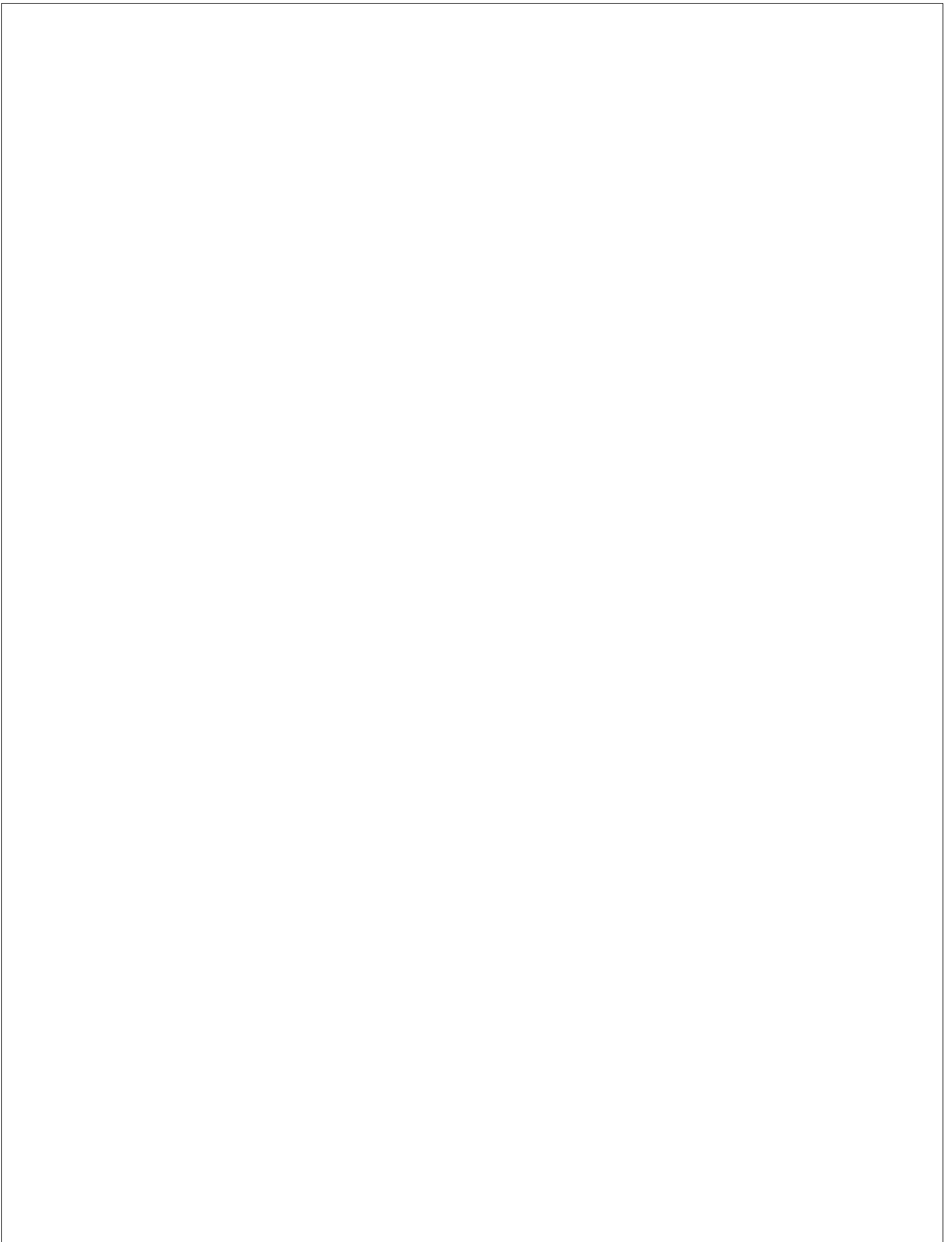
PAPER-HC-
303 PHILOSOPHY OF VEDANTA
TA

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.

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



PAPER-CE-
301(D) 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, 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 distinct 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

Student Learning Outcomes:

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

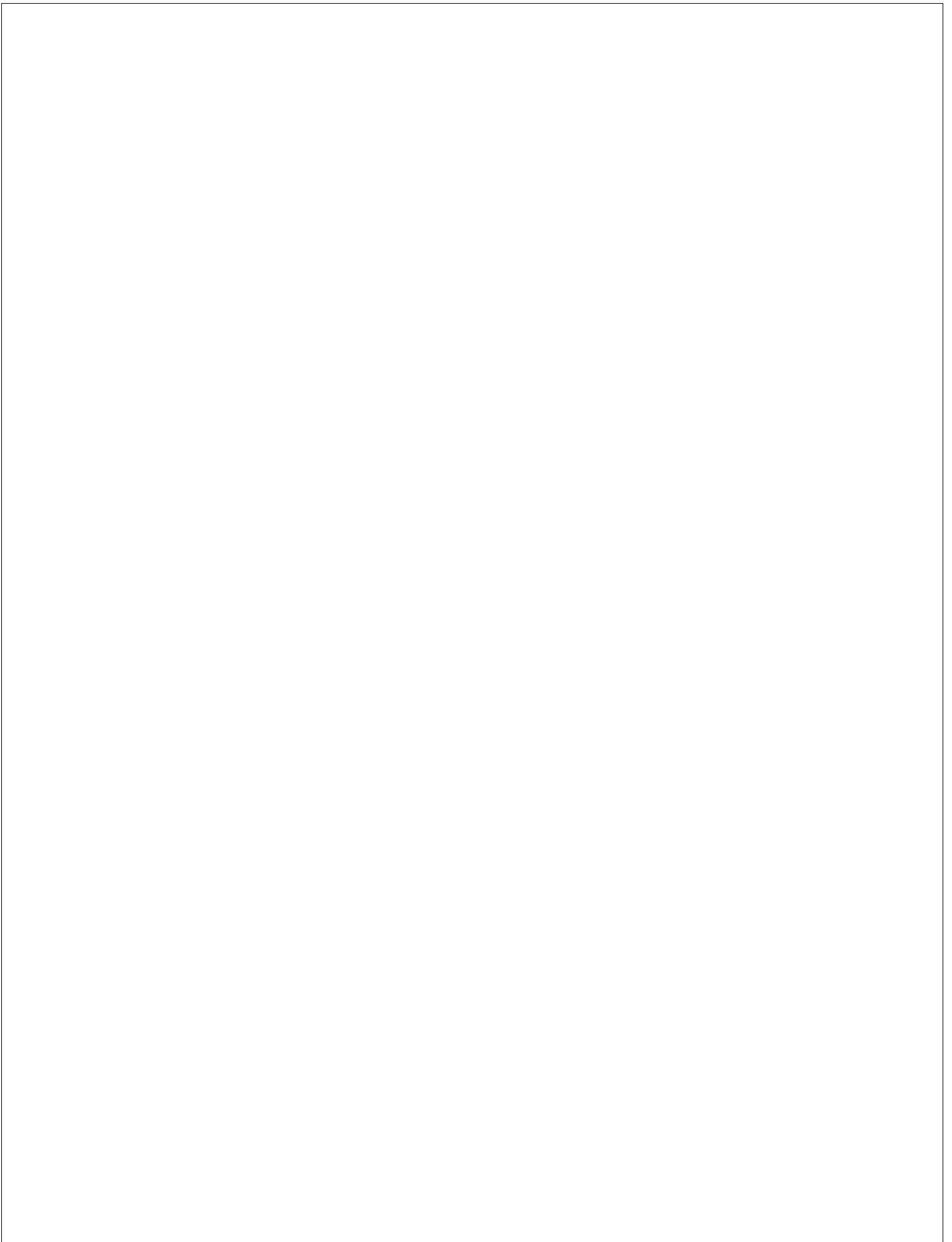
PAPER- CE -301
(II) POLITICAL PHILOSOPHY

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

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. 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 setup.



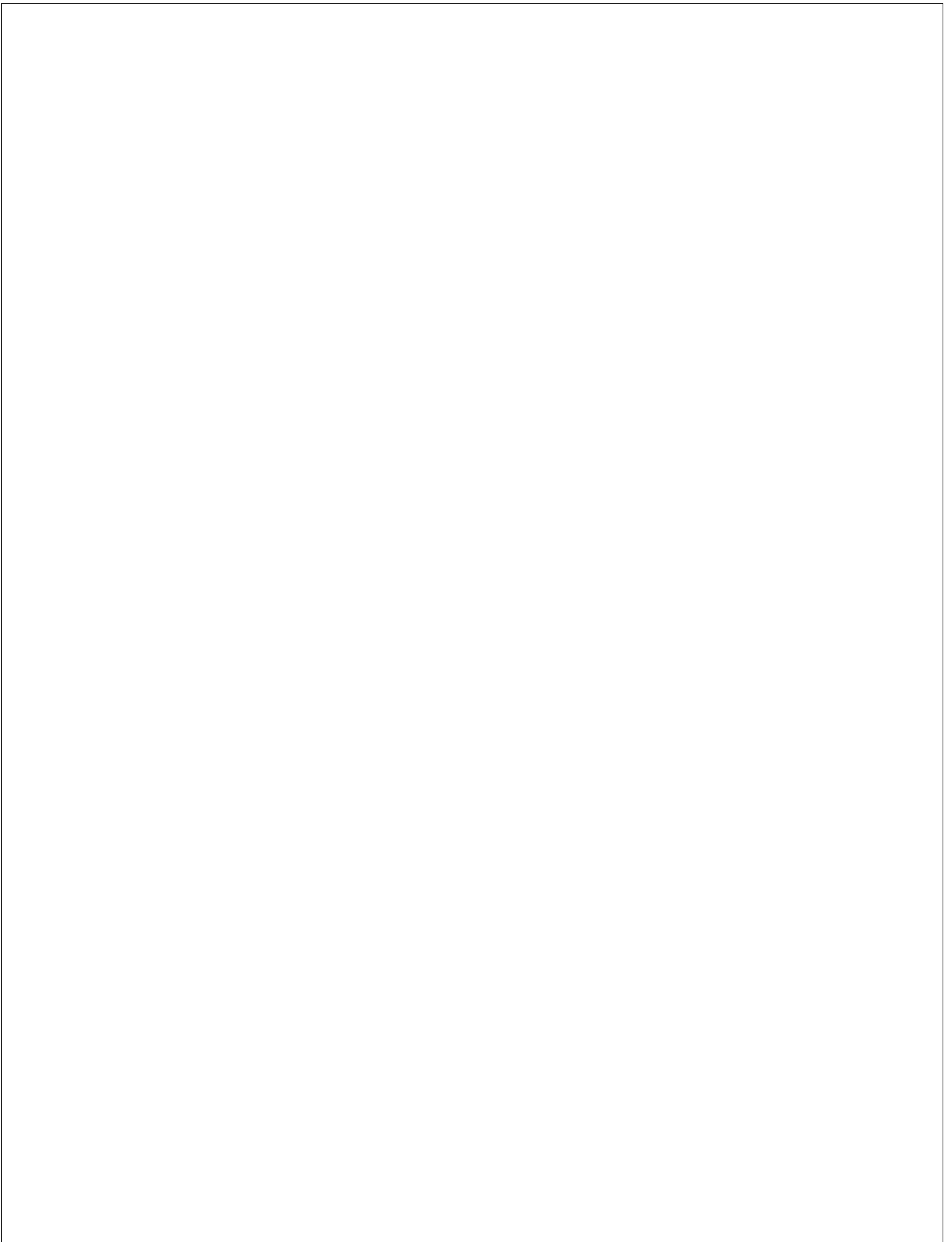
**PAPER-CE-
302(I)PHILOSOPHYOFWITTGENS
TEIN**

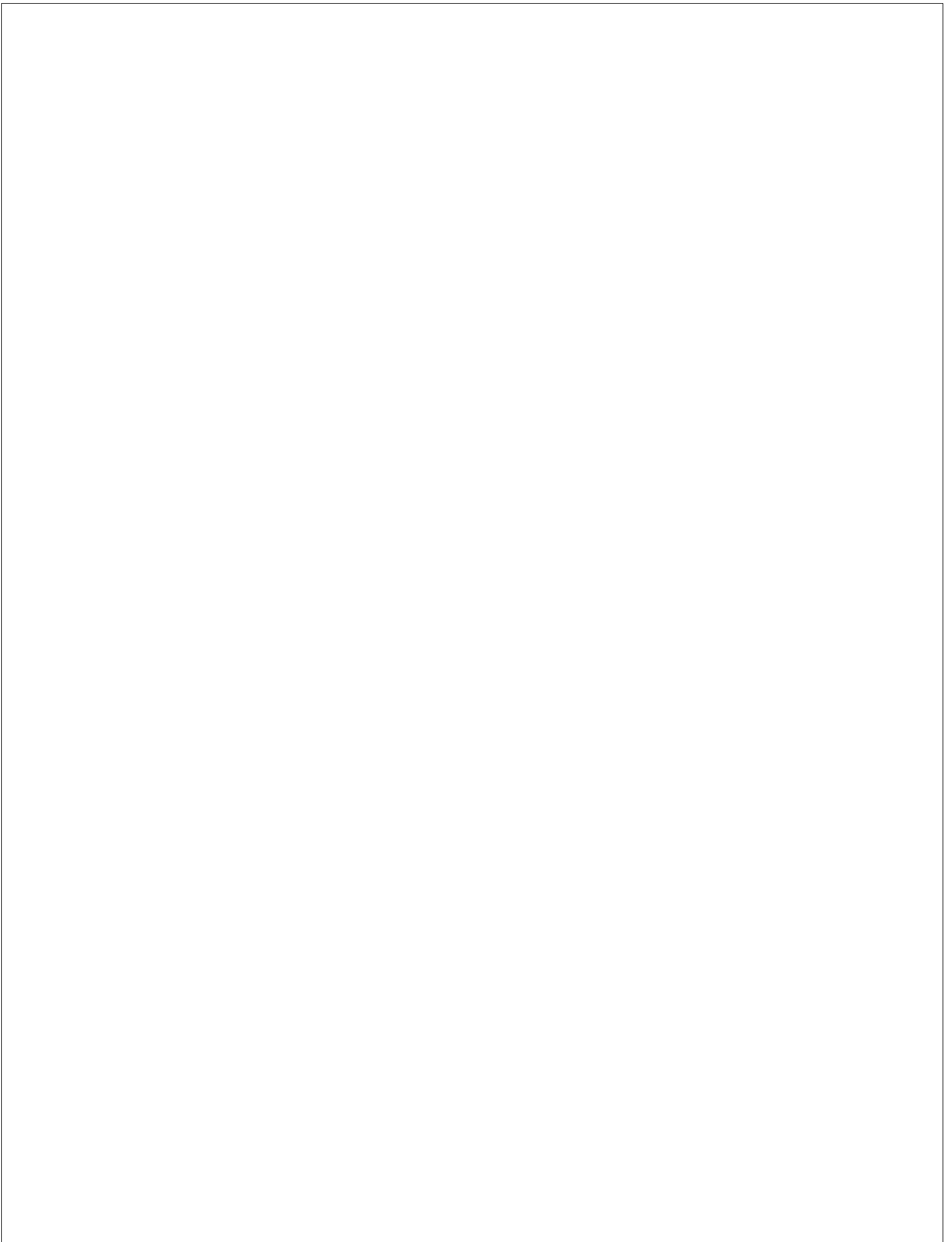
Course Objectives:

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 these selected sections of these two texts. The method and tool provided by Wittgenstein have its own philosophical significance and linguistic implication. The reading focuses on the evolution of Wittgenstein's conception of philosophy, philosophy of language, philosophy of mind and ethics by addressing the following themes: Nature of Philosophy, Reality, Facts, Objects, Names, Propositions, Picture Theory of Meaning, Rejection of Essentialism, Use Theory of Meaning, Language-games, Family Resemblance and Forms of Life, Solipsism and Private Language, Ethics and Religion.

Student Learning Outcomes:

- Give the clarity of thought as well as language.
- Provide an analytical ability or analytical approach which makes our understanding clear.
- Develop the conceptual clarity by linguistic analysis.
- Develop the critical reasoning ability.
- Enhance the research ability, analytical skill and methodological outlook.





**PAPER-CE-
302(II)CRITICALTHI
NKING**

Course Objectives:

- The course primarily aims at helping students to cultivate the rational acumen.
- Acquire 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 vision or road map to translate it into reality.
- To understand the nature of reasoning and its limits.

Student Learning Outcomes:

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

PAPER –FI(301)
Filed
InternshipFull
Mark--50

FOURTH SEMESTER

PAPER-HC-401

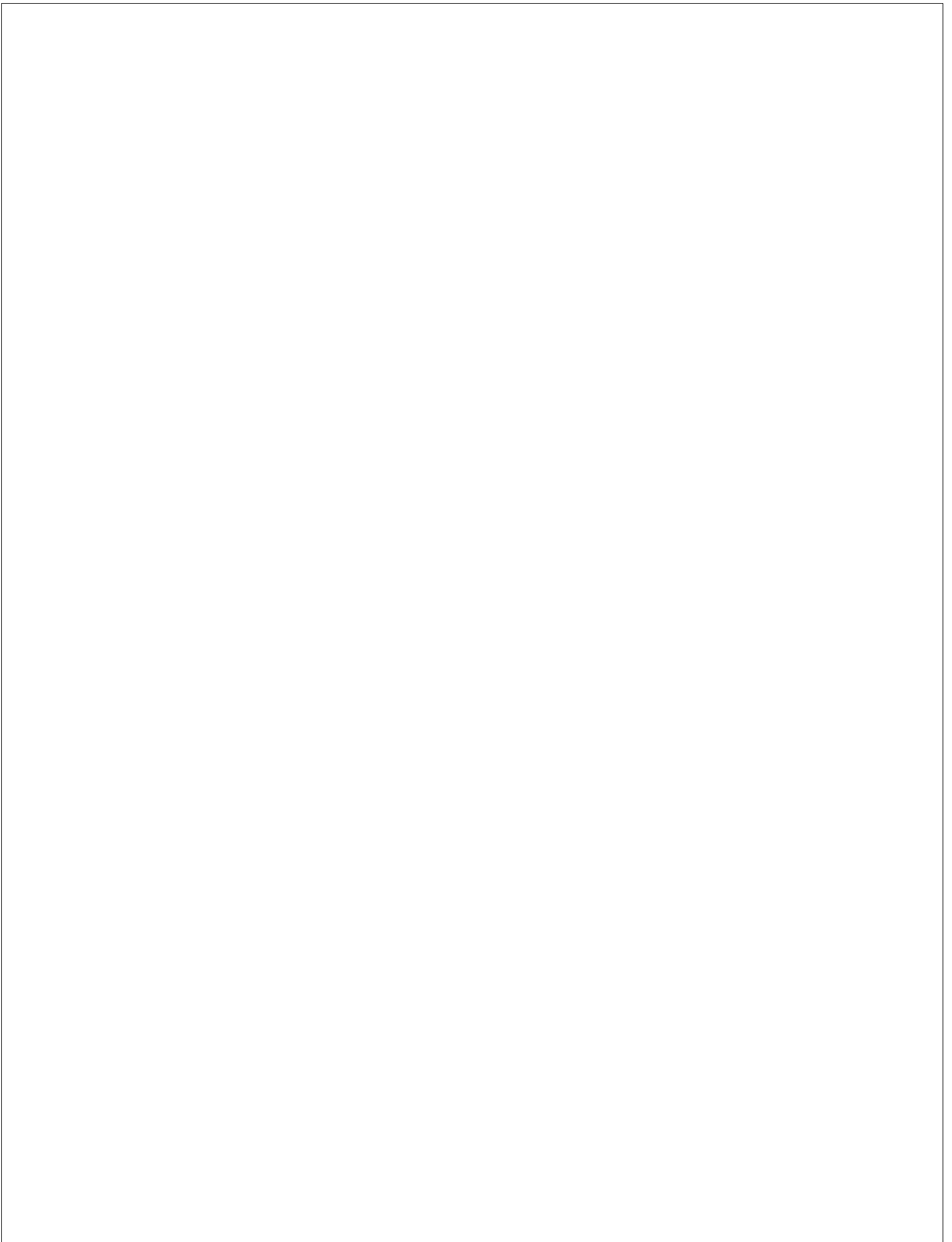
MAJOR TRENDS IN ODISHAN PHILOSOPHY

Course Objectives:

The course designed under Odishan Philosophy with a view to impart the knowledge of socio-cultural and religious trends with which Odisha is enriched, and to make them aware about the deep philosophical insights and thoughts of the scholars of Odisha which may 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 EKATHA UPANISAD WITH THE COMMENTARY OF SHANKARACARYA

Student Learning Objectives:

- To increase students' understanding of Vedic systems and their philosophy for spiritualistic development.
- To make holistic development of their personality.
- To expose various Indian scriptures and texts like Vedas, Upanishads to realize their 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 holistic existence.

**PAPER-HC-
403DISSERTATI
ON**

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.

Student Learning Outcomes:

- Prepares a project proposal.
- Organizes and conducts 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(D)PHILOSOPHYOF
MIND**

CourseObjectives:

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.

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 remain.

PAPER--CE-
401(II)PHILOSOPHYOFSOCIALSCIE
NCES

CourseObjectives:

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.

StudentLearningOutcome:

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

PAPER -AC-401
Women and Society

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