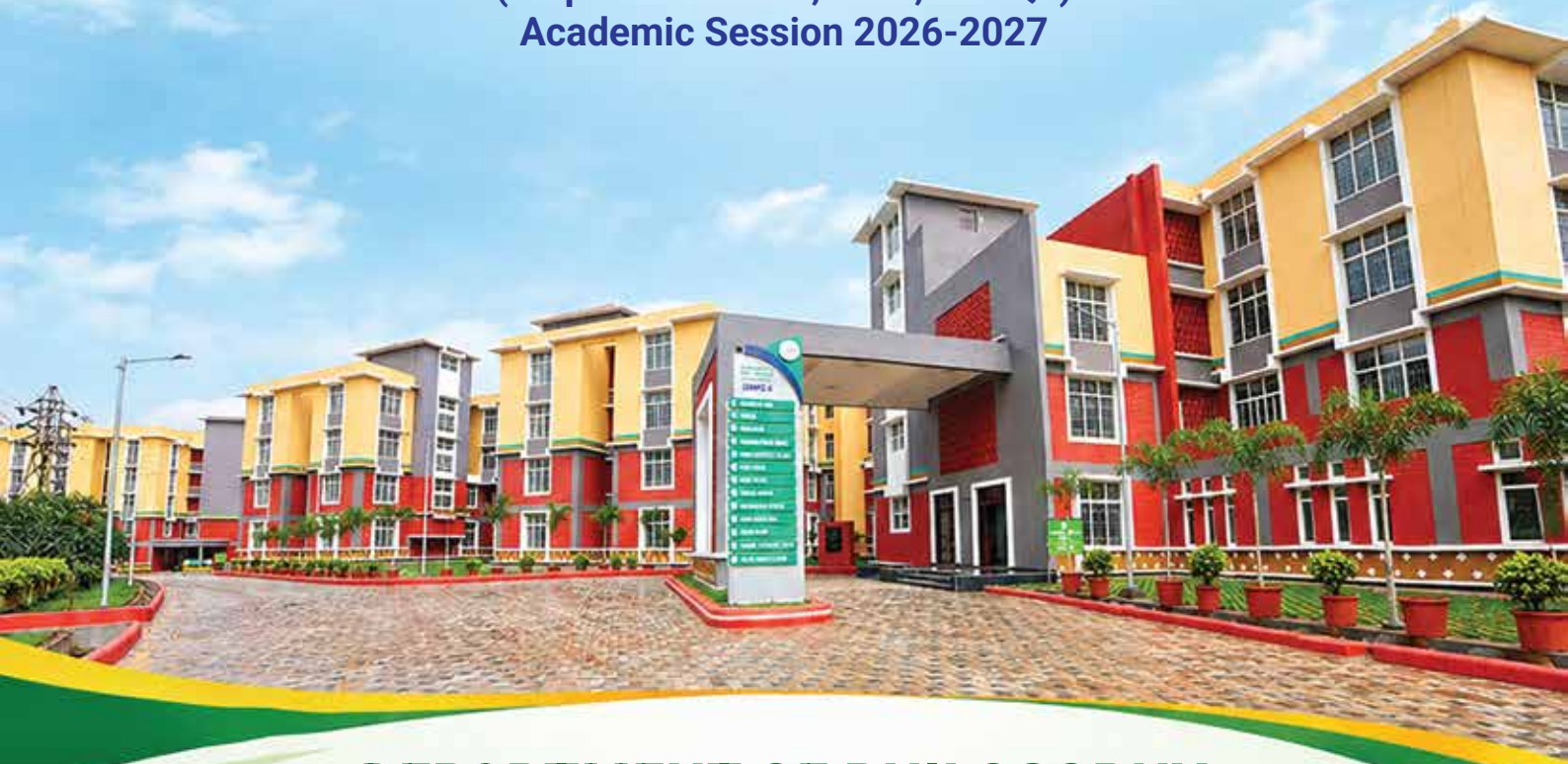
KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

CURRICULUM AND CREDIT FRAMEWORK FOR POSTGRADUATE PROGRAMME

MASTER OF ARTS IN PHILOSOPHY

(As per NEP-2020, NCrF, NHEQF)
Academic Session 2026-2027



DEPARTMENT OF PHILOSOPHY

SCHOOL OF TRIBAL CULTURE, PHILOSOPHY AND ECO-SPIRITUALISM

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)
DEEMED TO BE UNIVERSITY

Higher Education Campus, KISS Campus-3, Bhubaneswar, Odisha, 751024
https://university.kiss.ac.in | https://kiss.ac.in



M.A. Philosophy Syllabus

As per NEP-2020

(Two-Year Semester Scheme)

PROGRAMME DETAILS

Name of the Programme: Master of Arts in Philosophy

Duration of the Programme: 2 years divided into 4 semesters

M.A. Philosophy Syllabus
Under
Choice Based Credit System (CBCS)
(Two-Year Semester Scheme)

PROGRAMME DETAILS

Name of the Programme: Master of Arts in Philosophy (M.A.)
With specialization in
Tribal Culture, Philosophy and Eco-spiritualism

Duration of the Programme: 2 years divided into 4 semesters

About the School

The School of Tribal Culture, Philosophy and Eco-Spiritualism (STCPE), KISS Deemed to be University, established in 2017, is dedicated to promoting excellence in teaching, research, and community engagement through interdisciplinary and multidisciplinary education. The School integrates philosophy, indigenous knowledge systems, tribal studies, culture, spirituality, ethics, and sustainable development to address contemporary local, regional, national, and global challenges. It strives to preserve tribal heritage while

fostering critical inquiry, innovation, and socially responsible leadership in accordance with the National Education Policy (NEP) 2020.

About the Department

The Department of Philosophy, under the School of Tribal Culture, Philosophy and Eco-Spiritualism, is committed to imparting quality postgraduate education and research in Indian Philosophy, Western Philosophy, Tribal Philosophy, Applied Philosophy, Ethics, Logic, Religion, and Eco-Spiritualism. The Department encourages critical thinking, philosophical inquiry, interdisciplinary research, and engagement with indigenous knowledge systems. Through teaching, research, seminars, field studies, and community outreach, the Department prepares students to contribute meaningfully to academia, public policy, social development, and research while preserving India's rich philosophical and cultural heritage.

Vision & Mission of the School

Vision

To emerge as an internationally acclaimed School recognized for excellence in teaching, research, consultancy, outreach, skill development and social entrepreneurship, while promoting tribal cultural heritage and its diversity.

Mission

- ✔ To foster all-round development through multi-faceted education.
- ✔ To focus on sustainable resource management through innovative courses.
- ✔ To engage with communities to promote entrepreneurship and leadership.
- ✔ To manage resources effectively to create employment and self-employment opportunities.
- ✔ To recognize, commemorate and celebrate indigenous cultural memories of the empowering icons and processes.

Programme Overview

Programme Title
Master of Arts (M.A.) in Philosophy
Programme Type
Postgraduate Degree Programme
Duration
Two Years (Four Semesters)
Mode of Study
Full-Time
Medium of Instruction
English
Credit System
Choice Based Credit System (CBCS) under NEP-2020 aligned with NCrF and NHEQF
Total Credits

90 Credits

Programme Description

The Master of Arts (M.A.) in Philosophy is a two-year postgraduate programme structured in accordance with the National Education Policy (NEP) 2020, the National Credit Framework (NCrF), the National Higher Education Qualification Framework (NHEQF), and the UGC Postgraduate Curriculum Framework.

The programme is spread over four semesters comprising 90 credits. The curriculum integrates advanced studies in Indian Philosophy, Western Philosophy, Logic, Metaphysics, Ethics, Tribal Philosophy, Philosophy of Religion, Contemporary Philosophy, Tribal Eco-Spiritualism, Research Methodology, Artificial Intelligence in Philosophy, and Dissertation Research. The programme provides students with advanced theoretical knowledge, analytical skills, research competence, and interdisciplinary perspectives necessary for higher education, research, civil services, policy-making, and academic careers.

Process of Curriculum Development

The curriculum has been developed following the standard KISS-DU curriculum development protocol:

1. Formation of Syllabus Committee with domain experts.
2. Consultation with stakeholders (students, alumni, employers, community).
3. Review and approval by School faculty.
4. Vetting by Board of Studies (BoS) with external experts.
5. Final approval by Academic Council.
6. Integration of NEP-2020, CBCS, NCrF, and NHEQF guidelines.

Definitions of Components

Component	Definition
Academic Bank of Credits (ABC)	A digital repository introduced by the University Grants Commission (UGC) that enables students to accumulate, transfer, and redeem academic credits earned from recognized Higher Education Institutions (HEIs), facilitating academic mobility and lifelong learning.

Component	Definition
Academic Year	An academic year consists of two consecutive semesters, each comprising teaching, learning, continuous assessment, and end-semester examinations.
Choice Based Credit System (CBCS)	A learner-centric system that allows students to earn credits through a combination of compulsory and elective courses while maintaining academic flexibility and interdisciplinary learning.
Credit	A credit is a unit assigned to a course based on the total notional learning hours required to achieve the specified learning outcomes. As per the National Credit Framework (NCrF), **one credit is equivalent to 30 notional learning hours**.
Core Course (CC)	A compulsory course that provides advanced disciplinary knowledge and forms the essential academic foundation of the postgraduate programme.
Discipline Specific Elective (DSE)	An advanced elective course that enables students to acquire specialized knowledge within the discipline according to their academic interests and career aspirations.
Research Methodology	A course designed to develop competencies in research design, qualitative and quantitative methods, academic writing, data analysis, and ethical research practices necessary for postgraduate research.
Research and Publication Ethics (RPE)	A course focusing on responsible conduct of research, academic integrity, plagiarism prevention, publication ethics, intellectual property rights, and ethical standards in scholarly communication.
Dissertation / Research Project	An independent research work undertaken by the student under faculty supervision, demonstrating the ability to apply philosophical theories, research methods, and critical analysis to investigate a selected research problem.
Seminar / Presentation	A student-centred academic activity involving presentation, discussion, critical review, and scholarly interaction on selected philosophical themes to enhance communication and analytical skills.
Field Study / Educational Visit	Experiential learning activities involving observation, documentation, and analysis of philosophical, cultural, tribal, or social institutions to strengthen the application of classroom learning.
Continuous Internal	An ongoing evaluation process consisting of assignments,

Component	Definition
Assessment (CIA)	seminars, presentations, quizzes, class participation, and mid-semester examinations to assess students' academic progress throughout the semester.
End Semester Examination (ESE)	The final examination conducted at the end of each semester to evaluate students' comprehensive understanding of the course learning outcomes.
SWAYAM / SWAYAM Plus	Government of India online learning platforms that allow students to undertake approved MOOCs and earn transferable academic credits as per UGC and NEP-2020 guidelines.
National Credit Framework (NCrF)	A national framework that integrates academic, vocational, and experiential learning by assigning credits based on learning outcomes and notional learning hours, promoting flexibility and lifelong learning.
National Higher Education Qualification Framework (NHEQF)	A qualification framework that defines the expected learning outcomes, competency levels, and progression pathways for higher education programmes in accordance with NEP-2020.
Programme Outcome (PO)	Broad knowledge, skills, values, and competencies expected to be attained by students upon successful completion of the postgraduate programme.
Programme Specific Outcome (PSO)	Discipline-specific knowledge and competencies that graduates are expected to acquire in Philosophy upon completion of the programme.
Programme Educational Objectives (PEOs)	Broad career and professional accomplishments expected of graduates within a few years of completing the programme, reflecting the programme's mission and long-term goals.

NCrF-Aligned Components (National Credit Framework)

- ✔1 Credit = 30 Notional Learning Hours
- ✔4 Credit Course = 120 Notional Learning Hours
- ✔90 Credit M.A. Programme = 2,700 Notional Learning Hours

NCrF-Compliant Course Engagement Table

Component	Operational Definition	Hours
Face-to-Face Lectures	Classroom teaching, concept explanation, discussion and interactive learning	45

Tutorials / Seminars	Tutorials, seminars, presentations, case discussions and academic interaction	20
Independent Learning	Self-study, library work, literature review and academic reading	25
Continuous Assessment	Assignments, quizzes, presentations, seminars and mid-semester examination	15
End-Semester Examination Preparation	Revision, examination preparation and completion of academic requirements	15
Total Notional Learning Hours	30 Hours × 4 Credits	120

Courses (SWAYAM and SWAYAM Plus)

According to the UGC guidelines integrated into the new curriculum structures, Higher Education Institutions (HEIs) are permitted to allow students to take up to 40% of their total courses in a semester through the national MOOC platform, SWAYAM (or SWAYAM Plus for industry-aligned courses).

Credits earned via SWAYAM are mapped directly against the appropriate NHEQF academic level and digitally stored in the student's Academic Bank of Credits (ABC) to count toward their final degree, diploma, or certificate.

NCrF Category-wise Credit Distribution (PG Programme)

Semester	Core Courses	Discipline Specific Elective	Research/Dissertation	Total Credits
Semester I	6 Papers	—	—	**24**
Semester II	6 Papers	—	—	**24**
Semester III	5 Papers + Research Methodology + Research Ethics	Specialization	—	**22**
Semester IV	Dissertation / Research Project	Viva-Voce	Dissertation	**20**
Grand Total				**90 Credits**

Continuous Evaluation and Mid Semester Examination:

a) Mid semester examination will be of 1-hour duration for 20/10 marks (20 for subjects having no practical and 10 for subject with practical papers). There shall be no pass mark in Mid Semester examination.

b) The Mid-Semester Examination shall be conducted and valued by the faculty who are teaching the corresponding paper. A student who fails to appear in a Mid-Semester Examination will be allowed one more chance to take the same examination before appearing the concerned term-end examination. There will be no provision to re-appear in the Mid-Semester Examination for improvement.

c) For subjects with practical there will be a Mid-Semester practical examination carrying 10 marks.

d) The University authority of the valuation zones will preserve the answer Script of the End Semester examination for 06 months from the date of publication of result for reference.

e) A student has to appear the mid semester examination positively. Absence in the mid semester examination will be considered as fail however the candidate may be allowed to appear the mid semester examination before commencement of the concerned Term-End examination under special case duly considered by the HoD (for the ***candidates who represent the University or State for Inter- University or inter-state competitions in Games and Sports or attending different recognized National level camps/any critical medical case duly certified by the designated medical officer).***

Distribution of Marks in End Semester and Continuous Evaluation:

(Irrespective of credit in a course/Paper)

Course Type	Maximum Marks	Semester-End theory Mark	Continues Evaluation Marks /Sessional	Mid Semester theory Mark	Semester-End and Practical mark	Mid Semester Practical Mark
Without Practical	100	60	20	20	----	--
With Practical	100	50	10	10	20	10
Only Practical	100	------	-------	-------	60	40

Distribution of Sessional Marks:

Course Type	Maximum Mark	Mid Semester	Attendance	Surprise Test/Quiz/Viva	Assignment/ Presentation
Without Practical	40	20	Above 95%- 85%-94%- 75%-84%-	10	05
With Practical	30	(Theory 10 + Practical 10)=20		05	Nil
Only Practical	40	Practical 30		5	

Examination Question Pattern of End Term Examination:

The evaluation process may cover summative and formative aspects and assess understanding applications, articulation, program and course outcome.

Question Pattern		With Practical	Without Practical
Part-I –Objective	Answer in MCQ/ in one word/in one sentence as directed	1x5=5	1x6=6
Part-II- Very Short Type	Answer within 50 words. Answer any 3 out of 5 questions (with practical) and answer any 5 out of 7 questions (without practical)	2x3=6	2x5=10
Part-III- Short Type	Answer within 250 words Answer any 3 out of 5 questions (with practical) and answer any 4 out of 6 questions (without practical)	5x3=15	5x4=20
Part-IV- Long Type	Answer within 800 words. Answer any 3 out of 5 questions	8x3=24	8x3=24
Total		50	60

For Practical Paper		**One Major Experiment-10 Record- 05 Viva voce-05**	**---------**

Examination Question Pattern of Mid Semester Examination:

Question Pattern		**With Practical**	**Without Practical**
Part-I –Objective	**Answer in MCQ/ in one word/in one sentence as directed**	**1x3=3**	**1x6=6**
Part-II- Very Short Type	**Answer within 50 words. Answer any 1out of 2 questions (with practical) and answer any 2 out of 3 questions (without practical)**	**2x1=2**	**2x2=4**
Part-III- Short Type	**Answer within 250 words Answer any 1 out of 2 questions (with practical) and answer any 2 out of 3 questions (without practical)**	**5x1=5**	**5x2=10**
Total		**10**	**20**
For Practical Paper		**One Major Experiment -5 Record-02 Viva voce-03**	**---------**

Award of Degree:

A Degree certificate under the official seal of the university and signed by the Vice-Chancellor shall be presented at the Convocation or in absentia to each of the successful students of particular degree. The Controller of Examinations shall issue the mark/grade

sheet of each semester to the candidates in the sheet of each semester to the candidates in the prescribed format.

Duration of the Examinations-Mid Semester & End Semester:

Duration of examination for all term End examination shall be for 2.5 hours and for all Mid Term examination for 1 hour irrespective of full marks in the course/subjects and irrespective of credit. The practical examinations shall be of 2 hours duration.

Each School shall have a designated faculty as Examination Coordinator to be decided by the Vice Chancellor in addition to the Controller of Examinations of the University.

Programme Educational Objectives (PEO)

Educational Outcomes-

PEO-1. The M.A. Philosophy programmed covers the full range of Philosophy from Indian Philosophy including traditional and modern Western Philosophy from the Greek traditions to the twentieth century through modern period.

PEO-2. Courses on Logic and Symbolic Logic focus on enhancing the reasoning aptitude of the students.

PEO-3. Discussions on ethical theories including current debates in Applied Ethics and Practical Ethics, Phenomenology and Existentialism, Analytical Philosophy, Gandhian Philosophy, Philosophy of Religion are all offered in the different courses arranged through the four semesters.

Programme Outcomes (PO)-

PO 1. Disciplinary Knowledge: To acquire knowledge about different concepts in philosophy both in Indian and western traditions and to have an in-depth understanding of main issues in metaphysics, epistemology, logic and ethics.

PO 2. Critical Thinking: To demonstrate a critical aptitude and reflective thinking to systematically analyse the existing scholarship and expand critical questions and knowledge. It will enable the students to acquire analytic and critical thinking skills.

PO 3. Effective Communication: For the effective communication, the programme will provide a Communicative English paper for students to speak, read, write and listen clearly in person, and through electronic media in English and in one Indian Language i.e. Odia, and make meaning of the world by connecting people, ideas, books, media and technology.

PO 4. Social Interaction: Internship papers of the programme will provide the way of social interactions of students as well as local informants. Elicit views of others, mediate disagreements will help to reach conclusions in group settings.

PO 5. Effective Citizenship: To produce effective citizenship and to develop and formulate logically correct arguments by the study of western philosophers regarding different problems of mind, existence, necessity, evidence, belief, substance, beauty, truth etc.

PO 6. Moral and Ethical awareness: To know the moral and ethical codes of different philosophers and political thinkers of past, in which a student on this programme can learn some valuable ethical ideas like different moral dimensions like justice, equality, liberty and fairness.

PO **7. Environment and Sustainability:** To know and understand the issues of environmental contexts and its sustainable development under the title Environmental ethics.

PO 8. Self-directed and Life-long Learning: To acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

PO 9: Analytical Reasoning: To enable the students to acquire the analytical and critical thinking skills.

PO 10. Inter-disciplinary Approach: To conduct research in terms of interaction with other social sciences for the attainment of certain level of interdisciplinary approach and also students will have an understanding of Indian Tribal culture, Philosophy and Eco-Spiritualism.

PO 11. Multicultural Competence: To become inspired by fiction, inculcate critical thinking, and stimulate the sympathetic/empathic imagination by allowing them to see the world through other's eyes as well to cultivate intercultural conversation.

PO 12. Job Potentialities: Pass out students of Philosophy can work in the field of academic institutions, administrative services and cultural resource management.

Programme Specific Outcomes

PSO-1. To speak and write clearly and cogently.

PSO-2. To think creatively and independently, exploring possibilities beyond those entrenched in prevailing opinion and practice.

PSO-3. To learn about the beginning and importance of Indian Philosophy right from ancient times up to contemporary period.

PSO-4. To learn the art of putting right thought in clear terms by learning Logic. It makes their reasoning ability strong.

PSO-5. To learn about the importance and role of Religion in society and how it evolved the basic tenets of religion like compassion, harmony etc. are all very necessary for our understanding of society and social progress.

PSO-6. To learn about the significance of values. Values form the very basis of society. Life is essentially a life of values, as distinguished from animal life. Rationally they will be developed.

PSO-7. To understand the aspects of social, political, economic, religious beliefs & practices of the tribals of India.

PSO-8. To acquire specific Skill education on tailoring, preparing distilled water, preparation of phenyl, making of candle, carpentry, art and craft, fishery, pickle making, etc.

Programme Pedagogy

1. This program has been designed in such a way to make use of different teaching methods by properly sequencing and organizing the course contents. It provides enough opportunity to the students to acquire knowledge on general ability to contribute to the society with proper acquisition of program-specific skills.
2. For this program the Instructional design depends on the subject matter to be taught and the understanding of diverse needs of different learners attending the courses.
3. The faculties adopt an effective pedagogy in this program which can lead to both academic achievement and social-cum-emotional development.

Eligibility

As per the admission guidelines of KISS Deemed to be University

Attendance

In view of the special nature of the course, it is desirable that the candidates shall be permitted to appear for the University examination at the end of each semester only if he /she puts in at least 75 percent attendance to achieve the benefits of the course.

Semester Details-

The M.A. Philosophy syllabus structure shall comprise of four semesters containing 90 credit courses. Students who will take admission in Program of Philosophy under the School of Tribal Culture, Philosophy, and Eco-spiritualism have to take five core course

papers, one specialization paper, and one non-credit paper in the first-semester course and five core course papers, two Special / Specialization papers and one non-credit paper course in the second semester. In the third semester, students have to take two core course papers, one MOOCs paper, two subject elective papers, two specialization papers, and one non-credit paper course in the fourth semester, students have to take one core course paper, three subject elective papers including a dissertation paper, one specialization paper, and one non-credit paper course.

M.A. Philosophy Revised Syllabus

Proposed distribution of Credits for Master's Degree in Philosophy

As per NEP-2020

SUBJECT- PHILOSOPHY

Course Structure

FIRST SEMESTER

Paper Code	Paper Name	Weekly Contact			Credit
		L	T	P	
PI40011	Linguistic and Conceptual Analysis	3	1	0	4
PI40003	Contemporary Political Philosophy	3	1	0	4
PI40005	Indian Metaphysics	3	1	0	4
PI40007	Symbolic Logic	3	1	0	4
PI40009	Philosophy of The Upanishads	3	1	0	4
TC40051	Tribal Culture in India: Transition and Change	3	1	0	4
Total					**24**

SECOND SEMESTER

Paper Code	Paper Name	Weekly Contact			Credit
		L	T	P	
PI40002	Western Metaphysics	3	1	0	4
PI40014	Philosophy of Sri Aurobindo	3	1	0	4

PV40032	**Special Paper-I (Choice any one)** **A. Advaita Vedanta**	3	1	0	4
PX40032	**B. Philosophy of Science**				
PB40034	**Special Paper-II (Choice any one)** **A. Philosophy of Bhima Bhoi and Mahima Dharma**	3	1	0	4
PW40034	**B. Philosophy of Wittgenstein (TLP)**				
PI40016	Artificial Intelligence in Philosophy	3	1	0	4
TC40052	Tribal Movements in India with Special Reference to Odisha	3	1	0	4
Total					**24**
Students who exit at the end of 1st year shall be awarded a Postgraduate Diploma					

THIRD SEMESTER

Paper Code	Paper Name	Weekly Contact			Credit
		L	T	P	
RM50001	Research Methodology	3	1	0	4
CA50005	Computer Application and Data Analysis	3	1	0	4
RE50003	Research and Publication Ethics	2	0	0	2
PI50031	**Special Paper-III (Choice any one)** **A. Social Philosophy**	3	1	0	4

PW50031	B. **Philosophy of Wittgenstein (PI)**				
PE50033	**Special Paper-IV (Choice any one)** **A. Existentialism and Phenomenology**	3	1	0	4
PG50033	**B. Gandhian Philosophy**				
TC50051	Tribal Eco-Spiritualism	3	1	0	4
		Total			**22**

FOURTH SEMESTER

Paper Code	Paper Name	Weekly Contact			Credit
		L	T	P	
FD50082	Fieldwork and Dissertation	0	0	40	20
		Total			**20**

Grand Total Credit= 90

- **One Credit= 1 hour for Theory Classes**
- **One Credit= 2 hours for practical Classes**

FIRST SEMESTER

LINGUISTIC AND CONCEPTUAL ANALYSIS

Core Paper - I

PI40011

Credit Point-04

Objectives:

Logical concepts and techniques are widely used as tools for linguistic analysis and in the study of the structure of grammatical theory. As to, the classical field of applying logic to linguistics is the analysis of meaning. The key concepts of linguistic semantics, including the very notion of meaning, are frequently defined in terms of, or in analogy with, concepts originating in formal logic. Moreover, algorithms translating natural language into logical symbolism are used to give precise accounts of, and allow comparison with, the semantic structure of natural language. Concerning a central idea of generative grammar has been to specify logical characteristics of linguistic theory and study their repercussions on the complexity of the object under investigation.

Course outcomes:

CO-1. To give a training on understanding the function and limitations of language in its logical and natural expressions.

CO-2. To identify the possible troubles that may arise due to the mistaken use of language and logical argumentations.

CO-3. To see how proper use of language helps to come out of a good number of puzzles.

CO-4. To understand the philosophies of Russell, Strawson, Wittgenstein.

CO-5 To analyse the concepts of linguistic philosophy.

COURSE CONTENT

UNIT- I	Essay 1- B. Russell "Description"
UNIT- II	Essay 4- G E Moore 'A Defence of Common Sense'
UNIT- III	Essay 13- (Part I only)- G Ryle, 'Descartes's Myth'
UNIT- IV	J. L. Austin "A Plea for Excuses"

CO-PO and PSO Mapping Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5

CO 1	3	3	2	3	3	1	1	2	1	2	1	3	3	3	3	2	3
CO 2	3	3	2	3	3	1	1	2	1	3	1	3	3	3	3	3	3
CO 3	2	3	2	3	2	1	1	2	1	3	1	3	3	3	3	2	3
CO 4	3	2	1	3	2	1	1	2	1	2	1	3	3	3	2	3	3
CO 5	2	3	2	3	3	1	1	2	1	2	1	3	3	3	3	3	3
Average	**2.6**	**2.8**	**1.8**	**3.0**	**2.6**	**1.0**	**1.0**	**2.0**	**1.0**	**2.4**	**1.0**	**3.0**	**3.0**	**3.0**	**2.8**	**2.6**	**3.0**

Scale: 1 – Low, 2 – Medium

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Logical Reasoning	High	Analysis of "Descriptions" (Russell) and diagnose of logical troubles (CO-2).
Professional skills	High	Techniques for translating natural language into logical symbolism and linguistic precision.
Human values/Ethics	Medium	Analysis of "Excuses" (Austin) which bridges linguistics with moral philosophy and responsibility.
Common Sense/Rationality	High	Defense of Common Sense (Moore) and debunking metaphysical myths (Ryle).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Developing high-level cognitive skills and logical rigor in linguistic theory.
SDG 9	Industry, Innovation & Infrastructure	Algorithms for translating language into logical symbolism, supporting AI and linguistic processing foundations.
SDG 16	Peace, Justice & Strong Institutions	Clarification of language to prevent "mistaken argumentation" and promote precise conceptual discourse.

Suggested readings:

1. Ammerman, R.R: *Classics of Analytic Philosophy (ed),* Hackett Publishing Company, Inc (1990)
2. P. K. Mohapatra& S. C. Panigrahi*: Perspective in Analytic Philosophy (ed),*3. Barrier Gross, Analytic *philosophy*
3. Ayer, AJ: *Language, Truth and Logic*

4. Ryle, G. *The Concept of Mind*
5. Quine, W.V*: Word and Objects*
6. Pradhan, R*.: Recent Developments in Analytic Philosophy*
7. AvrumStroll: *Analytic Philosophy*
8. Dummett: Origins of Analytic philosophy
9. McDonough, R. (1994). Wittgenstein's reversal on the 'Language of Thought' Doctrine, The Philosophical Quarterly, Vol.44, No. 177, 482-494.
10. Chopra, N. (2013). Language and Worldview: a reconsideration of Whorf hypothesis. International Journal of Multidisciplinary Educational Research, Volume 2, Issue 13(2)

CONTEMPORARY POLITICAL PHILOSOPHY

Core Paper - II

PI40003

Credit Point-04

Objectives:

Political philosophy involves the analysis and evaluation of political institutions, practices, and ideals. This introductory course focuses on literature from the second half of the 20th century onwards, and covers topics that are of relevance to contemporary political life, for example: justice in the distribution of wealth, equality of opportunity, just taxation, the limits of individual freedom, gender equality, racial equality, the rights of cultural minorities, the value of democracy, and the extent of political obligation.

Course outcomes:

CO-1. To have a general overview of key concepts, theories and controversies in political theory a general understanding of similarities and differences between different theoretical approaches, argumentation ways and ways of presentation.

CO-2-To know the scope, nature, legitimacy of public agents and relationship between them.

CO-3. Study of Marxism will develop sense of social equality and classless society.

CO-4. Study of feminism will improve understanding of gender justice and equality.

CO-5. Analysis of these concepts will develop sense of understanding of a fair and egalitarian

society.

COURSE CONTENT

UNIT- I	Liberalism-Its key concepts and different aspects
UNIT- II	Marxism- Historical Materialism, Class struggle, Alienation
UNIT- III	Feminism- Liberal, Radical and Eco-feminism
UNIT- IV	Communitarianism- Post Colonialism, Post Modernism

CO-PO and PSO Mapping Matrix

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	2	1	2	1	3	2	2	1	2	1	3	3	3	2	3	2
CO 2	2	3	2	3	1	3	2	3	1	2	1	3	3	3	3	3	3
CO 3	2	2	2	2	1	3	2	3	2	2	1	3	2	3	3	3	3
CO 4	2	2	1	2	1	3	2	3	2	3	1	3	3	3	3	3	3
CO 5	3	3	2	3	1	3	3	3	2	2	1	3	3	3	3	3	3
Average	**2.4**	**2.4**	**1.6**	**2.4**	**1.0**	**3.0**	**2.2**	**2.8**	**1.4**	**2.2**	**1.0**	**3.0**	**2.8**	**3.0**	**2.8**	**3.0**	**2.8**

Scale: 1 – Low, 2 – Medium

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Gender Justice	High	Liberal, Radical, and Eco-feminism (Unit III).
Human values/Equality	High	Liberalism, Marxism, and the concept of an egalitarian society (Unit I, II, V).
Ethics & Responsibility	High	Legitimacy of public agents and political obligation (CO-2, CO-5).
Environment sustainability	Medium	Eco-feminism and its critique of capitalist patriarchy (Unit III).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 5	Gender Equality	Comprehensive study of feminist traditions and gender justice (Unit III).
SDG 10	Reduced Inequalities	Study of Marxism, historical

		materialism, and classless society (Unit II).
SDG 16	Peace, Justice & Strong Institutions	Analysis of political institutions, legitimacy of public agents, and distributive justice (Unit I, IV).

Suggested readings:

1. Kymlicka, W: *Contemporary Political philosophy*, Oxford University Press, Delhi,2002
2. Suda, J.P: *A History of Modern Political Thought, Vol.1,*
3. Raphel, D.D*: Problems of Political philosophy*,
4. Miller, Devid: *Political Philosophy: A very short introduction,* Oxford University Press, USA
5. H. Chilcote, Ronald*.: Theories of comparative Politics, Taylor and Francis,2018*6Rawls, J. (2005).
6. Political liberalism (Ch. IV). New York: Columbia University Press.
7. Berlin, I. (2012). Does political theory still exist? In The proper study of mankind. Vintage: New York.
8. Sandel, M. (1998). Liberalism and the limits of justice (Ch 1). Cambridge: Cambridge University Press.
9. Nussbaum, M. (2000). Women and cultural universals. In M. Baghramian and A. Ingram (eds.)
10. Pluralism: The philosophy and politics of political diversity. London: Routledge.
11. Roy, M.N. (1981). New humanism: A manifesto. New Delhi: Ajanta Publications.
12. Green, T.H*: Principles of Political obligation*
13. William. T*: Political Philosophy*

INDIAN METAPHYSICS

Core Paper - III

PI40005

Credit Point-04

Objectives:

To inspire students to go deeper into themselves. To understand the basic components of body, mind, spirit etc. To understand different aspects of Reality, Individual soul and world. To gain knowledge on different metaphysical aspects in the Upanishads and

Indian Philosophical systems.

Course outcomes:

CO-1 To have a brief understanding on brahman, individual soul, the relation of Brahman and Atman, nature of the world, concept of God.

CO-2 To gain the Knowledge on bondage, liberation and other metaphysical issues.

CO-3 Study of theories of causation and evolution will improve understanding of nature.

CO-4 Understanding of reality will develop sense of togetherness and unity of existence with the individuals.

CO-5 It will be improve moral courage and human personality.

COURSE CONTENT

UNIT- I	Development of the philosophic thought in the Upanishads, Brahman, Atman, Doctrine of Karma
UNIT- II	Theories of causation in Buddhism, Nyaya and Samkhya, Evolution
UNIT- III	The concept of Reality in Jainism, Buddhism and Samkhya
UNIT- IV	The concept of Liberation in Jainism, Buddhism, Samkara and Ramanuja

CO-PO and PSO Mapping Matrix

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	3	3	2	2	1	2	1	3	1	2	1	3	3	2	2	2	2
CO 2	3	2	2	2	1	3	1	3	1	2	1	3	2	3	2	2	3
CO 3	3	3	2	3	1	2	3	2	1	2	1	3	3	2	3	1	2
CO 4	3	2	2	2	1	3	2	3	2	3	1	3	3	3	3	2	2
CO 5	2	2	1	1	1	3	2	3	3	3	2	3	2	2	2	3	3
Average	**2.8**	**2.4**	**1.8**	**2.0**	**1.0**	**2.6**	**1.8**	**2.8**	**1.6**	**2.4**	**1.2**	**3.0**	**2.6**	**2.4**	**2.4**	**2.0**	**2.4**

Scale: 1 – Low, 2 – Medium,

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional ethics	High	Focus on the Doctrine of Karma and moral courage (CO-5).
Gender	Medium	Equality of the Atman/Soul across all beings; inclusive metaphysical reality.
Human values	High	Unity of existence (CO-4) and development of human personality (CO-5).
Environment sustainability	Medium	Theories of evolution (Samkhya) and causation explaining nature (CO-3).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 3	Good Health & Well-being	Spiritual well-being through knowledge of liberation and the mind-spirit relation.
SDG 4	Quality Education	Advanced metaphysical inquiry and logical theories of causation.
SDG 16	Peace, Justice & Strong Institutions	Fostering togetherness and unity of existence to promote peaceful societies.
SDG 17	Partnerships for the Goals	Building a sense of global togetherness and shared human personality.

Suggested readings:

1. Radhakrishnan, S: *Indian Philosophy*, (Vol I & Vol II), oxford university press
2. Radhakrishnan, S*: The Principle of Upanisads*, oxford university press
3. Dasgupta, S.N. (2004), *A History of Indian Philosophy,* vol. 1, Delhi, Motilal Banarasidass Publishers, Pvt. Ltd.
4. Chatterjee, S.C. & D.M. Datta (1984), *An Introduction to Indian Philosophy,* reprint, University of Calcutta.
5. Hiriyana, M: (1951), *Outlines of Indian Philosophy,* London: Allen &Unwin
6. Mohanty, J. N. (2000) *Classical Indian Philosophy: An Introductory text*. New Delhi, Oxford University Press.

7.Sinha, Jadunath: *Indian Philosophy*, New Central Book Agency(P)Ltd. Kolkata (2012).

8.Sarbani Ganguli*, Sarvani: A Critique of Causality*,

9.Bhartiya, Mahesh Chandra: *Causation in Indian Philosophy*

10.Mohanty, A.K.: Concept *and Issues in Indian Philosophy*,

11.Puligandala, R.K: *Fundamentals of Indian Philosophy*,

SYMBOLIC LOGIC

Core Paper - IV

PI40007

Credit Point-04

Objectives:

The Objective of this course is to make student understand the significance of logic and language, method of deduction, quantification theory, and involve the relationship between natural language and symbolic logic.

Course outcomes:

CO-1. To develop good intellectual enterprise.

CO-2. To make the intellect sharp. To improve the critical and analytical capacities along with problem solving skills.

CO-3. To open up into the world of digital logic and logical gates.

CO-4. To test validity using truth table.

CO-5. To train how to draw conclusion.

COURSE CONTENT

UNIT- I	Logic and Language: Nature of Arguments, Truth and Validity Argument Forms, Truth-Table. Logical connectives, Symbolization, Propositional Calculus, Truth-Tables
UNIT- II	Method Of Deduction: Formal Proof, Validity (Rules of Inference and Replacement), Various Techniques for providing validity/invalidity proofs for tautologies, Rules of conditional proof, Providing Invalidity Reductio Ad Absurdum (RAA) Method.
UNIT- III	Quantification Theory: Symbolization of Singular General and Multiple General Propositions; Proving validity and proving invalidity.
UNIT- IV	The Logic of Relations: Symbolization (Relation and Identity), Some attribute of Relations

	Identity and Definite Descriptions: Predicate Variables and Attribute Variables.

CO-PO and PSO Mapping Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2	2	1	2	1	2	1	3	3	3	2	2	2
CO 2	3	3	3	3	2	2	1	2	2	3	1	3	3	3	3	3	2
CO 3	2	3	3	2	3	1	1	1	1	2	1	3	2	2	3	2	1
CO 4	3	3	2	2	2	1	1	1	1	2	1	3	3	2	2	2	1
CO 5	3	3	2	3	2	2	1	2	2	3	1	3	3	3	2	2	2
Average	**2.8**	**3.0**	**2.4**	**2.6**	**2.2**	**1.6**	**1.0**	**1.6**	**1.4**	**2.4**	**1.0**	**3.0**	**2.8**	**2.6**	**2.4**	**2.2**	**1.6**

Scale: 1 – Low, 2 – Medium,

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional ethics	Medium	Logical consistency in arguments, intellectual honesty in deduction, and avoiding fallacies.
Gender	Low	Gender-neutral symbolization in propositional and quantification theory.
Human values	Medium	Clarity of thought, rational communication, and respect for objective truth.
Environment sustainability	Low	Logical analysis of complex systems and sustainable development arguments.

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Core contribution through the development of critical thinking and analytical reasoning skills.
SDG 9	Industry, Innovation & Infrastructure	Direct link through CO-3 (Digital Logic and Logical Gates) to technological innovation.
SDG 16	Peace, Justice & Strong Institutions	Enhancing logical reasoning to support fair decision-making and justice systems.
SDG 17	Partnerships for the Goals	Building a universal language of logic to facilitate international scientific

		cooperation.

Suggested readings:

1. Suppes, Patric: *Introduction to Logic,* East -West Press Pvt. Ltd, New Delhi,2010
2. Barlingay, S.S.: *A modern Introduction to Indian Logic.*
3. Copi, I. M: *Introduction to Logic* (14th Edition) Prientice Hall of India
4. Basson and O Corner, *Smbolic Logic*, Oxford University Press (2007)
5. Hurley, P. (2014). A *conciseintroductiontologic* (12th Revised edition), (Chapters 6, Wadsworth Publishing Co Inc.
6. Copi.I.M: *Symbolic Logic* (5th edition) Macmillan. Prentice Hall of India Pvt.Ltd1998
7. Quine.W.O.: *Methods of Logic*
8. Susanne K. Langer: *An Introduction to Symbolic logic*, Dover Publication, New Delhi (3rd Ed)
9. Virginia. Klenk: *understanding Symbolic logic, Pearson* (5th ed

PHILOSOPHY OF THE UPANISADS

Core Paper - V

PI40009

Credit Point-04

Objectives:

The course will introduce the students to the main features of the meta philosophical position of classical text. It will give an insight classical method of analysis and synthesis and richness embedded in text and tradition.

Course outcomes:

CO-1. To be able to know the real knowledge.

CO-2. To modify and enrich personality. CO-3. To realize the significance of spirituality in life.

CO-4. To understand the need for critical thinking.

CO-5. To provide a healthy platform to have a right attitude towards life.

COURSE CONTENT

UNIT- I	Ontological stands of the Upanishads: Brahman, Atman, The Status of the world Epistemology in the Upanishads: Vidya and Avidya, Para vidya and Aparavidya
UNIT- II	Katha Upanishad:(Chapter 1 & 2) Yama's three boons to Nachiketa, Difference between preferable and pleasurable, The nature of self
UNIT- III	Katha Upanishad: (Chapter 3 & 4) The analogy of chariot, the sign of a discriminated person, self is the enjoyer and its existence in heart
UNIT- IV	Katha Upanishad:(Chapter 5 & 6) Secret of the eternal Brahman, the highest state, the way of attaining immortality

CO-PO and PSO Mapping Matrix

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	3	3	2	2	1	2	1	3	1	2	1	3	3	3	2	2	2
CO 2	2	2	1	1	1	3	2	3	2	3	1	3	3	2	3	3	3
CO 3	3	2	1	1	1	3	2	3	2	2	1	3	3	2	3	2	3
CO 4	3	3	2	3	1	2	1	2	2	3	1	3	3	3	2	2	2
CO 5	2	2	1	2	1	3	2	3	3	3	2	3	2	3	3	3	3
Average	2.6	2.4	1.4	1.8	1.0	2.6	1.6	2.8	1.8	2.6	1.2	3.0	2.8	2.6	2.6	2.4	2.8

Scale: 1 – Low, 2 – Medium,

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional ethics	High	Academic integrity, ethical conduct in pursuit of knowledge, and the concept of "Preferable vs Pleasurable".
Gender	Medium	The Atman as a gender-neutral universal reality; equality of all living beings.
Human values	High	Spiritual enrichment, healthy attitude towards life, and development of human

		personality.
Environment sustainability	Medium	Status of the world (prapancha) and the interconnectedness of all existence (Unity).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 3	Good Health & Well-being	Mental and spiritual health through a right attitude towards life and immortality.
SDG 4	Quality Education	Classical methods of analysis/synthesis and understanding Vidya (real knowledge).
SDG 10	Reduced Inequalities	The universal nature of Brahman/Atman promoting non-discrimination.
SDG 16	Peace, Justice & Strong Institutions	Self-realization and moral courage as a foundation for peaceful co-existence.

Suggested readings:

1. Radhakrishnan, S. *The Principal Upanishads*: Harper Collin Publishers ,2009
2. Gambhir Ananda, Swami (Trans) (1990) *Eight Upanishads, Vol I*: Calcutta, Advaita Ashrama
3. Ranade, R.V(1986) *A constructive Survey of Upanishad Philosophy*, Bomay: BharatiyaVidya Bhavan.
4. Mohanty, J.N: Classical Indian Philosophy: An Introductory text, Oxford University Press,2000.
5. Sharma, Baldev Raj. (1972). The Concept of Atman in the Principal Upanishads. Delhi: Dinesh Publications.

Tribal Paper-I

Tribal Culture in India: Transition and Change

Tribal Paper - I

TC40051 **Credit -4**

Objective:

This paper will offer an opportunity to have an understanding of different components

of tribal culture. Students will be required to have an understanding of their own religion and the difference between religion and magic. They should differentiate between religion, magic and science. This course will also expose the students to acquaint with their cultural life through the art, music, and performing arts of the tribal people of India. Further, it will also provide some ideas to the students with regard to different types of tribal festivals and dances in India.

Course Outcome-

CO-1. To understand the tribal culture of India, the main features of tribal family and types of Kinship in Indian society

CO-2. To understand the forms of Indian tribal art and the material culture of indigenous peoples of India through their visual art.

CO-3. To discuss about the different types of Tribal paintings, Tribal music, festivals and tribal dance forms of different states of India

CO-4. To discuss the hunting and food Gathering, pastoralism, shifting cultivation animal husbandry and agriculture and peasantry

CO-5. To identify the changes in the socio-cultural life of tribals due to the impact of globalization, westernization, modernization, industrialization

Course Content-

UNIT – I

1. Meaning and Definition of tribe, Characteristic Features of Indian Tribal Culture
2. Family; Family as an Association, Distinctive Features of Family, Classification of Tribal Family
3. Marriage; Concept and Forms of Marriage, Ways of Acquiring Mates, Status of Women in Tribal Society

UNIT - II

1. Meaning of tribal Art, Introduction to tribal Visual and Performing Arts in India
2. Forms of Indian Tribal Arts, Tribal Art and History
3. Tribal Paintings of India, Tribal Paintings in Odisha: Saura, Gond and Santals

UNIT - III

1. Tribal Music: Vocal and Instruments
2. Tribal Performing art; Tribal Dance Forms, Tribal Dances of Odisha: Santal, Saura, Kondha, Paraja, Kisan & Oraon
3. Tribal Festivals- Types of Tribal Festivals in India: Tribal Festivals of North Eastern parts of India, Tribal Festivals of Odisha

UNIT – IV

1. Culture as a tool of Adaptation, Various Modes of Human Adaptation in Pre-state Societies; Hunting and Food Gathering, Pastoralism, Shifting Cultivation, Animal Husbandry, Agriculture and Peasantry
2. Religion and Magic, Religion as a system of Rituals and Beliefs, Fetishism, Animism, Totemism, Magic-Meaning and Types of Magic, White Magic and Black Magic
3. Changes in Culture of Tribes; Socio-cultural Process of Change (Globalisation, Westernization, Modernization, Industrialization), Plans, Programs and their Implementation

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the tribal culture of India, the main features of tribal family and types of Kinship in Indian society.	Understand
CO2	Understand the forms of Indian tribal art and the material culture of indigenous peoples of India through their visual art.	Understand
CO3	Discuss about the different types of Tribal paintings, Tribal music, festivals and tribal dance forms of different states of India.	Understand
CO4	Discuss the hunting and food gathering, pastoralism, shifting cultivation, animal husbandry, agriculture and peasantry.	Understand
CO5	Identify the changes in the socio-cultural life of tribals due to the impact of globalization, westernization, modernization, industrialization.	Understand

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two year PG programme Common Preamble")

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	2	2	2	2	2	1	2	1	1	3	3	2	3	3	2
CO2	2	3	3	2	2	2	2	2	2	2	1	2	3	2	3	3	2
CO3	2	3	3	2	2	2	3	2	3	2	2	2	3	2	3	3	3
CO4	2	3	2	2	3	3	2	1	2	2	2	3	3	3	3	3	2
CO5	3	3	2	3	3	3	2	2	3	3	2	3	3	3	3	3	2
Average	2.4	3.0	2.4	2.2	2.4	2.4	2.2	1.6	2.4	2.0	1.6	2.6	3.0	2.4	3.0	3.0	2.2

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Study of tribal culture, family structures, marriage systems, religion, magic, and beliefs fosters understanding of diverse cultural heritage, moral values, and indigenous worldviews as outlined in PSO3 and PSO4. The course emphasizes respect for tribal traditions and cultural diversity.
Gender	High	Analysis of status of women in tribal society, forms of marriage, and kinship patterns provides insights into gender relations in indigenous communities. The course examines the role and position of women in tribal family structures.
Environment & Sustainability	Very High	Understanding the relationship between tribal communities and their environment through modes of adaptation (hunting-gathering, pastoralism, shifting cultivation, agriculture). Study of indigenous techniques of forest conservation and sustainable living provides insights into traditional ecological knowledge and environmental stewardship.
Professional Ethics	Medium	Examination of welfare programs, plans, and their implementation for tribal development raises questions about development ethics, policy-making integrity, and the ethical responsibilities of state and civil society toward indigenous communities.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 1	No Poverty	Study of tribal economic life, hunting-gathering, pastoralism, shifting cultivation, and agriculture provides historical context for understanding poverty and economic marginalization of tribal communities.
SDG 4	Quality Education	Examination of tribal culture, art, music, dance, and festivals contributes to preserving indigenous knowledge systems and promoting culturally relevant education for tribal communities.
SDG 5	Gender Equality	Analysis of status of women in tribal society, forms of marriage, and kinship patterns allows for gender

		analysis of indigenous power structures and women's roles in tribal communities.
SDG 8	Decent Work and Economic Growth	Study of various modes of livelihood (hunting-gathering, pastoralism, shifting cultivation, agriculture, animal husbandry) provides insights into traditional economic practices and their transformation under modernization.
SDG 10	Reduced Inequalities	Analysis of socio-cultural changes in tribal life due to globalization, westernization, modernization, and industrialization helps understand the challenges of inequality and the importance of inclusive development.
SDG 11	Sustainable Cities & Communities	Study of tribal settlement patterns, traditional knowledge, and community structures contributes to understanding sustainable community development and the protection of indigenous cultural heritage.
SDG 15	Life on Land	Examination of tribal relationship with forests, water, animals, and nature provides insights into traditional conservation practices, biodiversity protection, and sustainable use of terrestrial ecosystems.

Suggested Readings-

1. Ray Chaudhury, H. C., (1972). *Political History of Ancient India,* Calcutta.
2. Ray, D.N., (2011). *Tribes and Tribal Life-Study and Evaluation*, New Delhi.
3. Verma, R.C., (2002). *Indian Tribes; Through the ages*, New Delhi.
4. Vidyarthi, L. P. & Rai, B. K., (Reprinted-1985). *The Tribal Culture of India*, Concept Publishing Company; New Delhi.
5. Bailley, F.G., (1960). *Tribe, Caste and Nation*, Manchester University Press.
6. Bose, N. K., (2004). *Tribal Life in India*, National Book Trust, New Delhi, New Edition.
7. Hasnain, Nadeem, (2015). *Indian Society and Culture (Continuity and Change),* Jawahar Publishers and Distributors, New Delhi.
8. Bailey, F.G., (1960.). *Tribe, Caste and Nation: A Study of Political Activity and Political Change in Highland Orissa*, Manchester University Press; Manchester.
9. Bhowmik, K.L., (1971). *Tribal India: A Profile in Indian Ethnology*, World Press; Calcutta.
10. Dube, S.C., (1977). *Tribal Heritage of India,* Vikash Publishing House Pvt. Ltd., Delhi.

11. Sarkar, R. M., (2008). *Primitive Tribal Groups in India (Tradition, Development and Transformation)*, Serials Publications, New Delhi.
12. Schrire, C. , ed., (1984), *Past and Present in Hunting-Gathering Studies*, Academic Press Inc; New York.
13. Murdock, G.P. , (1949). *Social Structure*, Collier Macmillan; New York.
14. Sarkar, Amitabh, (1993). *Toto Society and Change: A Sub Himlayan Tribe of West Bengal,* Firma KLM Pvt.Ltd., Calcutta.
15. Bhowmick, P.K., (1994). *Primitive Tribal Groups in Eastern India: Welfare and Evaluation*, Gyan Publishing House; New Delhi.
16. Pfeffer, Georg and Behera, D.K. *Contemporary Society: Tribal Studies, Volume I to VII.* Concept Publishing Company; New Delhi.
17. Bose, N.K., (1967). " Some Methods of Studying Social Change", in *Man in India*, Vol.47. No.3, Ranchi.
18. Rao, V.K.R.V., (1966). " Social Change and Tribal Society", in *Journal of Social Research,* Vol.IX, No.2,
19. Srinivas, M.N., (1966).*Social Change in Modern India*, Allied Publishers; Bombay,
20. Vidyarthi, L.P., (1968). "Culture Change in the Tribes of Modern India", Presidential Address to the Anthropological and Archaeology Section of the 55th Session of the Indian Science Congress 1968, also printed in *Journal of Social Research,* Vol.XI, No.4.
21. Vidyarthi, L.P., (1970).*Socio-Cultural Implication of Industrialization in A Case Study of Tribal Research,* Ranchi.
22. Sachchidananda, (1964). *Culture Change in Tribal Bihar,* Book land Pvt. Ltd.; Calcutta.
23. Ghurye , G. S., (1959). *The Scheduled Tribes*, Popular Book Deport
24. V. Elwin, (1951). *The Tribal art of Middle India*, London.
25. Culshaw, W.J. , (2013). *Tribal Heritage: A Study of the Santals,* New Delhi.
26. Pegu, Namita, (2016). *Tribal Culture in Ethnographic Museum*, B.R. Publishing Corporation, Delhi.
27. Ota, A.B., (2009). *Tribal Dance of Orissa,* Academy of Tribal Language and Culture; Bhubaneswar.

28. Bhagaban Sahu , (2015). *Folk Life and Culture of Odisha,* Kaveri Books; New Delhi.
29. Vidyarthi, L. P. & Rai, B. K. , (Reprinted 1985). *The Tribal Culture of India*, Concept Publishing Company; New Delhi.
30. Hasnain, Naddem, (2016).*TRIBAL INDIA*, PALKA PRAKASHAN, Delhi.
31. Mahapatra , L. K. , (1997). "Tribal Cultures and Regional Society in Orissa" , in Santosh Kumar Sethi & Susmit Pani (eds.), *Tribal Culture of Orissa*.
32. Denis Dutton, (1993). "Tribal Art and Artifact", *Journal of Aesthetics and Art Criticism*, 51(1):13–21, Winter
33. Prakash, Om , *Cultural History of India* , New Age International Publishers Pvt., Delhi.
34. Mahapatra, L.K., (1996)."Tribal Heritage of Indian Civilization" , in *Banaja, Adivasi Exhibition Souvenir*. Academy of Tribal Dialects and Culture, Government of Orissa, Bhubaneswar.
35. Charu Smita, Gupta, *Indian Folk and Tribal Paintings* , Roli Books Pvt Ltd,
36. https://www.holidify.com/pages/tribal-art-of-india-4497.html

SECOND SEMESTER

WESTERN METAPHYSICS

Core Paper - VI
PI40002

Credit Point-04

Objectives:

The objective of this course is to give knowledge about western metaphysics. To introduce the essence of Philosophy, essentially is the notion of truth. To develop sources of knowledge in Western idea of Philosophy. To show knowledge in its strong and weaker senses respectively. To introduce apriori and aposteriori knowledge in Western philosophy, in other words to make a clear distinction between mathematical and empirical knowledge. To show that reality is all about eradicating our pre-conceived notions, and only to harp upon objectivity. To reach at the core of all physical objects, which philosophy terms as Substance, explaining it in context of its universality and eternity, thereby starting from the study of knowledge to go beyond matter.

Course outcomes:

CO-1. To understand western metaphysics and the concepts properly.

CO-2. To gain knowledge on different metaphysical concepts developed in western philosophical systems like Reality, Theory of ideas, form and matter, Interactionism, Parallelism, Realism, conceptualism, nominalism etc.

CO-3. To gain the knowledge on the philosophy of Plato, Aristotle, Descartes, Spinoza, Leibniz, Locke, Berkley, Hume etc.

CO-4. To understand philosophical issues and problems from right perspectives.

CO-5. Understanding of metaphysical problems in right perspectives will pave the way of finding new solutions.

COURSE CONTENT

UNIT- I	Substance: Plato-Theory of knowledge, Theory of Ideas, Aristotle's Criticism, Aristotle- Form and Matter
UNIT- II	Interactionism, Parallelism, Pre-established Harmony
UNIT- III	Problem of Universal: Realism, Nominalism
UNIT- IV	Problem of Universal Conceptualism, The doctrine of Family Resemblance

CO-PO and PSO (1-3 Mapping Matrix)

CO/PO	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**
CO 1	3	3	2	2	1	2	1	3	1	2	1	3	3	3	2	2	2
CO 2	3	3	2	2	1	2	1	2	1	2	1	3	3	3	2	2	2
CO 3	3	2	2	3	1	2	1	2	1	2	1	3	3	3	2	2	2
CO 4	3	3	2	3	1	3	2	3	2	3	1	3	2	3	3	3	2
CO 5	2	3	3	3	1	3	2	3	3	3	2	3	2	2	3	3	3
Average	**2.8**	**2.8**	**2.2**	**2.6**	**1.0**	**2.4**	**1.4**	**2.6**	**1.6**	**2.4**	**1.2**	**3.0**	**2.6**	**2.8**	**2.4**	**2.4**	**2.2**

Scale: 1 – Low, 2 – Medium,

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional ethics	High	Eradicating pre-conceived notions and pursuing pure objectivity and truth.
Gender	Medium	Analysis of historical philosophical biases and the universality of the soul/mind.
Human values	High	Understanding reality from "right perspectives" to find ethical solutions to problems.
Environment sustainability	Low	Metaphysical core of physical objects and the study beyond matter.

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Developing deep conceptual knowledge and critical inquiry skills.
SDG 16	Peace, Justice & Strong Institutions	Focus on objectivity and truth as foundations for just social systems.
SDG 17	Partnerships for the Goals	Building a bridge between historical Western ideas and contemporary global problem-solving.

Suggested readings:

1. Richard Taylor, *Metaphysics, Prentice-hall,4th edition Pearson,1991*
2. Russell, Bertrand: TheProblems *of Philosophy*, H. Holt and Company, Newyork,1912
3. John Hospers: An *Introduction to Philosophical Analysis*, Prentice Hall, Inc (1997)
4. D. W. Hamlyn: Metaphysics*,* Cambridge University Press,1984
5. David E. Hales: Metaphysics*: Contemporary Readings,* Create space,2013
6. Patrick, G.W.*: An Introduction to Philosophy, George Allen & Unwin Ltd,193*
7. Connor, D.J. (1964), *A Critical History of Western Philosophy,* Macmillan, New York, 1964.
8. Moore, Bruder, (2011), *Philosophy: The Power of Ideas,* New Delhi: Tata McGraw Hill
9. Stegmuller, W. (1969), *Main Currents in Contemporary German, British and American Philosophy,* Dordrecht, D. Reidel Publishing.
10. Thomson, Garrett, (1993), *An Introduction to Modern Philosophy,* California: Wadsworth Publishing.

PHILOSOPHY OF SRI AUROBINDO

Core Paper - VII
PI40014

Credit Point-04

Objectives:

The objective of the paper is to introduce Sri Aurobindo's nature of Sat-Chit- Amanda and to elucidate the nature of creation including the ideas of involution and evolution. To explain what Integral Yoga is.

Course outcomes:

CO-1. To help students to know about Aurobindo's philosophy

CO-1. To expose the concept of Reality, World and Maya.

CO-2. To gain the knowledge on Indian value and culture.

CO-3. To give knowledge on Integral Education.

CO-4. To understand evolution and supramental consciousness.

CO-5. To show the possibility of Super mind.

COURSE CONTENT

UNIT- I	Concept of Reality: Satchidananda, Integral Monism, World & Maya
UNIT- II	Philosophy of Evolution, Evolution & Involution, Theory of Lila (Play) Goal of Evolution: Supramental Consciousness
UNIT-III	Sri Aurobindo on Man & Society Indian Value & Culture
UNIT-IV	Integral Education/National Education Integral Yoga, Vision of Human Unity

CO-PO and PSO Mapping Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	2	1	2	1	3	1	2	1	3	3	3	2	2	2
CO 2	2	2	1	1	1	3	2	3	3	3	1	3	3	2	3	3	3
CO 3	2	2	1	2	1	3	2	2	3	3	2	3	2	3	3	3	3
CO 4	3	3	2	3	1	2	1	2	2	2	1	3	3	3	2	2	3

CO 5	3	2	2	2	1	3	1	3	2	2	1	3	3	3	2	2	3
Average	**2.6**	**2.4**	**1.6**	**2.0**	**1.0**	**2.6**	**1.4**	**2.6**	**2.2**	**2.4**	**1.2**	**3.0**	**2.8**	**2.8**	**2.4**	**2.4**	**2.8**

Scale: 1 – Low, 2 – Medium,

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional ethics	High	Ethics derived from Integral Yoga and the evolution of consciousness toward higher truth.
Gender	Medium	Equality of the psychic being (Antaratman) in the process of spiritual evolution.
Human values	High	Indian value and culture (CO-2), National education, and the vision of Human Unity.
Environment sustainability	Medium	Evolution as a cosmic process including the material world (Integral Monism).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Detailed focus on Integral Education and National Education systems (CO-3).
SDG 10	Reduced Inequalities	Spiritual foundation for equality and the vision of global human unity.
SDG 16	Peace, Justice & Strong Institutions	Fostering the consciousness necessary for a peaceful and unified global society.
SDG 17	Partnerships for the Goals	Directly linked to Sri Aurobindo's Vision of Human Unity.

Suggested readings:

1. Moitra, S.K.: *An Introduction to Philosophy of Sri Aurobindo*, Sri Aurobindo Ashrama Publication, Pandichery
2. Reddy, Madhusudan: Sri *Aurobindo's Philosophy of Evolution*, Sri Aurobindo Ashrama Publication, Pandichery
3. Chaudhuri, Haridas (1951) *Sri Aurobindo: The Prophet of life Divine* Sri Aurobindo Ashrama Publication, Pandichery
4. Lal.B.K.: Contemporary Indian Philosophy, Motilal Banarasi Dass, New Delhi
5. Goshi,V.C :(ed): *Sri Aurobindo: The Prophet Of Life divine*

6. Chaudhury, Haritan- *Sri Aurobindo: The Prophet of life Divine*
7. Panigrahi, S.C:- *Integral Monism of Aurobindo*
8. Sahoo, H (ed)- *Contemporary Indian philosophy*

ADVAITA VEDANTA

Special Paper - I A

PV40032

Credit Point-04

Objectives:

Advaita Vedanta is one of the important schools of Indian Philosophy. The course intends to offer the knowledge on its tradition moving through the works of Acharyas like Gaudapada, Mandana Mishra, Sankaracharya etc. Specific focus is given to the debating tradition of Vedanta. The Metaphysical and Epistemological aspects are offered through readings of Upanishads and Brahma sutras. Introduce the origin, development and literature of this branch of study Familiarise basic tenets of Advaita Vedanta school Discussion on the metaphysical aspects of the tradition. Introduce the traditional methodology of criticism.

Course outcomes:

CO-1. To understand the peculiarity of the school of Advaita Vedanta.

CO-2 To understand the ancient methodology of Advaita school.

CO-3 To understand the reality of life.

CO-4. To know the main features of the meta philosophical position of classical text.

CO-5. To give an insight to classical methods of analysis, synthesis and richness embedded in text and tradition.

COURSE CONTENT

UNIT-I	Adhyasa: The nature of superimposition, Maya and Avidya
UNIT-II	Brahma sutra: Samkara Bhabya, Part I, Chapter I: Sutras 1 to 4: Deliberation of Brahman, Origin of the world, Scriptures as source of Knowledge

UNIT-III	Brahma sutra: SamkaraBhasya: Part II, Chapter II: Sutras 1 to 17: Samkhya view Refuted, Refutation of Vaisesika objection, Atoms are not the cause of Universe
UNIT-IV	Brahma sutra: SamkaraBhasya: Part II., Chapter-II: Sutras 18 to 44: Refutation of Buddhist Realists and Buddhist Idealism, Refutation of Jaina view, God is not a mere Superintendent.

CO-PO and PSO Mapping Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	1	2	1	3	1	2	1	3	3	3	2	2	2
CO 2	3	3	2	3	1	2	1	2	1	2	1	3	3	3	2	2	2
CO 3	2	2	1	2	1	3	2	3	2	3	1	3	3	2	3	2	3
CO 4	3	3	2	3	1	2	1	2	2	2	1	3	3	3	2	2	3
CO 5	3	3	3	3	2	3	1	3	2	3	1	3	2	3	3	3	3
Average	**2.8**	**2.8**	**2.0**	**2.8**	**1.2**	**2.4**	**1.2**	**2.6**	**1.6**	**2.4**	**1.0**	**3.0**	**2.8**	**2.8**	**2.4**	**2.2**	**2.6**

Scale: 1 – Low, 2 – Medium

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional ethics	High	Academic integrity in debate (vada-parampara) and ethical deliberation of Brahman.
Gender	Medium	The Atman/Brahman as a non-dual reality transcending gender and physical attributes.
Human values	High	Understanding the "reality of life" (CO-3) and achieving harmony through non-duality.
Environment sustainability	Medium	Interconnectedness of all existence (Brahman) and the origin of the world.

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Advanced critical inquiry and

		refutation methodologies (Samkhya, Vaisesika, Jaina refutations).
SDG 10	Reduced Inequalities	Advaitic non-dualism as a philosophical basis for universal equality.
SDG 16	Peace, Justice & Strong Institutions	Traditional methodologies of analysis and debate to promote peaceful discourse.
SDG 17	Partnerships for the Goals	Building philosophical bridges between classical traditions and modern analysis.

Suggested readings:

1. Gambhirananda, Swami. (Trans) (1993) *Brahma Sutra with Samkara's Commentary*, Calcutta, Advaita Ashrama
2. Nakamura, H. (1983) *A History of early Vedanta Philosophy*, Part-1. Delhi: Motilal Banarasidass
3. Deutch, E. (1969) *Advaita Vedanta*.Hawai: University of Hawai Press
4. Alston, A.J (1981) *Samkara on the Absolute*. Shanti Sadan
5. Nayak.G.C.*Essays in Analytic Philosophy*
6. Das, G.P. *Vedanta Paribhasa*: An Analytic Study
7. *Brahma Sutra with Samkara's Commentary*, English Translation by Gorge Thibaut
8. Sinha, Jadunath. *Problems of Post-Sankara Advaita Vedanta*. Calcutta: Sinha Publishing House, 1971. English.
9. Pande Govind Chandra, *Life and Thought of Sankaracharya*. Delhi: Motilal Banarsidass, 1994. English.
10. Shastri, A.B. *Studies in Post-Sankara Dialectics*. Calcutta: _____, 1936. English.
11. Dasgupta, S.N. *AHistoryofIndianPhilosophy: Vol1.Delhi*: MotilalBanarsidass1992
12. Sen Gupta, Anima*, Acritical Study of Ramanuja Benares*: Chowkhamba, SanskritSeries,1967
13. Mahadevan, T.M.P. *The Philosophy of Advaita*. London: Luzac & Co., 1938.Murthy, K.S. *RevelationandReasoninAdvaita.Delhi*: MotilalBanarsidass,1974.
14. Sharma, Chandradhar. *A Critical, Survey of Indian Philosophy*, Delhi: Motilal Banarsidass,1991.
15. Sundaram, P.K. *AdvaitaEpistemologywithSpecialReferencetoIstasiddhi.Madras*: universityofMadraspress,1968

PHILOSOPHY OF SCIENCE

Special Paper - I B

PX40032

Credit Point: 4

Objectives:

In the Philosophy of Science paper, students will examine the nature, methods, and limitations of scientific inquiry, exploring philosophical issues such as scientific realism, the demarcation problem, and the ethics of scientific practice.

Course Outcomes:

CO-1. To understand the philosophical foundations of science and its historical development.

CO-2. To analyse key philosophical issues in the philosophy of science.

CO-3. To critically evaluate the relationship between scientific knowledge, cultural context, and societal values.

CO-4. To appreciate the diversity of philosophical perspectives on the nature of science and its methods.

CO-5. To apply philosophical insights to contemporary scientific challenges and ethical dilemmas.

Course Content:

UNIT- I	What is science? a) Fundamental requirements from a scientific theory b) The dual roots of science c) Demarcation, naturalism, science, and pseudoscience d) Induction e) Causality
UNIT- II	Scientific explanation a) The hypothetic-deductive method b) Detecting causes and inference to the best explanation c) Unification, reductionism
UNIT- III	Scientific theory change a) Verification b) Falsification 8. Scientific theory change

	c) Scientific revolutions
UNIT-IV	Values and norms in science a) Are scientists morally responsible? b) Values and norms in science c) Recent trends in Philosophy of Science

CO-PO and PSO Mapping Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	2	1	1	1	2	1	2	1	3	3	3	2	2	2
CO 2	3	3	2	3	1	1	1	2	1	2	1	3	3	3	3	2	2
CO 3	2	3	2	3	1	3	3	3	2	3	2	3	2	2	3	3	3
CO 4	3	3	2	2	2	2	1	2	2	2	1	3	3	3	2	2	2
CO 5	2	3	3	3	2	3	3	3	3	3	2	3	2	2	3	3	3
Average	**2.6**	**3.0**	**2.2**	**2.6**	**1.4**	**2.0**	**1.8**	**2.4**	**1.8**	**2.4**	**1.4**	**3.0**	**2.6**	**2.6**	**2.8**	**2.4**	**2.4**

Scale: 1 – Low, 2 – Medium

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional ethics	High	Scientific moral responsibility (Unit IV), values and norms in scientific practice.
Gender	Low	Diversity of philosophical perspectives and historical development of scientific norms.
Human values	High	The relationship between scientific knowledge and societal values (CO-3).
Environment sustainability	High	Application of scientific insights to contemporary challenges and ethical dilemmas (CO-5).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Advanced analytical skills in demarcation, induction, and causality.
SDG 9	Industry, Innovation & Infrastructure	Philosophy behind scientific revolutions and theory change to drive innovation.

SDG 12	Responsible Consumption & Production	Ethical scientific practice and the moral responsibility of scientists.
SDG 13	Climate Action	Using philosophical frameworks to address contemporary scientific and ethical challenges.

Suggested Readings:

1. Okasha Samir, *Philosophy of Science*: A Very Short Introduction, Oxford University Press, 2002
2. Janet A. Kourany, *An introduction to the Philosophy of Science,* Cambridge University Press, 2013
3. Ladyman James, *Understanding Philosophy of Science*.: Routledge, London, 2002.
4. Selected papers from McGrew, Tim, Al Spector-Kelly, Marc, &All off, Fritz, *Philosophy of science. An historical anthology*, Wiley-Blackwell, Chichester, 2009.
5. Dear, Peter, *The intelligibility of nature. How science makes sense of the world, Introduction*, University of Chicago Press, Chicago,2006
6. Dunbar, Kevin, &Fugelsang, Jonathan, *Scientific thinking and reasoning*. In K.J, 2005
7. Holyoak& R. Morrison (Eds.), *Cambridge handbook of thinking and reasoning,* Cambridge University Press, New York. 29
8. Week 12 De Cruz, Helen & De Smedt, *Johan the value of epistemic disagreement in scientific practice*. *The case of Homo floresiensis. Studies in History and Philosophy of Science* A, 44, 169–177, (2013).
9. Helen (1991) ― Multiplying subjects and the diffusion of power‖, *Journal of Philosophy*, 88, 666–674.

PHILOSOPHY OF BHIMA BHOI AND MAHIMA DHARMA

Special Paper – II A

PB40034

Credit Point-04

Objectives:

This paper aims to present the richness of Bhima Bhoi and describes about the Mahima

dharma in a more detailed way to enhance the spiritual and moral and act morally for the surroundings.

Course outcomes:

CO-1. To sensitize the students to the evils of dogmatism, ritualism, caste system and fundamentalism.

CO-2. To inspire the students to be good human beings enriched with love, care and concern for others.

CO-3. To develop commitment for the upliftment of the downtrodden classes in the society.

CO-4. To inspire students to think more positive and constructive way.

CO-5. Study of Mahima Dharma will inspire learners for Jnana, Bhakti and Karma in a balanced manner.

COURSE CONTENT

UNIT-I	Mahima Dharma as a way of Life
UNIT-II	Metaphysics: Reality as Sunnya Mahima, Alekha, Pinda- Brahmanda Tattwa
UNIT- III	Niskama Jnana, Niskama Karma and Niskama Bhakti as Means to Perfection.
UNIT-IV	Humanistic Approach of Bhima Bhoi: Refutation of caste- system, Idol-worship, Ceremonials and Religion accessible to the entire mass.

CO-PO and PSO Mapping Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	2	1	3	2	3	1	2	1	3	3	3	2	2	2
CO 2	2	2	1	1	1	3	3	3	3	3	1	3	3	2	3	3	3
CO 3	2	2	1	1	1	3	3	3	3	3	2	3	2	3	3	3	3
CO 4	2	3	2	2	1	2	2	3	2	2	1	3	3	3	2	2	3

CO 5	3	2	2	2	1	3	2	3	2	2	1	3	3	3	2	2	3
Average	**2.4**	**2.4**	**1.6**	**1.8**	**1.0**	**2.8**	**2.4**	**3.0**	**2.2**	**2.4**	**1.2**	**3.0**	**2.8**	**2.8**	**2.4**	**2.4**	**2.8**

Scale: 1 – Low, 2 – Medium

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional ethics	High	Commitment to social upliftment and rejection of institutional bias (caste/ritualism).
Gender	High	Mahima Dharma's radical equality and religious access for the entire mass regardless of identity.
Human values	High	Love, care, and concern (CO-2), humanistic approach (Unit IV), and Niskama Karma.
Environment sustainability	Medium	Pinda-Brahmanda Tattwa (Micro-macrocosm) highlighting interconnectedness with the surroundings.

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Jnana (knowledge) leading to moral and spiritual perfection.
SDG 5	Gender Equality	Universal accessibility of religion and refutation of restrictive ceremonials.
SDG 10	Reduced Inequalities	Strong focus on refuting the caste system and upliftment of the downtrodden (CO-3).
SDG 16	Peace, Justice & Strong Institutions	Promotion of non-violence, moral action, and humanistic social frameworks.

Suggested readings:

1. Das Chittaranjan(O) *Odishara Mahima Dharma*
2. Panigrahi S.C., *Bhima Bhoi & Mahima Darshana*, D.S.A. (U.U)
3. Nath Satrughna, *Mahima Dharma Dharana*
4. Sahoo H. (ED) The *Philosophy of Bhima Bhoi & Mahima* Dharma (2020)
5. Pattnaik T: *Sunya as God, D.K. Print World (New Delhi)*
6. Sahoo H. (Ed) Philosophical reflections on Bhima Bhoi and Mahima dharma (2022)

PHILOSOPHY OF WITTGENSTEIN (T L P)

Special Paper – II B

PW40034

Credit Point-04

Objectives:

This paper will help to know about Wittgenstein key points on logical atomism and presentation methods of Wittgenstein research. This course will highlight the difference between his earlier view of language and his latter view based on language games, to identify and articulate problems in the interpretation of philosophical investigations. It also evaluates Wittgenstein's contribution to modern philosophy.

Course outcomes:

CO-1. To give a training on understanding the function and limitations of language in its logical and natural expressions.

CO-2. To help the students to identify the possible troubles that may arise due use of language and logical argumentations.

CO-3. To see how proper use of language helps to come out of a good number of puzzles.

CO-4. It will develop critical thinking among the students for the possibility of artificial language and depiction of reality.

CO-5. It will be helpful in linguistic analysis and clarification of thought.

COURSE CONTENT

UNIT- I	a. Nature of Philosophy, Language and Reality. b. Picture Theory of Meaning. c. Logical Form and Logica Space, Truth Functional Logic.
UNIT- II	Solipsism
UNIT-III	Sayable and Showable
UNIT-IV	Ethics, Religion and Mysticism in Early Wittgenstein

CO-PO and PSO Mapping Matrix

CO/P	P	P	P	P	P	P	P	P	P	P	P	P	PS	PS	PS	PS	PS

O	O 1	O 2	O 3	O 4	O 5	O 6	O 7	O 8	O 9	O 10	O 11	O 12	O 1	O 2	O 3	O 4	O 5
CO 1	3	3	2	2	1	1	1	2	1	2	1	3	3	3	2	2	2
CO 2	3	3	2	3	1	1	1	2	1	2	1	3	3	3	3	2	2
CO 3	3	3	2	3	1	2	1	2	1	2	1	3	2	2	3	3	2
CO 4	3	3	2	3	2	2	1	2	2	2	1	3	3	3	2	2	2
CO 5	2	3	3	3	2	2	1	2	2	3	1	3	2	2	3	3	3
Average	**2.8**	**3.0**	**2.2**	**2.8**	**1.4**	**1.6**	**1.0**	**2.0**	**1.4**	**2.2**	**1.0**	**3.0**	**2.6**	**2.6**	**2.6**	**2.4**	**2.2**

Scale: 1 – Low, 2 – Medium

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional ethics	High	Academic integrity in linguistic analysis and the ethics/mysticism of early Wittgenstein (Unit IV).
Gender	Low	Logical analysis of universal linguistic structures.
Human values	Medium	Clarification of thought (CO-5) to resolve conceptual puzzles and mysticism.
Environment sustainability	Low	Depiction of reality through logical space and factual structure.

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Training in logical expression, linguistic analysis, and clarification of complex thought (CO-1, CO-5).
SDG 16	Peace, Justice & Strong Institutions	Enhancing critical thinking and the resolution of "puzzles" through precise language use (CO-3).
SDG 17	Partnerships for the Goals	Building logical frameworks for artificial language and global technical communication (CO-4).

Suggested readings:

1. Wittgenstein, L (Tr) D.F. Pears and B. F. Mc Guinnes, Tractatus Logico Philosophicus. Routledge and Kegen Paul,1961
2. Pitcher, G: *Philosophy of Wittgenstein*, Prentice Hall,1985
3. *Max Black. Wittgenstein*, A. Kenny.: *A Companion to Wittgenstein's Tractatus,*

4. 4. Pitcher, G (1985) *The philosophy of Wittgenstein*, prentice-Hall
5. 5.A.P. Martinich(ed)1985, *The Philosophy of Language*, Oxford University Press
6. Wittgenstein, L: *Note Books*,
7. Mc Donough, R. (1994). Wittgenstein's reversal on the 'Language of Thought' Doctrine, The Philosophical Quarterly, Vol.44, No. 177, 482-494.
8. Chopra, N. (2013). Language and Worldview: a reconsideration of Whorf hypothesis. International Journal of Multidisciplinary Educational Research, Volume 2, Issue 13(2)
9. Hintikka, Jakko. (Feb. 2008). Wittgenstein on being and time. In Theoria 62, (1-2), pp. 3- 18.
10. Article first published online: 11 FEB 2008, http://onlinelibrary.wiley.com/doi/10.1111/j.1755-2567.1996.tb00528.x/abstract.
11. Wittgenstein, L. (1984). Philosophical investigations. Anscombe, G.E.M.; Rhees, R. and Von Wright G.H. (eds.), G.E.M. Anscombe (trans.). Oxford: Basil Blackwell (sections 1-88, 250-315).
12. Wittgenstein, L. (1981). Zettel. Anscombe G.E.M. and Von Wright G.H. (eds.), G.E.M. Anscombe (trans.). Oxford: Basil Blackwell (sections 26-54, 71-87, 138-50, 260-330).
13. Glock, H. J. (2005). A Wittgenstein dictionaries. USA, UK: Blackwell.
14. Desmond, L. (ed.). (1980). Wittgenstein lectures. Cambridge, 1930-32, From the notes of J. King and D. Lee, Oxford: Blackwell.
15. Wittgenstein, L. (1975). The blue and the brown book. Rush Rhees (ed.). Oxford: Basil Blackwell. (Selected portions)
16. Wittgenstein, L. (1974). On certainty. Anscombe G.E.M. and Von Wright G.H. (eds.), Dennis Paul and G.E.M. Anscombe (trans.). Oxford: Basil Blackwell (sections 300-667).

ARTIFICIAL INTELLIGENCE IN PHILOSOPHY

Core Paper - X

PI40016

Credits-2

Course Objectives:

This course on Artificial Intelligence (AI) in Philosophy at the M.A. level aims to provide students with a deep understanding of the philosophical implications and ethical considerations surrounding AI technologies. Students will explore key philosophical

questions related to the nature of intelligence, consciousness, and the potential societal impacts of AI. Through critical analysis of primary texts, case studies, and contemporary research, students will engage with debates on the moral and ethical challenges posed by AI, including issues of autonomy, responsibility, and the future of human-machine interaction. By integrating philosophical theories with practical AI applications, the course seeks to equip students with the skills to critically assess the ethical dimensions of AI and contribute to informed policy-making and ethical AI development.

Course Outcomes:

CO-1. Demonstrate an understanding of key philosophical theories related to AI and machine intelligence.

C0-2. Analyse and evaluate ethical dilemmas associated with the development and deployment of AI technologies.

CO-3. Apply philosophical reasoning to assess the impact of AI on society, including issues of privacy, autonomy, and employment.

CO-4. Critically engage with debates on the nature of consciousness and the potential for artificial consciousness.

CO-5. Develop informed perspectives on the ethical and philosophical implications of future AI advancements.

UNIT 1: INTRODUCTION TO AI AND PHILOSOPHICAL FOUNDATIONS.

1- Overview of AI: Definition, history, and current trends.

2- Philosophical foundations: Ethics of AI, epistemological implications, and metaphysical considerations, AI and Agentship.

UNIT 2: AI AND CONSCIOUSNESS

1- Philosophical theories of mind: Exploring consciousness and its relation to AI.

2- Can AI be conscious? Arguments for and against machine consciousness.

UNIT 3: AI AND MORAL PHILOSOPHY

1 - Ethical theories: Utilitarianism, deontology, virtue ethics, and their application to AI.

UNIT 4:

1 - Ethical dilemmas: Autonomous vehicles, AI in healthcare, and other moral implications of AI technology, Problem of Singularity, AGI (Artificial General Intelligence), ASI (Artificial Super Intelligence).

CO-PO and PSO Mapping Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	2	1	3	2	3	1	2	1	3	3	3	2	2	2
CO 2	2	2	1	1	1	3	3	3	3	3	1	3	3	2	3	3	3
CO 3	2	2	1	1	1	3	3	3	3	3	2	3	2	3	3	3	3
CO 4	2	3	2	2	1	2	2	3	2	2	1	3	3	3	2	2	3
CO 5	3	2	2	2	1	3	2	3	2	2	1	3	3	3	2	2	3
Average	**2.4**	**2.4**	**1.6**	**1.8**	**1.0**	**2.8**	**2.4**	**3.0**	**2.2**	**2.4**	**1.2**	**3.0**	**2.8**	**2.8**	**2.4**	**2.4**	**2.8**

Scale: 1 – Low, 2 – Medium

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional ethics	High	Commitment to social upliftment and rejection of institutional bias (caste/ritualism).
Gender	High	Mahima Dharma's radical equality and religious access for the entire mass regardless of identity.
Human values	High	Love, care, and concern (CO-2), humanistic approach (Unit IV), and Niskama Karma.
Environment sustainability	Medium	Pinda-Brahmanda Tattwa (Micro-macrocosm) highlighting interconnectedness with the surroundings.

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Jnana (knowledge) leading to moral and spiritual perfection.
SDG 5	Gender Equality	Universal accessibility of religion and refutation of restrictive ceremonials.
SDG 10	Reduced Inequalities	Strong focus on refuting the caste system and upliftment of the downtrodden (CO-3).
SDG 16	Peace, Justice & Strong	Promotion of non-violence,

	Institutions	moral action, and humanistic social frameworks.

Suggested readings:

1. "Artificial Intelligence: A Philosophical Introduction" by Keith Frankish
2. "Robot Ethics: The Ethical and Social Implications of Robotics" by Patrick Lin, Keith Abney, and George A. Bekey
3. 3-- "Consciousness Explained" by Daniel C. Dennett
4. "The Feeling of What Happens: Body and Emotion in the Making of Consciousness" by Antonio Damasio.
5. "Moral Machines: Teaching Robots Right from Wrong" by Wendell Wallach and Colin Allen
6. "Robot Rights" by David J. Gunkel
7. "Epistemology and the Psychology of Human Judgment" by Michael A. Bishop and J.D. Trout
8. "Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy" by Cathy O'Neil.

Tribal Paper-II

Tribal Movements in India with Special Reference to Odisha

Tribal Paper - II
TC40052 **Credit-4**

Objective

The paper will provide an understanding about the tribal movements of India. This paper will help to students to explore contemporary tribal movements in resisting authoritarian domination and power.

Course Outcome-

CO-1. To estimate the characteristics, stages and classification of tribal movements of India.
CO-2. To analyze Munda uprising, Kol insurrection, Santal rebellion; Rampa uprising and Bhagat movements of India.
CO-3. To describe the basic themes of Naga movement, Khasi movement, Bodo movement and Jharkhand movement

CO-4. To understand the features of the Ol-Chiki movement, Chipko movement, Save silent valley movement, Devi movement of Gujarat, Kandha and Bhuyan uprisings of Odisha.
CO-5. To identify changes in the social, economic and political life of Tribals.

Course Content

Unit-I:

1. Movement: Meaning, origin and characteristics; Stages of movement; Classification of movements.
2. Munda uprising, Kol insurrection, Santal rebellion; Rampa uprising between 1839-1924, Bhagat movements

Unit-II:

1. Naga movement of Nagaland, Khasi movement, Bodo movement, Rebellion of Birsa Munda
2. Ol-Chiki movement, Chipko movement, Save silent valley movement, Narmada bachaoandolan, Devi movement of Gujurat.

Unit –III:

1. Tribes of Odisha, Features of Tribal Communities, Distribution of Major Tribes in Odisha
2. British Social reforms and Legislation, Kandha Rebellions under Dora Bisoyee and Chakra Bisoyee, Bhuyan uprising- Ratna Meli, Dharani Meli.

Unit –IV:

1. Changes in socio-economic and political life of Tribals; Impact of Industrialization and Urbanization
2. Tribal Movements against mega "development" projects in Odisha

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	To estimate the characteristics, stages and classification of tribal movements of India.	Evaluate
CO2	To analyze Munda uprising, Kol insurrection, Santal rebellion; Rampa uprising and Bhagat movements of India.	Analyze
CO3	To describe the basic themes of Naga movement, Khasi movement, Bodo movement and Jharkhand movement.	Understand
CO4	To understand the features of the Ol-Chiki movement, Chipko movement, Save silent valley movement, Devi movement of Gujurat, Kandha and Bhuyan uprisings of Odisha.	Understand

Code	Course Outcome	Bloom's Level
CO5	To identify changes in the social, economic and political life of Tribals.	Analyze

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History PG Common Preamble"

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	3	3	2	1	2	2	2	3	3	2	3	3	2
CO2	2	3	2	3	3	3	1	1	2	1	2	2	3	2	3	3	2
CO3	2	3	2	2	2	2	2	1	2	1	1	3	3	2	3	3	2
CO4	2	3	2	2	2	2	2	1	2	1	1	3	3	2	3	3	2
CO5	2	3	2	3	3	3	2	1	2	2	2	3	3	3	3	3	3
Average	2.0	3.0	2.0	2.6	2.6	2.6	1.8	1.0	2.0	1.4	1.6	2.8	3.0	2.2	3.0	3.0	2.2

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Study of tribal resistance movements and their leaders fosters understanding of justice, dignity, and cultural identity as outlined in PSO4.
Gender	Medium	Analysis of socio-economic changes in tribal life allows for examination of gender roles and women's participation in movements.

Cross-cutting Issue	Level	Integration Focus
Environment & Sustainability	High	Study of movements like Chipko, Save Silent Valley, and mega-development project resistance highlights tribal communities' role in environmental conservation and sustainable living (PSO3, PO12).
Professional Ethics	Low	Examination of British legislation and administrative policies provides insights into ethical issues of governance and legal frameworks.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of tribal movements and their historical context, contributing to historical literacy and understanding of indigenous struggles.
SDG 5	Gender Equality	Study of socio-economic changes in tribal communities allows for gender analysis of participation in resistance movements and leadership roles.
SDG 10	Reduced Inequalities	Analysis of tribal movements against mega-development projects and oppressive legislation highlights struggles for equality and justice (PSO3).
SDG 11	Sustainable Cities & Communities	Study of tribal resistance against mega-development projects provides insights into community rights and heritage protection.
SDG 13	Climate Action	Understanding tribal ecological movements (Chipko, Save Silent Valley) links environmental activism to climate justice (PO12).
SDG 16	Peace, Justice and Strong Institutions	Analysis of tribal uprisings, British legislation, and contemporary movements provides insights into the evolution of governance, justice, and institutional frameworks.

Suggested Readings-

1. Dhanajaya Keer, (Reprinted 1981). *Ambedkar: Life and Mission,* Popular Prakashan, Bombay.
2. Gail Omvealt, (1994). *Dalits and the Democratic Revolution*, Sge Publications, New Delhi'.
3. SumitSarkar, (1983). *Modern India* (1885 - 1947), Mac Millam, Delhi.

4. Mani, B.R. and Sing Debrahmini, (2005). *History: Dominance and Resistance in Indian Society*, Mandhar, New Delhi.
5. Panda, H., (2014). *History of Odisha*, Kitab Mahal; Cuttack.
6. Hota, A.B., Mohanty, S.C., Sahoo, T. and Mohanty, B.N., (2008). *Primitive Tribal in Orissa,* Scheduled Castes & Scheduled Tribes Research and Training Institute, CRPF Square, Bhubaneswar.
7. Patnaik, Nityananda, (2005). *Primitive Tribes of Odisha and their Development Strategies*, New Delhi.
8. Hota, A.B. and Mohantym, S.C., eds., (2015). *Particularly Vulnerable Tribal Groups (PVTGs) of Odisha,* Vol.I, Scheduled Castes & Scheduled Tribes Research and Training Institute, CRPF Square; Bhubaneswar.
9. Patnaik, Nihar Ranjan, ed.., (2006), *Glory of Indian Tribes: A Focus on Orissa,* Delhi.
10. Furer-Haimendorf, C. Von, (1982). *Tribes of India: The Struggle for Survival.* Oxford University Publication; Delhi.
11. Basu, S., (1994). *Jharkhand Movement*. Indian Institute of Advanced Study; Simla.
12. Bodding, P.O., (1921). "The Kharwar movement among the Santals", *Man in India*, 1(3): 222-232, Jharkhand.
13. Baviskar, Amita, (1995). *In the Valley of the river: Tribal conflicts over development in the Narmada valley*, Oxford University Press; New Delhi.
14. Das, J.C. and Nagi, R.S., (1983). "The Chipko Movement", in K.S. Singh (ed) *Tribal Movements in India*, Vol-II, Manohar Publications; Delhi.
15. Das, Victor, (1990). "Jharkhand Movement: From realism to Mystification", *Economic and Political Weekly*, 25(30): 1624-1626
16. Datta, P., (1995). "Gorkhaland and Bodo Movements etc.", in LalanTiwari (ed) *Issues in Indian Politics*, pp. 1-216. Mittal Publications; New Delhi.
17. Datta, K.K., (1940). *The Santal Insurrection of 1855-57*. University of Calcutta; Calcutta.
18. Dhanagare, D.N., (1983). *Peasant Movements in India, 1920-1950*. Oxford University Press; Delhi.
19. Misra, Udayan, (1974). "The Naga question", *Economic and Political Weekly* 9(39), September 28.
20. Scott, James (1985). *The Weapons of the Weak: Everyday Forms of Peasant Resistance.* Yale University Press; New Haven.
21. Scott, James C., (1976). *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. Yale University Press; New Haven.
22. Shah, Ghanshyam, (2004). *Social Movements in India: A Review of Literature.* Sage Publications; New Delhi.
23. Singh, K.S., (1983). *Tribal Movements in India*, Vol-I & II. Manohar Publications., Delhi.
24. Singh, Rajendra, (2001). *Social Movements, Old and New: A Post-modernist Critique*. ND: Sage.

THIRD SEMESTER

RESEARCH METHODOLOGY

Core Paper - XII

RM50001

Credit Point-04

Objectives:

The objective of this course is to develop the ideas of students for higher studies and research orientation works. Basically, the main concern is to give a comprehensive understanding about how to formulate a questionnaire, data sheet, research proposal etc.

Course outcomes:

CO-1. To develop the student's way of thinking.

CO-2. To gain knowledge about research and the methodologies.

CO-3. To think research in a qualitative way.

CO-4. To investigate and arrive at the conclusion in a systematic manner.

CO-5. To explore new avenue for innovation.

CO-PO- PSO Mapping

Course Outcomes \ Program Outcomes	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**
CO1	3	2	1	1	1	2	1	2	1	–	2	1	2	1	–	2
CO2	2	3	2	2	2	2	2	2	1	1	2	1	2	2	1	2
CO3	2	3	2	3	3	2	2	3	2	1	3	1	3	3	1	3
CO4	2	2	3	3	2	2	2	2	1	2	3	2	3	2	2	2
CO5	2	3	2	3	3	2	2	2	2	2	3	2	3	3	2	2
Average	**2.2**	**2.6**	**2.0**	**2.4**	**2.2**	**2.0**	**1.8**	**2.2**	**1.4**	**1.2**	**2.6**	**1.4**	**2.6**	**2.2**	**1.2**	**2.2**

1 – Weakly Mapped (Low)

2 – Moderately Mapped (Medium)

3 – Strongly Mapped (High)

– – No Correlation

Course Inputs:

UNIT-I INTRODUCTION TO RESEARCH (12 Lectures)

Meaning of Research, Philosophy of Research, Motivation of Research, Importance and Scope of Research, Scientific Research Methods and its Application to Social Phenomenon Introduction to various aspects of research methods, Types of Research.

UNIT-II RESEARCH DESIGN AND DATA COLLECTION (12 Lectures)

Research Design: Meaning, Need and features of a good design.Types of Research Design. Literature Review and its Importance, Steps in the Process of Research, Write a Research Proposal, Write qualitative research for publication/communication Sources and Methods of Data Collection

UNIT-III RESEARCH PROBLEM AND TYPES (12 Lectures)

Research Problem, Research objectives and its Formulation, Fundamental research questions, Research Variables, Measurement and Scaling: Measurement in Research, Measurement Scales, Source of Error in Measurement, Test of sound Measurement: Reliability and Validity. Qualitative Research, Ethnographic Study, Observation, Case Study Method, Interviewing, Schedule, Mail Survey Method, Action Research: PRA and RRA, Focused Group discussion (FGD)

UNIT-IV STATISTICS (12 Lectures)

Descriptive Statistics: Frequency Distribution, Relative, Percentage and Cumulative Frequency Distribution, Graph and Diagrams: Two Variables Graphs, Bar Diagrams, Pie Diagram, Pictorial Diagrams. Measures of Central Tendency: Mean, Mode, Median, Measures of Variability: Range, Standard Deviation, Coefficient of Variation, Normal Distribution: Basic Concept only, Standard Scores Correlation: Correlation Coefficient and its properties, Linear Regression: Regression coefficients, Line of Regressions, Relation between Regression Coefficients and Correlation Coefficient., Rank Correlation Coefficient, Biserial Correlation Coefficient, Coefficient of Determination

UNIT-V SAMPLING (12 Lectures)

Sampling: Need for Sampling, Methods of Probability Sampling and Non probability Sampling. Sampling and Non sampling Error

Hypotheses: Concept of Population, Sample, Parameter and Statistic, Concept of Hypothesis, Types of Hypotheses, Formulation of Hypothesis, Procedure of Testing of Hypothesis, Test of Significance, One- tailed and Two-tailed Test, Testing of Single Mean and Difference of Means, Parametric and Non parametric Test, Variable Ananlyis.

Report Writing: Objective, Purpose of Report, Type of Reports, Report Writing Process, Guidelines for Effective Report Writing.

Recommended Learning Resources

Suggested Readings:

1. Creswell, John W (2009) Research design: qualitative, quantitative, and mixed methods approaches

2. Creswell, John W (2013) Qualitative inquiry and research design: choosing among five approaches

3. Garett, Henry, E Statistics in Psychology and Education - David Heley and Co.

4. Huberman, A. Michael (2002) Qualitative researcher's companion

5. Maxwell, Joseph (2005) Qualitative research design: an interactive approach

6. W.J. Goode and P. K. Hatt (1952) Methods in Social Research. Mc Graw Hill Co.

Reference Materials & Digital Resources:

1. Kothari, C.R. Research Methodology, Methods and Techniques -Wiley Eastern Limited - New Delhi

2. Ahuja, R (2010), Research Methods, Rawat Publication, Jaipur.

3. Sondhi N, Chawla D.(2nd Edition), Research Methodology, Vikas Publication.

Swayam Link- https://onlinecourses.swayam2.ac.in/nou24_cm17/preview

SDG Mapping with this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of research and analytical skills
SDG 9	Industry, Innovation and Infrastructure	Research for innovation and problem-solving
SDG 12	Responsible Consumption and Production	Research for sustainable practices
SDG 16	Peace, Justice and Strong Institutions	Ethical research and evidence-based policy-making

COMPUTER APPLICATION AND DATA ANALYSIS

Core Paper - XIII

CA50005

Code	Course Title	Credit	L-T-P
CA50005 (For Other discipline)	**Computer Application and Data Analysis**	**4**	**3-0-1**

Course Objectives:

The objective of this course is to increase knowledge and requisite skills of participants on the use of SPSS and to enable the scholars make the most of this powerful software package while allowing them to work independently with SPSS on their own data and provide a solid foundation for advanced data analysis work. Increase the proficiency of scholars on the use of Basic computer Applications and SPSS.

CO1 (Knowledge/Remember): Recall and describe the fundamental concepts of computer hardware, software, operating systems, and basic computer applications.

CO2 (Understanding): Explain and interpret the features and applications of MS Office packages and various analytical and research software tools used for data organization, documentation, and presentation.

CO3 (Application): Apply appropriate computer applications and statistical methods to formulate research hypotheses, organize data, and perform basic computational tasks.

CO4 (Analysis): Analyze research data using statistical software such as SPSS and interpret the results to support evidence-based decision-making and problem-solving.

CO5 (Synthesis/Evaluation): Design, implement, and evaluate data analysis workflows by integrating computer applications, MS Office tools, and SPSS to prepare professional reports and support research and organizational decision-making.

Course Syllabus

Unit I: Computer Basic and Computer Fundamental [8 Classroom Contact Hours]

Hardware and Software, Functional units comprising a typical computer configuration: input/output, fixed and removable data storage, internal storage, control and arithmetic/logic unit. The concepts relating to execution speed, data access times, storage capacities and similar comparative aspects of hardware performance.

Operating Systems: Windows, Linux etc. Application software, role and functions of commonly available applications

Computer Network Concept- Data communication and network terminology, IP address and its significance, Internet, Multimedia, WWW, FTP, E-mail, and Web pages. Concept of VPNs. Concept of Network security and management.

Unit II: Microsoft word [9 Classroom Contact Hours]

Creating and editing documents, formatting text and paragraph, formatting documents, creating and formatting tables, illustration documents with graphics. Creating a web page, mail merge and document merging, working with styles and templates, developing multi-page documents, integrating word with other applications, exploring advance graphics, building forms. working with charts and diagrams

Unit III: Microsoft Excel [9 Classroom Contact Hours]

Building and editing worksheets, formatting a worksheet, working with charts, working with formulas and functions, managing workbooks and preparing them for the web, automating worksheet tasks with macros, using lists, analyzing list data, enhancing charts and worksheets Using analysis tools, analyzing data with pivot tables, exchanging data with other programs.

Unit IV: Microsoft PowerPoint [9 Classroom Contact Hours]

Creating a presentation with Microsoft PowerPoint, modifying a presentation, inserting objects into presentation, finishing a presentation, working with advanced tools and masters, enhancing charts, inserting illustration, objects and media clips, using advanced features.

Unit V: SPSS [10 Classroom Contact Hours]

The analysis will be done with the help of SPSS, and other statistical packages.

The syllabus includes the following topics: Descriptive Analysis: Mean, Median, Mode, Standard Deviation, Correlation. Regression Analysis, t- test, chi-square test, R-Square test, Factor Analysis, ANOVA, NVIVO, SPSS., JAMOVI, AMOS.

CO-PO and PSO Mapping Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	2	1	1	3	1	1	2	1	2	1	3	3	2	2	2	2
CO 2	1	1	2	1	3	1	1	1	2	3	1	3	2	3	2	2	2
CO 3	2	3	3	3	3	1	1	1	2	2	2	3	2	3	3	3	3
CO 4	1	1	2	1	3	1	1	1	3	3	1	3	2	2	2	2	2
CO 5	3	3	2	3	3	2	1	2	2	2	1	3	2	2	3	3	3
Average	**1.8**	**2.0**	**2.0**	**1.8**	**3.0**	**1.2**	**1.0**	**1.4**	**2.0**	**2.4**	**1.2**	**3.0**	**2.2**	**2.4**	**2.4**	**2.4**	**2.4**

Scale: 1 – Low, 2 – Medium

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional ethics	Medium	Network security, VPNs, and ethical data management/privacy in Unit I.
Gender	Low	Neutral data analysis and reporting techniques.
Human values	Medium	Effective communication of findings through PPT and Word (Units II & IV).
Information Technology	High	Core focus of Units I-III including Hardware, Software, and Networking.

SDG Mapping for this Course

SDG	**Rationale**
SDG 4	Digital literacy
SDG 9	Data-driven innovation

SDG 10	Equity through unbiased data
SDG 17	Data for partnerships and policy

Total Practical / Lab Experiments: [30 Lab Contact Hours]

1. Create and format a table in Word with at least 5 rows × 5 columns; apply borders, shading, and sorting.
2. Perform a Mail Merge: prepare a personalized invitation letter using an Excel data source (name, address).
3. Build a student mark sheet with fields (Name, Roll, Subject Marks). Apply formulas for Total, Average, Percentage, and Grade.
4. Format the worksheet (merge cells, adjust column width, borders, number formatting). Apply conditional formatting (highlight marks <40 in red).
5. Create different charts (bar, pie, line) for student performance or sales data. Enhance charts with titles, legends, and labels.
6. Demonstrate formulas and functions:

SUM, AVERAGE, MAX, MIN, COUNT, IF

7. Create a PowerPoint presentation (minimum 8 slides) on "Emerging Technologies in Computing." Include title slide, content slides, conclusion, and references.
8. Create a PowerPoint presentation (minimum 10 slides) on "Emerging Trends in Computer Science." Include:
    1. Slide designs, transitions, and animations
    2. Insert images, charts, and SmartArt
    3. Add audio or video clips
9. Input a dataset of student scores into SPSS. Perform Descriptive Statistics: Mean, Median, Mode, Standard Deviation, and Correlation. Generate graphs (histogram, scatter plot).
10. Using SPSS, perform Hypothesis Testing:

- t-test for comparing two groups
- Chi-square test for categorical data
- ANOVA for comparing more than two groups
- Report R-square and regression results with interpretations

- **Text Books:**

1. Hari Shankar Asthana, Braj Bhushan, Statistics for Social Sciences (With SPSS Applications, PHI Publication.
2. Jesus Salcedo, Keith Mccormick, SPSS Statistics for Dummies, 3rd Edition (Paperback), Wiley Publication.
3. Sabine Landau and Brian S. Everitt, A Handbook of Statistical Analysis Using SPSS

Reference Materials & Digital Resources:

1. Goel, Computer Fundamentals, Pearson Education, 2010.
2. K. Kalyanaraman, Hareesh N. Ramanathan, P.N. Harikumar, Statistical Methods for Research: A Step by Step Approach Using IBM SPSS, Atlantic Publication
3. R. Panneerselvam, Research Methodology, 2nd Edition, PHI Publication.

Swayam Link-

1. https://onlinecourses.swayam2.ac.in/nou24_cm16/preview
2. https://onlinecourses.nptel.ac.in/noc24_mg70/preview

Research and Publication Ethics

Core Paper - XIV

RE50003 Credits:02

Objectives: -

This course has focusing on basics of philosophy of science and ethics, research integrity, publication ethics, Hands on sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citation, hi-index, impact factor etc.) and plagiarism tools will be taught in this course.

Course Content-

Unit: I- Philosophy and Ethics

1. Introduction of philosophy: Definition, nature and scope, concept, branches
2. Ethics: Definition, moral philosophy, nature of moral judgments and reactions.

Unit: II- Scientific Conduct:

1. Ethichs with respect to science and research,
2. Intellectual honesty and research Integrity

3. Scientific Misconducts: Falsification, Fabrication and Plagiarism (FFP)
4. Redundant Publications: duplicate and overlapping publications, salami slicing
5. Selective Reporting and misrepresentation of data

Unit: III- Publication Ethics

1. Publication Ethics: Definition, introduction and importance
2. Best practices/standards setting initiatives and guidelines: COPE, WAME etc.
3. Conflicts of interest
4. Publication misconduct: definition, concepts, problems that lead to unethical behaviour and vice versa, types
5. Violation of publication ethics, authorship and contributor ship
6. Identification of publication, misconduct, complaints and appeals
7. Predatory publishers and journals Practice

Unit-IV- Open Access Publishing:

1. Open access Publications and Initiatives
2. SHERPA/RoMEO online resource to check publisher copyright and self-achieving policies
3. Software tools to indentify predatory publications developed by SPPU
4. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal finder, Springer journal suggester, etc.

Unit: V- Publication Misconduct:

A. Group Discussions
   1. Subject specific ethical issues, FFP, authorship
   2. Conflicts of interest
   3. Complaints and appeals: examples and fraud from India and Abroad

B. Software tools:
   1. Use of plagiarism software like Turnitin, Urkund and other open-source software tools

Unit: VI-Data Bases and Research Metrics

A. Databases
   1. Indexing Databases
   2. Citation Databases: Web of Science, Scopus etc.

B. Research Metrics
   1. Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score Metrics: h-index, g index, I 10 index, altmetrics

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the fundamentals of philosophy, ethics, and their application to scientific research and publication.	Understand
CO2	Identify and explain the principles of intellectual honesty, research integrity, and various forms of scientific misconduct (FFP, redundant publications, selective reporting).	Understand
CO3	Analyze the ethical issues in publication including conflicts of interest, authorship disputes, and predatory publishing, and apply guidelines from COPE and WAME.	Analyze
CO4	Evaluate open access publishing models and use online tools (SHERPA/RoMEO, JANE, etc.) for identifying appropriate journals and checking copyright policies.	Evaluate
CO5	Apply plagiarism detection software (Turnitin, Urkund) and understand research metrics (impact factor, h-index, i10 index, altmetrics) for responsible research evaluation.	Apply

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two Year PG Common Preamble". Please replace these hypothetical values with official mapping.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2	2	1	1	2	2	2	2	2	2	1	2	1
CO2	3	2	2	3	3	3	2	2	2	2	3	2	2	3	1	2	2
CO3	3	2	2	3	3	3	2	2	2	2	3	2	2	3	1	3	2
CO4	2	2	2	2	2	3	2	3	3	2	3	2	2	3	1	2	2
CO5	2	2	1	2	2	3	2	3	3	2	3	2	2	3	1	2	2
Average	2.6	2.0	1.8	2.6	2.4	2.8	1.8	2.2	2.4	2.0	2.8	2.0	2.0	2.8	1.0	2.2	1.8

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)

Scale	Interpretation
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Professional & Research Ethics	Very High	The entire paper is dedicated to understanding and applying ethical principles in research and publication, directly addressing PO1 (Moral & Ethical Values) and PO11 (Professional & Decision-making Skills).
Academic Integrity	Very High	Detailed coverage of plagiarism, falsification, fabrication, redundant publications, and authorship issues forms the core of academic integrity training.
Digital & Information Literacy	High	Hands-on training with plagiarism detection software (Turnitin, Urkund), journal finders (JANE), and understanding citation databases (Web of Science, Scopus) builds digital literacy (PO8).
Life-long Learning	Medium	Understanding research metrics and publication ethics equips students with skills necessary for continuous professional development in academia (PO9).
Human Values	Medium	The study of moral philosophy, ethical decision-making, and responsible conduct of research fosters a strong value system aligned with PSO4.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Promotes ethical research practices and integrity in academic publishing, contributing to quality higher education and responsible knowledge production.
SDG 16	Peace, Justice and Strong Institutions	By teaching transparency, accountability, and ethical conduct in research, the course supports the development of strong and just academic institutions.
SDG 9	Industry, Innovation and Infrastructure	Understanding research metrics and ethical publishing supports innovation by ensuring that research is conducted and disseminated with integrity and proper attribution.

Suggested Readings

1. Bryman A. Social Research Methods. Oxford: Oxford University Press 2004.
2. Burris S, Welsh J. Regulatory paradox: a review of enforcement letters issued by the Office for Human Research Protection. Northwestern University Law Review 2007; 101:643–86.
3. Chaney E, Rabuck LG, Uman J, et al. Human subjects protection issues in QUERI implementation research: QUERI series. Implementation Science 2008; 3:10.
4. Coleman CH and Bouësseau M-C (2008) How do we know that research ethics committees are really working? The neglected role of outcomes assessment in research ethics review. BMC Medical Ethics 9: 6.
5. Dawson A, Yentis SM. Contesting the science/ethics distinction in the review of clinical research. Journal of Medical Ethics 2007; 33:165–7.
6. Dawson A. A messy business: qualitative research and ethical. Clinical Ethics 2006; 1:114-6.
7. De Vries R, DeBruin D a, Goodgame A. Ethics review of social, behavioral and economic research: where should we go from here? Ethics & Behavior 2004; 14:351–68.
8. Dingwall R (2006) confronting the anti-democrats: The unethical nature of ethical regulation in social science. Medical Sociology online 1: 51–58.
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20. Hobbes, T. (1994). Leviathan (Edited by: E. Curley, Ed.). Indianapolis, IN: Hackett. (Original work published 1651)
21. Kant, I. (1964). Groundwork of the metaphysics of morals (Edited by: H. J.Patton, Trans.). New York: Harper & Row. (Original work published 1781)
22. Katz, J. (1972). Experimentation with human beings. New York: Russell Sage Foundation.
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28. Kitchener, R. (2008). Moral philosophy. In Edited by: W. A.Darity (Ed.), International encyclopedia of the social sciences (2nd ed.). New York: MacMillan.
29. Macklin, R. (1982). Refusal of psychiatric treatment: Autonomy, competence, and paternalism. In Edited by: R. B.Edwards (Ed.), Psychiatry and ethics (pp. 331–390). Buffalo, NY: Prometheus.
30. Milgram, S. (1974). Obedience to authority: An experimental view. New York: Harper & Row.
31. Mill, J. S. (1979). Utilitarianism (Edited by: G. Sher, Ed.). Indianapolis, IN: Hackett. (Original work published 1861)
32. Noddings, N. (1984). Caring. Berkeley: University of California Press.
33. Rawls, J. (1971). A theory of justice. Cambridge MA: Harvard University Press.
34. Resnik, D. B. (1998). The ethics of science. London: Routledge.
35. Rest, J. (1983). Morality. In Edited by: J. Flavell & E. Markham (Eds.), Manual of child psychology: Vol. 4. Cognitive development (pp. 520–629). New York: Wiley.
36. Reynolds, P. D. (1979). Ethical dilemmas and social science research. San Francisco: Jossey-Bass.
37. Reynolds, P. D. (1982). Ethics and social science research. Englewood Cliffs, NJ: Prentice Hall.

SOCIAL PHILOSOPHY

Special Paper – III A

PI50031

Credit Point-04

Objectives:

This paper tries to find out the basic laws which operate in the society and influence human relations. Its aim is to interpret society with reference to the essential social unity of mankind. To enable the students, comprehend the nature and scope of Social Philosophy and their interrelation as well. To acquaint the learners with primary concepts relating to state and society. To provide a general introduction to different socio-political issues and theories regarding them. To develop awareness about different political ideals.

Course Outcomes:

CO-1. To expose nature and the scope of social philosophy

CO-2. To gain knowledge of fundamental concepts of social life.

CO-3. To understand the rights and duties of individuals in different contexts.

CO-4. To analyse social values and ideals for a better life.

CO-5. To know about social institutions. social change and social values.

COURSE CONTENT

UNIT- I	Nature and Scope of Social Philosophy - Social Philosophy and Sociology – Social Philosophy and Ethics.
UNIT- II	Fundamental concepts of social life: Community, Association, Institution, Society
UNIT- III	Social Institutions: a) Marriage and Family b) Educational Institutions c) Cultural Institutions d) Religious Institutions
UNIT- IV	a) Problem of Social Change – Laws of social change – Change and progress Distinguished b) Social Values – Justice, Liberty and Equality – Ideals of Marx, Gandhi

	and Ambedkar compared

CO-PO and PSO Mapping Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	2	1	2	1	3	1	2	1	3	3	3	2	2	2
CO 2	2	2	1	1	1	3	2	2	3	3	1	3	3	2	3	3	3
CO 3	2	3	2	2	1	3	3	3	3	3	2	3	2	3	3	3	3
CO 4	3	3	2	3	1	3	3	3	3	3	1	3	3	3	2	2	3
CO 5	2	2	2	2	1	3	3	3	2	2	1	3	3	3	2	2	3
Average	**2.4**	**2.6**	**1.8**	**2.0**	**1.0**	**2.8**	**2.4**	**2.8**	**2.4**	**2.6**	**1.2**	**3.0**	**2.8**	**2.8**	**2.4**	**2.4**	**2.8**

Scale: 1 – Low, 2 – Medium

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional ethics	High	Social Philosophy and Ethics (Unit I) and social values like Justice and Liberty (Unit IV).
Gender	High	Social Institutions: Marriage and Family (Unit III) and egalitarian ideals of Ambedkar and Gandhi.
Human values	High	Rights and duties, social unity of mankind, and humanistic social values (Unit IV).
Environment sustainability	Medium	Problems of Social Change and progress vs change distinguished (Unit IV).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Role of Educational Institutions in society (Unit III).
SDG 5	Gender Equality	Analysis of family/marriage institutions and comparative study of Ambedkar/Gandhi on social equity.
SDG 10	Reduced Inequalities	Core focus on Justice, Equality, and the comparative study of Marx, Gandhi, and Ambedkar.
SDG 16	Peace, Justice & Strong Institutions	Understanding the nature of community, society, and state institutions (Unit II & III).

Suggested Readings:

1 Mackenzi,J.S:*Outlines of Social Philosophy*

2 Ginsberg,M:*The Psychology of Society*

3 Sargent,S:*Fundamentals of Social Philosophy*

4 Hethruigton*: Social purpose*

5 Sorokin, P*: Reconstruction of Humanity*

6 Radhakrishnan, S*: Religion and Society*

7 Joad, C.E.M*:Guide to the Philosophy of Morals and Politics*

8 Prabhu, P.H*: Hindu Social Organization*

9 Ambedkar, B. R*: Mr. Gandhi and the Emancipation of Untouchables*

10.Vol.IInternationaltask of Dr. B. R. Ambedkar Congress of Social: *The Annihilation of Caste. Unfinished*

PHILOSOPHY OF WITTGENSTEIN (PHILOSOPHICAL INVESTIGATION)

Special Paper – III B

PW50031 **Credit Point-04**

Objectives:

This course helps to analyze the key notions underlying Wittgenstein's early Logical atomism. Evaluates the key ideas of picture theory and language game. Give examples of the problems which led Wittgenstein to abandon his early philosophy.

Course outcomes:

CO-1. To give a training on understanding the function and limitations of language in its logical and natural expressions.

CO-2. To identify the possible troubles that may arise due to them is taken use of language and logical argumentations.

CO-3. To see how proper use of language helps to come out of a good number of puzzles.
CO-4. To show how ordinary language is better than artificial language.
CO-5. To show language as game.

COURSE CONTENT

UNIT- I	Rejection of Essentialism.
UNIT- II	Therapeutic Method of Philosophy.
UNIT- III	Use Theory of Meaning, Language Game, Private Language and Forms of Life, Family Resemblance.
UNIT- IV	Ethics, Religion and Mysticism in Later Wittgenstein.

CO-PO and PSO Mapping Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	1	1	1	2	1	3	1	3	3	3	2	2	2
CO 2	2	3	2	3	1	1	1	2	1	3	1	3	3	3	3	3	3
CO 3	2	3	3	3	1	2	1	2	1	2	1	3	2	3	3	3	3
CO 4	3	2	2	2	1	2	2	2	2	3	1	3	3	3	2	2	3
CO 5	2	2	2	2	1	3	2	3	2	2	1	3	3	3	2	2	3
Average	**2.4**	**2.6**	**2.2**	**2.6**	**1.0**	**1.8**	**1.4**	**2.2**	**1.4**	**2.6**	**1.0**	**3.0**	**2.8**	**3.0**	**2.4**	**2.4**	**2.8**

Scale: 1 – Low, 2 – Medium

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional ethics	High	Ethics, Religion, and Mysticism in Later Wittgenstein (Unit IV).
Human values	High	Forms of Life and the rejection of abstract essentialism in favor of human practice (Unit III).
Gender	Low	Inclusion of diverse "Forms of Life" and linguistic contexts.
Information Technology	Medium	Analysis of artificial vs. ordinary language and logical argumentation limitations (Unit IV).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Training in logical argumentation and identifying linguistic traps (CO-1, CO-2).
SDG 16	Peace, Justice & Strong Institutions	Promoting clarity in communication and ethical

		understanding through therapeutic philosophy.
SDG 17	Partnerships for the Goals	Understanding "Forms of Life" to foster cross-cultural and inter-disciplinary linguistic cooperation.

Suggested readings:

1. Wittgenstein, L: *Philosophical Investigation*. Published 1967 by Blackwell (Oxford) 3rd
2. Pitcher, G: *The Philosophy of Wittgenstein*,. Prentice Hall,1985
3. Max Black: *A Companion to Wittgenstein's Tractatus.*
4. Kenny, A: *Wittgenstein*.
5. L Wittgenstein*.: Note Books*,
6. Martinich, A.P (Ed): *The Philosophy of Language*, Oxford University Press, New Delhi ,19857.McDonough, R. (1994).
7. Wittgenstein's reversal on the 'Language of Thought' Doctrine, The Philosophical Quarterly, Vol.44, No. 177,.
8. Chopra, N. (2013). Language and Worldview: a reconsideration of Whorf hypothesis
9. International Journal of Multidisciplinary Educational Research, Volume 2, Issue 13(2)
10. Hintikka, Jakko. (Feb. 2008). Wittgenstein on being and time. In Theoria 62, (1-2), pp. 3- 18. Article first published online: 11 FEB 2008, http://onlinelibrary.wiley.com/doi/10.1111/j.1755-2567.1996.tb00528.x/abstract.
11. Wittgenstein, L. (1984). Philosophical investigations. Anscombe, G.E.M.; Rhees, R. and Von Wright G.H. (eds.), G.E.M. Anscombe (trans.). Oxford: Basil Blackwell (sections 1-88, 250-315).
12. 12. Wittgenstein, L. (1981). Zettel. Anscombe G.E.M. and Von Wright G.H. (eds.), G.E.M. Anscombe (trans.). Oxford: Basil Blackwell (sections 26-54, 71-87, 138-50, 260-330).
13. Glock, H. J. (2005). A Wittgenstein dictionary. USA, UK: Blackwell.
14. Desmond, L. (ed.). (1980). Wittgenstein lectures. Cambridge, 1930-32, From the notes of J.King and D.Lee, Oxford: Blackwell.
15. Wittgenstein, L. (1975). The blue and the brown book. Rush Rhees (ed.). Oxford: Basil Blackwell. (selected portions)
16. Wittgenstein, L. (1974). On certainty. Anscombe G.E.M. and Von Wright G.H. (eds.), Dennis Paul and G.E.M. Anscombe (trans.). Oxford: Basil Blackwell (sections 300-667).

EXISTENTIALISM AND PHENOMENOLOGY

Special Paper - IV A

PE50033

Credit Point-04

Objectives:

This course is designed to acquaint the students with the developments in continental philosophical traditions, namely, Phenomenology and Existentialism Evaluate the notion of Intentionality in the backdrop of phenomenology.

Understand the method of phenomenological enquiry.

Understand the importance and influence of the Existential movement in Philosophy. Comprehend the existential concepts of Jean Paul Sartre.

Course outcomes

CO-1. To enrich the knowledge about the key concepts of existentialism and phenomenology.

CO-2. To make the students know the basics of these traditions so that they can make in depth study of these at higher level.

CO-3. To understand the basis and concept of Phenomenology.

CO-4. To get acquainted with the issues and the concepts of existentialism.

CO-5. To understand concepts like nothingness and freedom.

COURSE CONTENT

UNIT-I	Salient Features of Phenomenology Husserls's View- Intentionality, Phenomenological Method- Noema, Noesis, Noemata, Epoche (Bracketing)
UNIT-II	Husserl on Life- World (Lebenswelt), Subjectivity
UNIT-III	J.P. Satre: Existence and Essence, Being, Nothingness
UNIT-IV	Satre's notion of Freedom: Responsibility, Anguish and Over Coming Bad Faith: View on Humanism.

CO-PO and PSO Mapping Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	2	2	1	1	1	2	1	2	1	3	3	3	2	2	2
CO 2	3	3	2	3	1	1	1	2	1	2	1	3	3	3	3	3	3
CO 3	2	3	3	3	1	1	1	2	1	2	1	3	2	3	3	3	3
CO 4	3	3	2	3	1	3	2	3	2	3	1	3	3	3	2	2	3
CO 5	2	3	2	3	1	2	2	3	2	2	1	3	3	3	2	2	3
Average	**2.6**	**3.0**	**2.2**	**2.8**	**1.0**	**1.6**	**1.4**	**2.4**	**1.4**	**2.2**	**1.0**	**3.0**	**2.8**	**3.0**	**2.4**	**2.4**	**2.8**

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional ethics	High	Sartre's notion of Freedom and Responsibility (Unit IV) and overcoming Bad Faith.
Human values	High	Sartre's View on Humanism and the subjective life-world (Lebenswelt) in Husserl (Unit II & IV).
Gender	Medium	Existential subjectivity and the "Second Sex" implications (though not explicitly in syllabus, inherent in Sartre/Husserl method).
Environment sustainability	Low	The concept of the Life-World (Lebenswelt) as the foundation for environmental awareness.

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Advanced analytical training in phenomenological inquiry and ontological analysis.
SDG 16	Peace, Justice & Strong Institutions	Promoting individual responsibility and ethical humanism to combat "Bad Faith" in social structures.
SDG 3	Good Health & Well-being	Addressing existential anguish and subjectivity to foster mental resilience and authenticity.

Suggested readings:

1. Bhadra, M.K: - *A Critical Survey of Phenomenology & Existentialism*, ICPR, New Delhi (1990)
2. Paul Roubiczek*, Existentialism: For & Against (1964*) Cambridge
3. J. Macguarrie, *Existentialism*, Penguine Books (1973)
4. Edmund Husserl, *The Idea of Phenomenology*, The Hague (1964)
5. Maurice Natanson, *Edmund Husserl: Philosopher of Infinite Tasks* (Evanston: NorthwesternUniversity,1973).
6. David W.Smith, *Husserl* (London: Routledge, 2007).
7. Bell, David, *Husserl (*London and New York: Routledge,1995).
8. Michael Hammond, Jane Howarth and Russell Keat, *Understanding Phenomenology* (Oxford: BasilBlackwell,1991).
9. Dermot Moran, *Edmund Husserl: Founder of Phenomenology* (Cambridge: PolityPress,2005).
10. Christopher Maccan, *Four Phenomenological Thinkers* (London and New

York: Routledge,1993)
11. Thomas R. Flynn, *Existentialism: Ashort Introduction* (Oxford University Press, Oxford,2006).
12. H.J. Blackham, *SixExistentialistThinkers*,2nd Ed. (New York: HarperandRow,1959).
13. David E. Roberts, *Existentialism and Religious Belief* (New York: OxfordUniversityPress,1957)
14. John Macquarrie, *Existentialism*, (Harmondsworth: PenguinBooks,1973).
15. Robert C. Solomon and David Sherman (eds.), *The Black well Guide to Continental Philosophy* (Blackwell Publishing, Oxford, 2003) (Chapters3,5,6,7and 8).
16. Richard Kearney(ed.) *Twentieth Century Continental Philosoph* (Routledge, LondonandNewYork,1994). (Chapters1-3).

GANDHIAN PHILOSOPHY

Special Paper - IV B

PG50033 **Credit Point-04**

Objectives:

By taking the old problems of ancient Indian philosophy, Gandhi relates these notions to actual life and experience of twentieth-century India and succeeds to some extend in reducing their abstractness.

Gandhi emphasizes the ultimacy of spiritual values and also demonstrates the roots of these values lies in the development of a renewed sense of quest for Truth through Morality and Non-Violence.

Gandhiansocialphilosophycreatesanawarenessoftheexistentialconditionsoflifeandthe need to reconcile the forces of tradition with those of modernity to create an ideal society.

Gandhian thought develops under the condition that the basic aim of political philosophy is to develop a world-view, not only of the individual but the whole of human race functioning for the welfare of all.

Gandhian ideals highlight the necessity to maintain World-Peace for the properdevelopmentofhumanityandhowitcanbeachievedthroughpeacefulmethods.

Course outcomes:

CO-1. To know about Gandhian concepts like Truth, Ahimsa and God

CO-2. To Provide a detailed analysis of simple living, a struggle for truth and the principle of non-violence practiced and propagated by Mahatma Gandhi

CO-3. To provide an overview of various peace initiatives in the world and by narrating the initiatives based on Gandhian ideals.

CO-4. To help the students understand how Gandhi's ideally has global relevance.

CO-5. The concepts of Swaraj, Sarvodaya and Means & Ends theories will change the perspectives of the students. This will make their vision broad and inclusive.

COURSE CONTENT

UNIT-I	Non- violence (Ahimsa), Means & Ends, Truth & God.
UNIT-II	Political & Economic Philosophy: Swaraj, Sarvodaya & Trusteeship
UNIT-III	Spiritual Humanism, Critique of Modernity.
UNIT-IV	Ideal Society: Untouchability, Sectarianism, Religion & Politics.

CO-PO and PSO Mapping Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	1	1	1	2	2	3	1	2	1	3	3	3	2	2	2
CO 2	2	3	2	3	1	3	3	3	2	3	1	3	3	2	3	3	3
CO 3	2	2	2	2	1	3	3	3	3	3	2	3	2	3	3	3	3
CO 4	3	3	2	3	1	3	3	3	2	3	1	3	3	3	2	2	3
CO 5	3	2	2	2	1	3	3	3	3	2	1	3	3	3	2	2	3
Average	**2.6**	**2.4**	**1.8**	**2.2**	**1.0**	**2.8**	**2.8**	**3.0**	**2.2**	**2.6**	**1.2**	**3.0**	**2.8**	**2.8**	**2.4**	**2.4**	**2.8**

Scale: 1 – Low, 2 – Medium, 3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Professional ethics	High	The theory of Means and Ends (Unit I) and the concept of Trusteeship in economics (Unit II).
Human values	High	Spiritual Humanism, Non-violence, and Truth as God (Unit I & III).
Gender/Inclusion	High	Focus on Untouchability, Sectarianism, and inclusive social structures (Unit IV).
Environment sustainability	High	Critique of Modernity (Unit III) and the principle of Simple

		Living/Sarvodaya (Unit II).

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 1	No Poverty	Sarvodaya (welfare of all) and the Economic Philosophy of Trusteeship (Unit II).
SDG 10	Reduced Inequalities	Struggle against Untouchability and Sectarianism for an Ideal Society (Unit IV).
SDG 12	Responsible Consumption	Gandhian critique of modernity and the emphasis on simple living and limited needs (Unit III).
SDG 16	Peace, Justice & Strong Institutions	World Peace through non-violent methods, Truth, and the concept of Swaraj (Unit I & II).

Suggested readings:

1. 1.Louis Fischer, *The Life of Mahatma Gandhi (1998)* Bhartiya Vidya Bhawan
2. M.K. Gandhi- *Hind swaraj*, Navjeevan Press (1939)
3. R.R. Diwakar- *Satyagraha in Action*, Signet Press (1939)
4. H. Sahoo (ED)-*Contemporary Indian Philosophy*, Kalyani Publishers (2019)
5. T.S. Devotess-*Sarvodaya & Political Sovergnity*, University of Madras
6. Gopinath Dhavan- Political Philosophy of Mahatma Gandhi, Gandhi Peace Foundation (1990)
7. Mukti.V.V. R(ed)1970. Gandhi*: Essential Writings*, New Delhi: Gandhi Peace Foundation
8. *Dutta, D.M.: The Philosophy of Mahatma Gandh*
9. Dhawan, G.R*: The Political Philosophy of Mahatma Gandhi*
10. Richard. Gregg*: The Power of Non-Violence*
11. Kripalini*,* J.B.*: The Gandhian Way*
12. Mahadevan, T.M.P*., Truth and Non-Violenc*
13. 13.Prasad, Mahadeva, *Social Philosophy of Mahatma Gandhi*
14. 14.Pasricha, Ashu, *Peace Studies: Discipline and Dimension*

Tribal Paper-III

TRIBAL ECO-SPIRITUALISM

Core Paper - XVI
TC50051 **Credit-4**

Objective-

This paper will offer a better understanding regarding the concept of Eco Spiritualism or deification of Natural Elements in ancient India or Vedic as well as Tribal Tradition. It will help students to know the role of seers in ancient India to preserve the Environment. The paper will also provide wide knowledge with regard to the traditions of tribal nature worship; Tribal attitude to forest, water, God, and animals.

Course Outcome-

CO-1. To classify the components of nature, different aspects of nature, pattern of traditional worship among the tribal people of India.
CO-2. To describe the role of seers in ancient India to preserve the environment
CO-3. It will be helpful for the students to gain the detail knowledge about the influence of nature on Tribal people's life structure.
CO-4. Students will know the commitment of tribals for preservation of nature and their love for forest conservation.
CO-5. To evaluate the relevance of Nature Worship in Contemporary Civilisation

Course Content-

Unit - I

1. Components of Nature, Nature and Science, Nature and Philosophy
2. Nature as defined in Tribal Tradition, Influence of Nature on Tribal People's Life Structure.

Unit-II

1. Concept of Nature as described in the Dravidian Culture, the Ramayana, the Mahabharata, Jainism and Buddhism.
2. Role of Seers in ancient India to preserve the Environment, (ii) System of Gurukula and Ashramas, (iii) Deification of "Water and Fire", (iv) First three mantras from Apa and Agni Suktam, Impact and Outcome of Deification.

Unit – III

1. The Traditions of Tribal Nature Worship; Tribal Attitude to Forest, Tribal Attitude to Water, Tribal Attitude to God, Tirbal Attitude to Animals
2. Relevance of Nature Worship in Contemporary Civilisation

Unit – IV

1. External and Internal Aspects of Nature; their role in polluting / purifying Nature, Vedic view of mind

2. Commitment of Tribals for preservation of Nature; their love for forests and Forest conservation, Indigenous Technique to preserve Nature through deification.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Classify the components of nature, different aspects of nature, and pattern of traditional worship among the tribal people of India.	Understand
CO2	Describe the role of seers in ancient India to preserve the environment and the system of Gurukula and Ashramas.	Understand
CO3	Gain detailed knowledge about the influence of nature on tribal people's life structure and their attitudes towards forest, water, God, and animals.	Understand
CO4	Know the commitment of tribals for preservation of nature and their love for forest conservation.	Understand
CO5	Evaluate the relevance of Nature Worship in Contemporary Civilisation.	Evaluate

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two Year PG Common Preamble". Please replace these hypothetical values with official mapping.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO2	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO3	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO4	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO5	2	2	2	3	2	2	2	1	2	1	1	3	2	2	3	3	2
Average	2.0	2.0	2.0	2.2	1.2	2.0	2.0	1.0	2.0	1.0	1.0	3.0	2.0	2.0	3.0	2.2	2.0

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Environment & Sustainability	Very High	The entire paper is dedicated to understanding tribal attitudes towards forest, water, animals, and nature. It covers indigenous techniques for forest conservation and preservation of nature through deification, directly supporting PO12 and SDG 15.
Human Values & Spiritualism	Very High	Study of deification of natural elements (Water and Fire), Vedic view of mind, and tribal nature worship fosters understanding of cultural heritage, moral values, and eco-spiritualism as outlined in PSO4.
Indigenous Knowledge Systems	High	The paper highlights indigenous techniques to preserve nature, tribal attitudes to various natural elements, and the influence of nature on tribal life structure, preserving and promoting traditional ecological knowledge.
Religious Pluralism	Medium	Comparative study of nature concepts in Dravidian culture, Ramayana, Mahabharata, Jainism, Buddhism, and tribal traditions promotes understanding of diverse religious and philosophical perspectives on nature.
Gender & Social Inclusion	Low	While not a primary focus, the study of tribal society can be extended to analyze gender roles in nature worship and conservation practices.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 15	Life on Land	Directly addresses forest conservation, tribal love for forests, indigenous techniques for nature preservation, and the commitment of tribals to protect biodiversity and terrestrial ecosystems.
SDG 13	Climate Action	Understanding tribal eco-spiritualism and indigenous conservation techniques contributes to climate action by preserving traditional ecological knowledge and sustainable practices.
SDG 4	Quality Education	Provides comprehensive knowledge of tribal eco-spiritualism, indigenous environmental ethics, and traditional conservation practices, contributing to holistic and culturally inclusive education.
SDG 6	Clean Water and Sanitation	Study of tribal attitude to water and deification of "Water" (Apa Suktam) promotes understanding of water conservation and respect for water resources.
SDG 11	Sustainable Cities & Communities	Understanding tribal relationships with nature and their sustainable living practices contributes to building sustainable communities and preserving indigenous cultural heritage.

SDG No.	SDG Title	Contribution
SDG 12	Responsible Consumption and Production	Tribal attitudes towards nature and sustainable use of forest resources promote responsible consumption and production patterns.

Suggested Readings-

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12. Mahant, Sushila D., (2015). Indigenous traditional healing care: Belief & practices among Tribals of South Bastar in Chhattisgarh. *IOSR Journal of Humanities and Social Scienceis* 20: 49–54. Available online - **https://www.academia.edu/download/47611180/H020114954.pdf** (accessed on 1 February 2019).
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14. Purkayastha, Nabarun. (2016). Concept of Indian Tribes: An Overview. *International Journal of Advanced Research in Management and Social Sciences* 5: 1–9. Available online: **http://www.indianjournals.com/ijor.aspx?target=ijor:ijarmss&volume=5&issue=2&article=001** (accessed on 4 February 2019).
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16. Ritskes, Eric. , (2011). "Chapter Twenty-Six: Indigenous Spirituality and Decolonization: Methodology for the Classroom", in *Counterpoints* 379: 411–21. [**Google Scholar**]
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FOURTH SEMESTER

FIELDWORK AND DISSERTATION

FD50082 **Credits-20**

Course objectives: The aim of this course is to provide a comprehensive understanding the nature of Philosophical research and make students acquainted with various types of data collection. This course also aims to able the students to make data analysis and writing report.

Fieldwork and Report Writing: Each student shall have to undergo training for learning and use of different techniques of scientific data collection during 30 days of fieldwork

under the supervision of a teacher, as nominated by the head of the department in a tribal / rural area. The exact date of commencement of fieldwork shall be announced by the department. Student failing to complete the fieldwork in a particular year can only clear the paper by completing field work next year.

Dissertation is to be prepared by the student under the supervision of the concerned teacher. The student is required to submit the dissertation through the supervising teacher to the Head of the Department for its evaluation at least fifteen days in advance of the date notified for examination. The dissertation shall be evaluated by an external examiner in consultation with the internal examiner (the supervising teacher). The candidate shall be awarded grade both by the internal (the supervising teacher). The candidate shall be awarded grade both by the internal and external examiners on the basis of his/her dissertation, seminar presentation and viva voice.

Course Learning Outcomes:

CO 1: The students who successfully complete this course will understand the nature of anthropological research and develop their skills in various types of data collection, interpretation and presentation.

CO 2: After this course the students also able to explore different problems areas of human society, acquire skills in fieldwork, data analysis and report writing.

CO 3: This course will help the students to interpret both biological and social issues faced by the human societies.

CO 4: The students through this paper assess the data presentation and documentation in an effective way.

CO 5: Develop the capability of academic writing and publication of research findings.

SL No	Mode of Evaluation	Credits
1	Selection of Research Topic and Synopsis Presentation	4
2	Literature Review and Preparation of Research Tools (Questionnaires and schedule)	4
3	Fieldwork and Data Collection	4
4	Data Analysis and Report Writing	4
5	Seminar Presentation and Viva voce test on dissertation	4
	TOTAL	20

The Dissertation has to be submitted by the student positively before the end semester examination.

CO-PO and PSO Mapping Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3	2	2	2	3	2	2	3	3	3	3	3	3
CO 2	3	3	3	3	2	2	2	2	2	2	2	3	3	3	3	3	3
CO 3	2	3	2	3	3	1	1	2	1	3	2	3	3	3	3	2	3
CO 4	1	1	1	1	1	1	1	2	3	3	1	3	2	2	3	2	3
CO 5	2	2	2	3	2	2	2	3	2	3	2	3	3	3	3	3	3
Average	**2.2**	**2.4**	**2.2**	**2.6**	**2.2**	**1.6**	**1.6**	**2.2**	**2.2**	**2.6**	**1.8**	**3.0**	**2.8**	**2.8**	**3.0**	**2.6**	**3.0**

Scale: 1 – Low, 2 – Medium

3 – High, "-" – No Correlation

Cross-Cutting Integration

Cross-cutting issue	Level Integration	Integration Focus
Research Ethics	High	Scientific data collection and handling during 15-day fieldwork and original dissertation writing.
Human values	High	Engagement with tribal and rural communities, fostering social empathy and ethical research practices.
Professional skills	High	Project management, technical writing, seminar presentation, and professional viva voce defense.
Environment & Sustainability	Medium	Analysis of socio-economic or environmental conditions in rural/tribal fieldwork areas.

SDG Mapping

SDGs	SDG Titles	Nature of contribution
SDG 4	Quality Education	Advanced research training, academic writing, and critical evaluation by external experts.
SDG 10	Reduced Inequalities	Focus on data collection in tribal and rural areas, highlighting localized issues and indigenous knowledge.
SDG 17	Partnerships for the Goals	Supervisory guidance and external examiner collaboration as a model of academic partnership and knowledge sharing.

References:

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2. Ahuja, R (2010), Research Methods, Rawat Publication, Jaipur.

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Swayam Link- https://onlinecourses.swayam2.ac.in/nou24_cm17/preview

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