

SYLLABUS FOR POST GRADUATE COURSE IN PHILOSOPHY

(MASTER OF ARTS EXAMINATION)

MAPPING OF COURSES WITH LOCAL, NATIONAL, REGIONAL AND GLOBAL NEEDS

MAPPING COLOR INDEX:

	-	Local
	-	National
	-	Regional
	-	Global
	-	Local, National
	-	National, Regional, Global

Annexure-C

SBWAC 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 center	3	3	Mid-Sem10 + Practical10=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	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 anyone 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

Annexure-C

Semester-III								
Sl. No.	Nature of Course	Course Code	Paper Title	Units	Credits	Marks		
						Mid-Sem.	End-Sem.	Tot
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 anyone outof2or3)	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.	Tot
18	Hard Core	HC-401	Theory	5	5	30	70	10
19	Hard Core	HC-402	Practical (Theory for non-practical subjects)	--	5	30	70	10
20	Hard Core	HC-403	Dissertation	--	5	--	100	10
21	Core Elective	CE-401	Theory (Options will be given to choose anyone out of 2or3)	5	5	30	70	10
22	Allied Core	AC-401	Theory: 'Women and Society'(For All PG Subjects/Program)	3	3	15	35	50
	Total				23	105	345	45

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

Annexure-C

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
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	Filed Internship

FOURTH SEMESTER`

Course No.	Name of the Course
HC-401	Major Trends in Odishian Philosophy
HC-402	Philosophy of the Upanishads
HC-403	Dissertation
CE-401	1.PhilosophyofMind 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. Programmes 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.

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 OPPERTUNITIES:** 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.

These above special outcomes can be tailored to the specific focus and objectives of the M.A. program in philosophy, and they enable the students to make unique contributions to their chosen area of philosophy or to apply philosophical insights to other domains of knowledge and practice.

FIRST SEMESTER
PAPER-HC-101
INDIAN EPISTEMOLOGY

COURSE OUTCOME:

CO1: 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.

CO2: It also enables them to know how cognition is itself cognized. Cognitions are moments of consciousness but not species of belief, doubt, hesitation, surmise, conjecture etc. Knowledge is situation or context specific.

CO3: The knowledge of Indian Epistemology should enhance the students' ability regarding systematic reflection concerning knowledge.

CO4: The course is to understand the distinct sources of knowledge. It will provide the students to inculcate in-depth knowledge of Indian Epistemology.

CO5: In-depth study of Indian knowledge systems. Knowledge is situation or context specific.

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

Unit I

Cognition: meaning and nature.

Division of cognitions: Prama (Valid Knowledge), Aprama (Invalid Knowledge),

Pramanas: Pratyaksa, Anumana

Unit-II

Upamana, Sabda, Arthapatti and Anupalabdhi

Unit-III

Pramanyavada: Pramanya / Apramanya (Svatah and Paratah)

Critique of Pramanyavada: Carvak, Jayarasi Bhatt, Nagarjuna and Sriharsa

Unit-IV

Theories of Error (Khyativada): Prabhakara's theory of error, Kumarila's theory of error,

Nyaya theory of error, Relation between Theory of Knowledge and theory of Error.

Unit-V

Ramanuja's theory of error &

Theory of error in Mahayana and Advaita Vedanta

Basic Study Materials:

1. D. M. Datta: *The Six Ways of Knowing*
2. S. C. Chatterji, *The Nyaya Theory of Knowledge*
3. C. D. Sharma, *A critical Survey of Indian Philosophy*
4. B. Kar, *Indian Theories of Error*
5. Max Muller, *Six systems of Indian philosophy*
6. J.N. Mohanty, *Classical Indian Philosophy*
7. S.N. Dasgupta, *History of Indian Philosophy*
8. Roy W. Perrett, *An Introduction to Indian Philosophy*

Student Learning Outcomes:

- The knowledge of Indian Epistemology should enhance the students' ability regarding systematic reflection concerning knowledge.
- The course is to understand the distinct sources of knowledge.
- It will provide the students to inculcate in-depth knowledge of Indian Epistemology.

PAPER HC-102
INDIAN METAPHYSICS

COURSE OUTCOMES

CO1: The course aims at to acquaint students with the fundamentals of the orthodox systems such as Samkhya, Yoga, Nyaya, Vaisesika, Puva Mimamsa and Uttara Mimamsa.

CO2: It deals with the fundamental assumptions and theories in the heterodox systems such as Carvak, Buddhism and Jainism.

CO3: The notion of absolute in the orthodox system is not of the nature of hypothetical constructions but indicator of existential state.

CO4: Develop a clear grasp of key metaphysical concepts unique to Indian philosophy, including concepts like Atman(self), Brahman (the ultimate reality), Karma, dharma, and Moksha (liberation).

CO5: Promote cultural sensitivity and respect for the diversity of Indian metaphysical thought and its impact on various Indian cultures and religious practices.

FullMarks:100
(MidSem-30+EndSem-70)

Unit-I

The Concept of Reality in the *Upanishads*: Brahman and Atman, Jainism: Anekāntavāda,

Buddhism: Pratityasamutpada, Philosophy of Change

Unit-II

The Concept of Reality in Samkhya: Prakriti and Purusha,

Vaiśeṣika: Categories.

Unit-III

Vedanta:

Samkara: Brahman, Jiva and Ramanuja: Brahman or God and Jiva.

Unit-IV

The Doctrines of Causality: Satkaryavada, Asatkaryavada, Satkaranavada,

Vivartavada and Parinamavada.

Unit-V

The Concept of Liberation: Buddhism, Jainism, Samkhya, Vedanta (Sankara and Ramanuja)

Basic Study Materials:

1. S. Radhakrishnan, *The Principal Upanishads*
2. S. Radhakrishnan, *Indian Philosophy, Vol. I & II*
3. S.N. Dasgupta, *History of Indian Philosophy, Vol. I & II*
4. T. R. V. Murti, *Central Philosophy of Buddhism*
5. N.V. Naravane, *Indian theories of Causation*
6. Mahesh Chandra Bhartiya, *Causation in Indian Philosophy*
7. Sarbani Ganguli, *A Critique of Causality*

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 quint essence 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 OUTOCME:

CO1: Gain a profound understanding of Indian ethical traditions. And develop a clear grasp of fundamental ethical concepts unique to Indian philosophy, such as dharma(duty), karma (action and its consequences) , ahimsa (non-violence), and moksha(liberation).

CO2: Ability to compare and contrast Indian ethical ideas with western ethical theories, highlighting both differences and commonalities.

CO3: Appreciate the historical, cultural and social contexts in which Indian ethical thought developed and its influence on various aspects of Indian society.

CO4: Enhance Critical thinking skills by engaging with complex ethical debates, ethical reasoning, and moral dilemmas within Indian philosophy.

CO5: Learn to interpret classical Indian texts and analyze their ethical content and implications.

Fullmarks:100

(Mid Sem- 30 + End Sem -70)

Unit-1

Indian Ethics: Meaning and Presuppositions.

Dharma: Meaning, Dharma and Religion,

Classification of Dharma, Varnadharmas, Asramadharma.

Unit-2

Ethics of the Gita: Concept of Stitaprajna, Karmayogai; Sakama and Nishkama karma, Svabhava, Svadharma and Paradharma.

Unit-3

Buddhist Ethics: Four Noble truths, Eight-fold Paths, Pancasila, Bramha vihara bhavana.

Unit-4

Jaina Ethics: Samvara-nirjara, Triratna, Mahavratas, Anuvratas.

Unit-5

Gandhian Ethics: Truth, Ahimsa, Satyagraha, End and Means, Seven Sins.
Religion and Morality.

Basic Study Materials:

1. S. K. Maitra, Ethics of the Hindus
2. Srimad Bhagvad Gita
3. M. Hiriyanna, The Indian Conception of Values
4. Surama Dasgupta, Development of Moral Philosophy in India
5. I. C. Sharma, Ethical Philosophies of India
6. P. Bilimara, J. Prabhu, R Sharma (ed.), Indian Ethics: Classical Traditions and Contemporary challenges
7. Rajendra Prasad, Varnadharmas, Niskama karma and Practical Morality
8. P. DeSilva, "Buddhist Ethics" In A Companion to Ethics, ed. Peter Singer
9. H. S. Prasad, The Centrality of Ethics in Buddhism: Exploratory Essays
10. D.M. Dutta, The Philosophy of Mahatma Gandhi
11. Bhikhu Parekh, Gandhi's Political Philosophy
12. P.K. Mahapatra (ed.) Studies on the Purusarthas
13. H.S. Prasad, The Centrality of Ethics in Buddhism: Exploratory Essays
14. K. N. Tewari, Classical Indian Ethical Thought
15. Rajendra Prasad, Ethics in the Gita-An Analytical Study(pp-119-145)
16. P.K. Sen (ed.), Rta, Satya, Tattva, Tathya, Samiran Chandra Chakraborty in Philosophical Concepts Relevant to Sciences in Indian Tradition, [History of Science, Philosophy and Culture in Indian Civilisation (Vol. VIII, Part 4)]
17. B.K Dash, A Manual of Indian Ethics Gyanayuga Publications, Nayapalli, BBSR.

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-104
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: Developing the ability to construct and evaluate logical arguments, including the identification of valid and invalid arguments.

CO5: Learning various proof techniques, including truth tables, natural deduction, and semantic tableaux to demonstrate the validity of logical arguments.

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

Unit-I:

Chapter1 (Introduction to Logic)

Unit-II:

Chapter2 (Introduction to Language)

Unit-III:

Chapter3 (The Method of Deduction)

Chapter4 (Quantification Theory)

Unit-IV:

Chapter 4 (Quantification Theory)

Unit-V:

Chapter 7 (Set Theory)

Book Recommended for textual study,

1. I. M. Copi, Symbolic Logic, 5th (Ch.1,2,3,4,7) Pearson Prentice Hall, Delhi, 1957
2. Suppes, Patrik- An introduction to symbolic Logic, Chapter-ix.

Basic Study Materials:

- 3.I.M. Copi and I. Cohen, An Introduction to Logic, Pearson,2014.
4. Patrick Suppes, An Introduction to Symbolic Logic, Affiliated East-West Press, 1957.
5. Bassonand O' onnor, Introduction to Symbolic Logic, TheFreePressofGlencoe,1960.
- 6.P.F. Strawson, Introduction to Logical Theory, London, 1952.

Student Learning Outcomes:

- Students will develop interest in logic both as a method of derivation and as a way of finding structure in language.
- Interest will be generated in their 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

COMPUTER APPLICATION

COURSE OUTCOME

CO1: The students develop the ability of handling problems through computer application. Acquire knowledge of fundamentals of computer technology.

CO2: Students should gain proficiency in fundamental computer skills, including using operating systems, file management, and basic software applications.

CO3: Proficiency in using office productivity software like word processing, spreadsheets and presentation application for creating and editing documents.

CO4: Understanding how to use web browsers, search engines and email client effectively for communication and research.

CO5: Ability to organize and manage data and files, including data entry and basic data base skills.

SECOND SEMESTER
PAPER-HC-201
WESTERN EPISTEMOLOGY

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: Gain a deep understanding of the field of epistemology, its history, and its central questions regarding knowledge, belief, and truth.

CO5: Familiarity with major figures in western epistemology, such as Plato, Aristotle, Descartes, Hume, Kant.

Full marks: 100
(MidSem-30+EndSem-70)

Unit-I

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

Unit-II

Gettier's: "Is Justified True Belief Knowledge?"

1. J Ayer - Skepticism

Unit-III

Theories of Truth: Correspondence, Coherence and Semantic

Unit-IV

Problems Concerning perceptual knowledge, Arguments against Realism

Problems Concerning Memory, The Problem of forgotten evidence.

Unit-V

Quine's Naturalized Epistemology, Problems of Naturalized Epistemology

Naturalized Epistemology and Current Controversy

Basic Study Materials:

1. A. P. Martinich(ed.) *The Philosophy of Language*, Oxford University Press
2. Bhaskar Ch. Sahoo, *Other Minds*
3. Noah Lemos, *An Introduction to the Theory of Knowledge*
4. R.M. Chisolm, *Theory of Knowledge*
5. D.M. Armstrong, *Belief, Truth and Knowledge*
6. A.J. Ayer, *The Problem of Knowledge*
7. A.C. Danto, *An alytical Philosophy of Knowledge*
8. Paul Newall, *An Introduction to Epistemology*
9. Jonathan Dancy, *An Introduction to Contemporary Epistemology*
10. Edmund Gettier, *Is Justified True Belief Knowledge?*
11. Alfred Tarski, *The Semantic Conception of Truth and the Foundations of Semantics*
12. Alfred Tarski, *Logic, Semantics, Metamathematics*
13. Gilbert Ryle, *The Concept of Mind*
14. Anthony Kenny, *The Wittgenstein Reader*
15. W.V.O. Quine, *From Stimulus to Science*
16. Richard Feldman, *Naturalised Epistemology*

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 clarifications and makes 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.

**WESTERN METAPHYSICS
PAPER–HC202**

COURSE OUTCOME:

CO1: The objective is to underline the basic difference between the metaphysical question in the East and the West.

CO2: 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.

CO3: 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.

CO4: 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.

CO5: Understanding the interface between epistemology and metaphysics with reference to the Western metaphysical systems will also be discussed.

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

Unit-I

The Conceptions of Reality: Monism, Dualism and Pluralism

Unit-II

Metaphysical Problems of Substance: Aristotle's view of Substance, the debate between rationalism & empiricism, process view of reality.

Unit-III

Universals & Particulars: Distinction, varieties, abstract entities, nominalism, resemblance, classes, realism, classical and contemporary

Unit-IV

Hume: Rejection of Metaphysics, Skepticism, reason and passions

Kant: Categories of understanding, the metaphysical and the transcendental deduction of the categories, phenomenon and noumena

Unit-V

Problems Concerning relation between Body and Mind

Basic Study Materials:

1. D. W. Hamlyn, *Metaphysics*
2. Richard Taylor, *Metaphysics*
3. G.W. Patrick, *An Introduction to Philosophy*
4. G.T.W. Cunningham, *Problems of Philosophy*
5. (Ed.) David Halis, *Metaphysics: Contemporary Readings*
6. C. Dennet and Hofstades, *Mind's*
7. David Chalmers, *Self and Its Brain*
8. Gilbert Ryle, *The Concept of Mind*
9. John Hospers, *An Introduction to Philosophical Analysis*
10. David Hules (ed), *Metaphysics: Contemporary Readings*
11. D.M. Armstrong, *Universal: An opinionated introduction*
12. A.C. Greying(ed.), *Cambridge Companion to metaphysics*
13. Richard Taylor, *Metaphysics*
14. Immanuel Kant, *Critique of Pure Reason*
15. Bertrand Russell, *A History of Western Philosophy*
16. David Hume, *An Enquiry Concerning Human Understanding*
17. David Hume, *Enquires: Concerning the Human Understanding*
18. Y. Mashi, *A Critical History of Western Philosophy*
19. Hrudananda Ray, *Kant*

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-203
WESTERN ETHICS

COURSE OUTCOME:

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

CO2: To introduce students into contemporary debates in western ethics. Course materials investigate how or ethical approaches to ethics apply to practical issues, including di scissions 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 fundamentals of meta- ethics.

Full marks: 100

(MidSem-30+EndSem-70)

Unit-I

Ethical Theories: Nature of Ethical Theories and

Teleological theories: Eudemonism, Utilitarianism and Ethical Egoism.

Unit-II

Ethical theories: Deontology, Consequentialism and Virtue ethics

Unit-III

Meta-ethical theories: Cognitivism; Naturalism and Intuitionism

Unit-IV

Meta-ethical theories: Non-cognitivism -Emotivism and Prescriptivism,
Descriptivism, Subjectivism

Unit-V

Meta-ethical theories: Universalism, Cultural Relativism and Super-naturalism, Nihilism

Basic Study Materials:

1. Aristotle, *The Nicomachean Ethics*
2. Kant, *Critique of Practical Reason*
3. J. S Mill, *Utilitarianism*
4. Shelly Kegan, *Normative Ethics*
5. William K. Frankena, *Ethics*
6. Bernard Williams, *Ethics and the Limits of Philosophy*
7. L. M. Hinman, *Ethics: A Pluralistic approach to Moral Theory*
8. Barry Schwartz and Kenneth Sharpe, *Practical Wisdom: The Right Way to Do the Right Thing*
9. Samuel Scheffler, *Consequentialism and Its Critics*
10. R.M. Hare, *Language of Morals*
11. J.J. Mittler, *Relativity Theory of Ethics*
12. A.J. Ayer, "A Critique of Ethics", in *Language, Truth and Logic*
13. Frank Jackson, *From Metaphysics to Ethics*
14. Philippa Foot, *Virtues and Vices*
15. "Modern Moral Philosophy, by G. E. M. Anscombe
16. Rosaline Hurst house, *Virtue Ethics*
17. Alsdair Mac Intyre, *After Virtue*
18. JohnF. Fitzgibbon, *Ethics: Fundamental Principles of Moral philosophy*
19. Justine D' Arms & Daniel Jacobson (ed), *Moral Psychology & Human Agency Philosophical Essays on the Science of Ethics*
20. Julia Driver, *Ethics- The Fundamentals*
21. R. Sullivan, *An Introduction to Kant's Ethics*
22. T.L. Beauchamp(ed.), *Philosophical Ethics-An Introduction to Moral Philosophy*

Student Learning Outcomes:

This course addresses everyday life issues through theoretical concepts and, hence, 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 organizations, old age homes, NGOs etc. and use of Ted talks, social media as pedagogical tools will certainly add value to this course.

PAPER-HC-204
COMPARATIVE STUDY OF RELIGIONS

COURSE OUTCOME:

CO1: This course will focus on the origin and development of different religions of the world. It will focus on the similarities shared between them.

CO2: Special emphasis would be on clarifying religious dogmas and misunderstanding which causes religious conflict and tries to address the truespirit of all religions. It also discusses regarding the restoration of peace and prosperity and social solidarity in the human society.

CO3: Gain an in-depth understanding of major world religions, including their history, beliefs, practices, and key figures.

CO4: Develop the ability to compare and contrast religious traditions, identifying both similarities and differences.

CO5: Cultivate an appreciation for the cultural, historical, and social contexts in which different religions have evolved.

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

Unit-I

Meaning, necessity, aims and purpose of comparative study of religions,
Distinction between theology and philosophical study of religion

Unit-II

Basic tenets of Hinduism, Buddhism and Jainism

Unit-III

Basic tenets of Sikhism, Christianity and Islam

Unit-IV

Religious conflicts, Unity of religions, Inter-religious dialogue

Unit-V

Secularism, Universal Religion, Conversion, Proselytization

Basic Study Materials:

1. Y. Masih, *A Comparative Study of Religions*
2. Huston Smith, *The World's Religions*
3. Daniel L Pals, *Eight Theories of Religion*
4. Robert A. Segal (Ed.), *The Blackwell Companion to the Study of Religion*
5. S.N. Dasgupta, *Religion and Rational Outlook*
6. K.N. Tiwari, *Comparative religion*
7. M.L. Ahuja, *Perspectives of World Religions*

Student Learning Outcomes:

- By studying a variety of religions, students gain a broad understanding and appreciation of mechanism for enhancing cross-cultural religious communication. It will further benefit towards the realization of peace, harmony, and co-existence in the society.

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

COURSE OUTCOME

CO1: To acquaint students with Mahima cult and its philosophical significance. So, it intends to discuss the metaphysical and ethical aspects of Mahima cult.

CO2: Explore the historical and cultural context in which the Mahima cult originated and developed. Study the fundamental texts, scriptures, and key figures within the Mahima tradition.

CO3: Learn about the religious practices, rituals, and worship methods associated with the Mahima cult.

CO4: Analyze the ethical and social teachings of the Mahima cult and their implications for individuals and communities.

CO5: Understand the cult's influence on local culture, traditions and the communities in which it is practiced.

Full marks: 100
(Mid Sem-30 + EndSem-70)

Unit-I:

Mahima Cult: Introduction, The religio-cultural scenario during 19th century in Odisha. Influence of other religions on Mahima Cult. (Hinduism, Brahmanism and Buddhism)

Unit-II:

Mahima metaphysics, Reality as Shunya Purusa, Guru Tattva, Non-Dualism

Unit-III:

Mahima Epistemology, Vedanta and Mahima jnana, Dhyana and Mukti

Unit-IV:

Mahima Ethics- Remedy for moral evils, Emphasis on Values

Unit-V:

Practices of Mahima Cult - Niskama Sadhana, Niskama Bhakti, Opposition to Caste Systems

Books and Study Materials:

1. Bhima Bhoi; Stuti Chintamani
2. S.C. Panigrahi; Bhima Bhoi and Mahima Darsana.
3. Satrugnan Nath; Mahima Dharmadhara.
4. Studies in Mahima Dharma and Minor religious cults of Eastern India. Edited and published by–Institute of Odisha’s Culture, BBSR.
5. A Eschmann; Mahima Dharma: An autonomous Hindu reform movement in the cult of Jagannath, Ed. By H. Kulke and Manekav, N. Delhi 1981
6. Biswanath Baba; Satya Mahima Dharma Darsan Tattwa
7. Biswanath Baba Sarva veda- Vedanta Saratattiva- Siromani Alekha Parambrahma Darsanam.
8. Chittaranjan Das; Odisha ra Mahima Dharma.
9. Biswanath Baba; Satya Mahima Dharma Itihas, Mahima Dharma Alochana Samitte, Cuttack –1978.
10. Prof Harish Sahoo- The Philosophy of Bhima Bhoi And Mahima Dharma (Ed.)

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 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? 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 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,

CO4: 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.

CO5: 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.

Full Mark-100

Mid Sem 30 + End Sem 70

Unit I:

G. Frege: "On Sense and Reference", G. E. Moore: A Defense of Common Sense

Unit-II

B. Russell: "Theory of Description" P.F. Strawson: "On Referring" B. Russell "A Reply to Strawson"

Unit-III

A.J. Ayer: The Verification Principle, W.V.O. Quine: "Two Dogmas of Empiricism" In Defense of a Dogma- H.P. Grice

Unit-IV

J. L. Austin: Speech Act Theory, John Searle: Speech Act theory

Unit-V

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

Basic Study Materials:

1. Alexander Miller, *Philosophy of Language*, Routledge,1998.
A.P. Martinich (ed.) *The Philosophy of Language*, Oxford University Press,1990.
2. Michael Beaney (ed.), *The Frege Reader*, Blackwell,1997
3. A.J. Ayer, *Language, Truth and Logic*,Penguin,1971.
4. J. L. Austin, *How to Do Things with Words*, Oxford University Press,1983
5. J.L. Austin, *Philosophical Papers*, Oxford University Press,1979.
6. John Passmore: *A Hundred Years of Philosophy*, London,1957.
7. A.J. Ayer (ed.), *The Revolution in Philosophy*, London,1956.
8. R.C. Pradhan, *Recent Developments in Analytic Philosophy*, ICPR,2001.
9. Richard Heck & Robert May, *Frege's Contribution to Philosophy of Language*
10. Robert R. Ammerman (ed.), *Classics of Analytic Philosophy*, Tata Mc Graw - Hill,1965.
11. P.K. Mohapatra and S. C. Panigrahi(ed.), *Perspective in Analytic Philosophy*, Cuttack, 1992.
12. Searle, J. "Austin on locutionary and illocutionary acts,"
The Philosophical Review,77:405–424,1968.
13. John Searle, *Speechacts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press, 1969.
14. JohnSearle, "What is a Speech Act?" In *Philosophy of Language*. Oxford: Oxford University Press,1971.

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 OUTCOME

CO1: 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.

CO2: Understand the concepts of dharma and karma and their significance in Indian ethics.

CO3: Explore spiritual values and the pursuits of moksha as central themes in Indian philosophy.

Full marks: 50

Unit-I: Indian Value System: Meaning and presuppositions, Basic value concepts: Rta, Rna, Sreya and Preya, Pravrti and Nivriti.

Unit-II: Other Value Concepts: Vidya and Avidya, Sakama and Niskama Karma, Abhyuday and Nishreyasah.

Unit-III: Purusartha: Dharma, Artha, Kama, Mokhsa, Parama purusartha.

Basic Study Materials:-

1. Swami Ranganathananda, The Eternal Values of Changing Society, Vol-I.
2. I.C. Sharma, Ethical Philosophy of India.
3. Surama Dasgupta, Development of Moral Philosophy in India.
4. S.K. Maitra, Ethics of the Hindus.
5. B.K Dash, A Manual of Indian Ethics.
6. P.K Mohapatra (Ed), Purusartha.
7. S.C. Panigrahi; Issues in Indian Ethics.

Student Learning Outcomes:

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

THIRD SEMESTER
APPLIED ETHICS
PAPER-HC-301

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.

CO5: Consider ethical challenges in emerging technologies, including artificial intelligence, biotechnology.

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

Unit-I

Theories of Ethics: Normative Ethics, Meta-ethics and Applied Ethics, Nature and Scope

Unit-II

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

Unit-III

Medical Ethics: Surrogacy, Abortion, Euthanasia and Assisted Suicide. Doctor-Patient relationship, Ethical Issues in medical ethics.

Unit-IV

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

Unit-V

Media Ethics: ethical issues in privacy, social media, and cyber ethics

Legal Ethics: Law and morality, legal obligation

Basic Study Materials:

1. Peter Singer, *Applied Ethics*
2. R.G. Frey and C. H. Wellman (ed.), *A Companion to Applied Ethics*
3. R.F. Chadwick (ed.), *Encyclopedia of Applied Ethics*
4. Clifford Christian and lee Wilkins(ed.). *The Handbook of Mass Media Ethics*
5. Patrick Lee Plaisanca, *Media Ethics: Key Principles for Responsible Practice*
6. Jacques Theroux, *Ethics: theory and practice*
7. Aditya Kumar Mohanty, *Philosophy of Value: Central Issues*
8. Dr P.P. Das Kanungo, *Perspectives in 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 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 otherways of reading western philosophy. The methodologies and tools provided by these thinkers have their own philosophical significance and social implication.

CO5: 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.

Full marks: 100

(MidSem-30+End Sem-70)

Unit-I

Hegel: The Dialectical Method, Concepts of being, non-being and becoming
Bradley: Appearance and Reality

Unit-II

Pragmatism: William James: Theory of Knowledge, Theory of Truth.

Logical Positivism: Conception of Meaning, Elimination of Metaphysics

Unit-III

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

Schopenhauer – The World as will and Representation

Unit-IV

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

Unit-V

Post-modernism: Derrida: Deconstruction Theory and Foucault: Power and Knowledge

Basic Study Materials:

1. D.M. Datta, Chief Currents of Contemporary Philosophy
2. W.T. Stace, Philosophy of Hegel
3. Peter Singer, Hegel: A Very Short Introduction
4. F.H. Bradley, Appearance and Reality
5. Richard Wollheim, Bradley
6. William James, Pragmatism
7. A.J. Ayer, Logical Positivism
8. Jean-Paul Sartre, Existentialism and Humanism
9. Edmund Husserl, Phenomenology and the Crisis of Philosophy, (Tr.) Quentin Lauer
10. Martin Buber, I and Thou
11. Robert Solomon, From Rationalism to Existentialism
12. Dermot Moran, An Introduction to Phenomenology
13. M.K. Bhadra, A Critical Survey of Phenomenology and Existentialism
14. Quentin Lauer, Phenomenology: Its Genesis and Project
15. Roy Boyne, Foucault and Derrida
16. François Cusset, French Theory: How Foucault, Derrida, and Deleuze & Co Transformed the Intellectual Life of the United States

Student Learning Outcomes:

- Becomes familiar with major philosophical problems and the methods
- Identifies and discuss 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 modern is mand 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

COURSE OUTCOME

CO1: Vedanta is the pursuit of knowledge of the self-i.e. Atman-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.

CO2: Gain a deep understanding of the core philosophical principles and teachings of Vedanta.

CO3: Analyze metaphysical concepts centrals to Vedanta, including the nature of reality and the self and the relationship between the two.

CO4: Understanding the distinctions and nuances of the three major Vedanta traditions: Advaita, Dvaita and Visitadvaita.

CO5: Study the concept of maya, the illusory nature of the world and its significance in Vedanta philosophy.

Full marks: 100

(Mid Sem - 30 + End Sem - 70)

Unit-I

Shankara Vedanta: Brahman, Atman, Isvara, Jiva, Maya, Bondage and Liberation

Unit-II

Ramanuja Vedanta: Visistadvaita, Isvar, Cit (individual soul) and Bondage and Liberation

Unit-III

Madhva Vendanta: Dvaitavada conception of Vedanta

Nimbarka Vedanta: The conception of Dvaitadvaita/Svabhavika-bhedabheda

Unit-IV

Vallabha Vedanta: The Conception of Shuddhadvaita, Achintyabhedabheda of Sri Chaitanya, Pratyabhijna of Kashmir Shaivism and Shakta Schools

Unit-V

Advaita Vedanta – Its conception scope and limits,

Concept of Adhyasa - Advaita and Visistadvaita

Here's the text with proper spacing:

Basic Study Materials:

1. Brahma Sutra with Sankara's Commentary, English translation by Swami Gambhirananda.
2. Brahma Sutra with Sankara's Commentary, English translation by George Thibaut.
3. C.D. Sharma, A Critical Survey of Indian Philosophy.
4. S. Radhakrishnan, Indian Philosophy, Vol. 1 and 2.
5. M. Hiriyanna, Outline of Indian Philosophy.
6. T.M.P. Mahadevan, The Philosophy of Advaita.

Student Learning Outcome:

- It is hoped that Advaita Vedanta will help students to know the principal concepts in relation to other systems of Indian thought and thereby make for extending the frontiers of knowledge.
- It is expected that by practical use of the Vedantic knowledge they will be benefited in every step of life.

PAPER-CE-301(I)

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, 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.

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

CO5: 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.

Full marks: 100

(Mid Sem - 30 + End Sem - 70)

Unit-I

Radhakrishnan: Intellect and intuition, The Idealist view of life, Concept of Universal Religion, Concept of Reality

Unit-II

Sri Aurobindo: Evolution, Mind and super mind, Integral Yoga, Divine Life

Unit-III

K.C. Bhattacharyya: Swaraj in ideas, Concept of Philosophy (Ch-1 of Studies in Philosophy), Subject as Freedom

J. Krishnamurti: Individual and Society, Self-Knowledge, Action and Idea, What is the Self? (Ch-3, 4, 5, 9 of The First and the Last Freedom)

Unit-IV

D.D. Upadhyaya: Integral Humanism (Lecture-1, Ref. 11), Western Vs Bhartiya view (Lecture-2, Ref. 11)

M.N. Roy: Radical Humanism, Materialism (Ch-3 and Ch-9 of New Humanism – A Manifesto)

Unit-V

B.R. Ambedkar: Annihilation of Caste, Neo-Buddhism

Jyotirao Phule: Critical Understanding of Caste-system

Basic Study Materials:

1. K.C. Bhattacharya, "Swaraj in Ideas." www.scribd.com/doc/39859006/swaraj-in-Ideas-K-C-Bhattacharya
2. K.C. Bhattacharya, Subject as Freedom. London: Unwin, 1933.
3. K.C. Bhattacharya, Studies in Philosophy, Gopinath Bhattacharyya (ed.), Vol I & II, Motilal Banarsidass Pvt. Ltd: Delhi
4. J. Krishnamurti, The First and the Last Freedom, Rider: London, 2013
5. Ambedkar, B.R. Essential Writings of Ambedkar. Edit. with intro. Valerian Roderigues, New Delhi: OUP, 2004.
6. S.K. Maitra, An Introduction to Philosophy of Sri Aurobindo
7. Madhusudan Reddy, Sri Aurobindo's Philosophy of Evolution
8. Basant Ku Lal, Contemporary Indian Philosophy
9. N.K. Devaraja, Indian Philosophy Today
10. Ambedkar, B.R. Annihilation of caste, Navayana, 2014
11. D.D. Upadhaya, <http://www.chitrakoot.org/download/IntegralHumanism.pdf>
12. D.D. Upadhaya, Integral Humanism: An Analysis of Some Basic Elements, Prabhat Prakashan
13. G.P. Despande (ed.), Selected Writings of Jotirao Phule, Leftwordbooks: New Delhi, 2002
14. O'Hanlon, Rosalind, Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste protest in Nineteenth Century in Western India, Cambridge University Press: Cambridge, 1985
15. M.N. Roy, New Humanism – A Manifesto, Ajanta publications: New Delhi, 1947

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

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.

CO5: Examine the principles of social and economic equality, including debates on wealth distribution poverty and inequality.

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

Unit-I

Ancient Political Thought: Plato - Ideal State, Education, Communism, Justice, Aristotle: - State, Justice, Family and property, Mixed Constitution,

Unit-II

Indian Political Thought: Mahabharata - Rajadharma, Arthashastra of Kautilya - Seven pillars of Statecraft, State economy, law and justice, internal security, welfare and external affairs.

Unit-III

Modern Political Thought: Theories of social contract (Hobbes, Locke and Rousseau), Socio-economic revolution: Marx - Alienation, Dialectical Materialism, doctrine of Class Struggle, Communism,

Unit-IV

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

Unit-V

Isaiah Berlin: Two concepts of Liberty, Authority, J. Rawls: Distributive Justice.

Basic Study Materials:

1. G. Sabine, History of Political Theory
2. C.L. Wayper, Political Thought
3. E. Barker, Plato and His Predecessors
4. Sukhbir Singh, History of Political Thought
5. O.P. Gabba, An Introduction to Political Theory
6. V.P. Varma, Ancient and Mediaeval Indian Political Thought
7. Hobbes, Leviathan
8. Rousseau, The Social Contract
9. F. Engels, The Theory of Family, Private Property and the State
10. K. Marx, Capital
11. Amartya Sen, The Idea of Justice
12. J. Rawls, Political Liberalism
13. Arthashastra, (Vol. II, Bk VI, VII, ch. 1), trans. R.P. Kangle,
14. Plato, The Republic
15. Aristotle, Politics
16. Kautiliya: Arthashastra - L.N. Rangarajan
17. Mahabharata (Santiparva)
18. Anthony Quinton (ed.), Political Philosophy
19. John Rawls, A Theory of Justice

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)

PHILOSOPHY OF WITTGENSTEIN

COURSE OUTCOME:

CO1: 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.

CO2: The method and tool provided by Wittgenstein have its own philosophical significance and linguistic implication.

CO3: 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.

CO4: Analyze Wittgenstein's view on language, meaning, and the relationship between language and reality.

CO5: Engage with Wittgenstein's perspectives on the relationship between language, mind, and the external world.

Full marks: 100

(Mid Sem - 30 + End Sem - 70)

Unit-I

Problems of Philosophy, Criticism of Metaphysics, Nature of Philosophy, Nature of world

Unit-II

Nature of Language, Reality, Facts, Objects, Names, Propositions, Picture Theory of Meaning

Unit-III

Nature of other modes of thoughts - Logic, Mathematics, Science, Ethics and religion.

Unit-IV

Rejection of Essentialism, Use Theory of Meaning, Language-games, Family Resemblance and Forms of Life.

Unit-V

Solipsism and Private Language, Knowledge of Other minds.

Basic Study Materials:

1. Ludwig Wittgenstein, Tractatus Logico-Philosophicus
2. Ludwig Wittgenstein, Philosophical Investigations
3. Ludwig Wittgenstein, Notebooks 1914-16
4. R.C. Pradhan, Great Mirror
5. Anthony Kenny, Wittgenstein
6. Anthony Kenny, The Wittgenstein Reader
7. George Pitcher, Philosophy of Wittgenstein
8. Max Black, A Companion to Wittgenstein's Tractatus
9. Suresh Chandra, Wittgenstein New Perspective
10. P.M.S. Hacker, Insight and Illusion
11. K.T. Fann, Wittgenstein's Conception of Philosophy
12. Robert J. Fogelin, Wittgenstein
13. Wittgenstein, A Lecture on Ethics

Student Learning Outcomes:

- Gives the clarity of thought as well as language.
- Provides analytical ability or analytical approach which makes our understanding clear.
- Develops the conceptual clarity by linguistic analysis.
- Develops the critical reasoning ability.
- Enhances the research ability, analytical skill, and methodological outlook.

PAPER-CE-302(II)
CRITICAL THINKING

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.

CO5: Improve the ability to analyze complex issues and arguments systematically.

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

Unit-I

Rational Belief: Belief, Rationality and Evidence

Unit-II

Arguments: Different types, Impediments to good reasons.

Unit-III

The Method of Argument Analysis: Reconstructing Arguments, Details of Argument Reconstruction, Evaluating arguments

Unit-IV

Causal Arguments, Causal Statement, Knowledge and Causal Statement, Scientific Study and Causal argument

Unit-V

Applications-II Moral Argument, Moral Propositions, Morality, Rationality and Truth, Analyzing moral Argument.

Recommended Book:

1. Richard Feldman, Reason and Argument, Prentice Hall, 1993

Student Learning Outcomes:

- It will help students to develop the spirit of critical enquiry.
- Cultivates 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)

Field Internship

COURSE OUTCOME

To acquire direct knowledge and experience of places of historical and religious importance through field visit. Develop the ability to assess the quality and relevance of evidences and data. Apply critical thinking skills to various fields and subjects.

FOURTH SEMESTER

PAPER-HC-401 MAJOR TRENDS IN ODISHIAN PHILOSOPHY

COURSE OUTCOME:

CO1: The course designed under Odishian 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 scholar of Odisha which may motivate them to emulate their footprints in order to retain the glory of our tradition and culture.

CO2: To impart the knowledge of socio-cultural and religious trends with which Odisha is enriched.

CO3: To make students aware about the deep philosophical insights and thoughts of the scholar of Odisha.

CO4: Analyze the diverse philosophical perspective and schools of thought within Odishian philosophy, including different streams like Sarala Das, Balaram Das and others.

CO5: Examine metaphysical concepts, ethical principles and moral values embedded in Odishian philosophical thought.

Full marks: 100

(Mid Sem - 30 + End Sem - 70)

Unit-I

The social and religious tradition of Odisha, Contribution of Bhima Bhoi to Odishian culture and religion.

Unit-II

Pandit Nilakantha Das on Odishian Culture

Unit-III

Socio-Religious Traditions in Odisha: Santha Traditions – Sarala Dasa, Panchasakhas,

Unit-IV

Sri Jagannatha cult: Tradition, Culture and Philosophy

Unit-V

Vaishnavism in Odisha, Impact of Vaishnavism

Basic Study Materials:

1. Pt. Nilakantha Das, Bhagavad Gita, Pithika (Introduction)
2. M.N. Das (ed.), History and Culture of Orissa (Chapters 30, 31, and 37)
3. Bhima Bhoi, Stutichintamani
4. S.C. Panigrahi, Bhima Bhoi and Mahima Darsana
5. Shantilata Dei, Vaishnavism in Odisha
6. Lili Roy, Pandit Nilakantha Das
7. Kumudini Mishra, Pandit Nilakanthanka Srusti O Drusti
8. B. Kar, Major Trends in Odishan Philosophy

Student Learning Outcomes:

It is found from sample study, most of 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 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.

CO5: To critically evaluates the importance of Vedic values, ethos and Indian value system in life.

It brings personal and social growth. They should be able to contribute value addition for the betterment of society and themselves.

Full marks: 100

(Mid Sem - 30 + End Sem - 70)

Unit-I

The Kena Upanishad: Sections 1 and 2

Unit-II

The Kena Upanishad: Sections 3 and 4

Unit-III

The Katha Upanishad: Chapter I, Sections 1 & 2

Unit-IV

The Katha Upanishad: Chapter I, Section 3 Chapter II, Section 1

Unit-V

The Katha Upanishad: Chapter 2, Sections 2 & 3

Basic Study Materials:

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

Student 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.

PAPER-HC-403
DISSERTATION

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 inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project.

CO5: To identify appropriate research topics.

Full marks: 100
(Written-60&Viva-40)

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(I)
PHILOSOPHY OF MIND

COURSE OUTCOME

CO1: 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.

CO2: To impart knowledge of mind, by analyzing the mental conduct concepts, as distinguished from the bodily behaviors, through linguistic analysis.

CO3: Helps the students to know the exact meaning of the mental concepts distinguishes mental concepts from bodily concept. Analyze the mind-body problem, including dualist, materialist, and idealist perspectives on the relationship between the mind and body.

CO4: Examine the nature of consciousness, qualia (subjective experiences), and debates about it.

CO5: Explore questions personal identity, continuity of the self, and nature of the “I”.

Full Mark - 100
(Mid Sem - 30 + End Sem - 70)

Unit-I

Chapters I and II

Unit-II

Chapters III and IV

Unit-III

Chapters V and VI

Unit-IV

Chapters VII and VIII

Unit-V

Chapters IX and X

Book Prescribed (Text):

1. Gilbert Ryle; The Concept of Mind, Penguin Books Ltd., London.

Other Study Material:

1. J.A Shaffer; Philosophy of Mind
2. E.J Lowey; An Introduction to the Philosophy of Mind.
3. John Heil; Philosophy of Mind: A Contemporary Introduction.
4. David Cholmers; Philosophy of Mind: Classical and Contemporary Readings

5. Amy Kind; Philosophy of Mind: The Basics
6. David Chalmers; The Conscious Mind.
7. Jaegwon Kim; Philosophy of Mind.

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)

PHILOSOPHY OF SOCIAL SCIENCE

COURSE OUTCOME

CO1: 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.

CO2: Understanding of philosophical foundations, gain a understanding of the key philosophical foundations and concepts that underlies social science research and analysis.

CO3: Examine the ethical considerations and dilemmas that can arise in social science research.

CO4: Engage in discussions of contemporary debates and issues in the philosophy of social sciences.

CO5: Examine the concept of social constructs and how the shape our understanding of society, culture and identity.

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

Unit-I

What is Social Science? Philosophical Foundations of Social Sciences (Karl Popper & Thomas Samuel Kuhn)

Unit-II

Methodology of Social science, Naturalism v/s Interpretation, Fact and value in Human Science

Unit-III

Explanations of Human Action: Behaviorism, The Concept of Functionalism (Max Weber), Rational Choice

Unit-IV

Holism & Anti-reductionism in sociology and Psychology, Equality and its Application, Meaning and Basis of Equality

Unit-V

Social Laws, Social Progress & Social Perfection

Basic Study Materials:

1. Peter Winch, The Idea of a Social Science and Its Relation to Science
2. Ian Craib and Ted Benton (ed.), Philosophy of Social Science
3. Alexander Rosenberg, Philosophy of Social Science
4. Malcolm Williams, Science and Social Science: An Introduction
5. Scott Gorden, The History and Philosophy of Social Science
6. Clive Lawson, John Lastsis & Nuno Martins (Ed.), Contributions to Social Ontology
7. Karen J. Warren, Ecofeminist Philosophy
8. Maria Mies & Vandana Shiva, Ecofeminist Philosophy
9. Nancy Cartwright & Eleonora Montuschi (Ed.), Philosophy of Social Science
10. Kumkum Roy: Women in early Indian Society
11. Alan Ryan (Ed.) The Philosophy of Social Explanation

Student Learning Outcome:

- 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 towards his duty and responsibility for human society.

PAPER -AC-401
WOMEN AND SOCIETY

COURSE OUTCOME

CO1: The **Women and Society** examines the concepts, methods and status of women in human society.

CO2: It seeks to enhance students' ability to explain the social world. It is consequently a meta-theoretical endeavor about social life of women.

CO3: Develop an understanding of key concepts and theories in gender studies and feminist theory including patriarchy, and gender as a social construct.