KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)  
(Deemed to be University)

Syllabus
For
MASTER OF ARTS
in
PHILOSOPHY
(Academic Session-2021-2023)

SCHOOL OF TRIBAL CULTURE PHILOSOPHY AND ECO SPIRITUALISM (STCPE)

Higher Education Campus  
KISS Campus - 3, Bhubaneswar, Odisha-751024
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.)
Under the
School of Tribal Culture, Philosophy and Eco-spiritualism (STCPE)

Duration of the Programme: 2 years divided into 4 semesters

Vision-
The Philosophy Department aims to make the students aware about the philosophy of western and Indian philosophers from the past to contemporary times. We think that only a critical understanding of the philosophical concepts will enable the students to understand the present and help them look towards the future.

Mission-
1. The Department seeks to transform the students into citizens who can be able to critically analyse the different aspects of life and its consequences.
2. The department wants to empower students to cope with the challenges of globalization by instilling in them a life-long passion for learning about the philosophers.
3. We believe that knowledge about the interconnections between the western and Indian philosophical thoughts will equip the students to face the challenges with confidence.

Programme Outcomes-

Students will learn about the beginning and importance of Indian Philosophy right from ancient times up to contemporary period, like the great seers, Kapila, Patanjali, Kanaada, Jaimini, Badarayana, Shankara, Ramanuja, Madhva, Buddha, Mahavir and Ambedkar.

Students will learn about the beginning and importance of Western Philosophy right from ancient times upto contemporary period, like the great Socrates, Plato, Aristotle, Descartes, Spinoza, Locke, Hume, Kant, F.H. Bradley, Sartre, Russel, William James, A. J. Ayre and so on.

Logic is very important for any discipline. Students will learn the art of putting right thought in clear terms. Logic is basic to both courses, either Eastern or Western. It makes the reasoning ability strong.

Students will learn about the beginning and importance and role of Religion in society how religion began 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.

Students will 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.

Students will learn about the essentials of art, music, culture, religion and social life of different tribes in India and the philosophy behind them.

They will understand the Tribal Culture, Philosophy and Eco-spiritualism.

They can conduct analytical studies on traditional faiths and beliefs of the Tribals and get the knowledge of technical and skill education.

Students will learn to understand, analyze, and evaluate both evidence and arguments

Programme Specific Outcomes

1. Able to speak and write clearly and cogently.

2. Able to think creatively and independently, exploring
possibilities beyond those entrenched in prevailing opinion and practice.

3. Six Tribal special papers are provided in this program for the understanding of students in the aspects of social, political, economic, religious beliefs & practices of the tribals of India.

4. Five subject elective papers are provided in this program for the benefit of students in the academic selection.

5. Career Orientation and Skill Development papers are included in this PG program to acquire specific Skill education on tailoring, preparing distillery water, preparation of feline. Making of candle, carpentry, art and craft, fishery, pickle making, etc.

KISS Deemed to be University, Bhubaneswar was established on 25th August 2017 and it provides seven innovative Schools. The School of Tribal Culture, Philosophy and Eco-spiritualism is one of these schools in which the Department of Philosophy is running. The Department of Philosophy is offering two years M.A. course. KISS Deemed to be University is the first tribal institute in India that is offering an interdisciplinary course on applied areas of Social Sciences. The subject is covering various aspects of philosophy, metaphysical issues, and Philosophy of Tribals in Social and Cultural Anthropology, Archaeology, and Cultural Studies.

The syllabus covers philosophy and the indigenous/tribal culture around the world, Social, religious, economic, political, ecological and environmental issues are taken into consideration to grasp insight of indigenous life, livelihood, and contemporary situation.

From the very beginning Students of Philosophy under the school of Tribal Culture, Philosophy and Eco-Spiritualism will be exposed to fieldwork research methodology so that they can do research and writings independently. The Department of Philosophy aims at grooming students to cope up with new and broad emerging academic environment where alternative viewpoints and new knowledge is required and appreciated for policy research, and development both at national and international levels. Students from this Department may be absorbed in central and state institutes and international institutes of similar backgrounds. They will be well equipped for
empirical research and research related policymaking. Students interested in administrative services will be benefitted from the papers offered in this course.

**Programme Pedagogy**

1. This programme 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 & Seats**

- The candidates seeking admission in to M.A. in Philosophy under the School of Tribal Culture, Philosophy and Eco-spiritualism course must have a Bachelor’s degree from any University.

- Number of seats for admission into M.A. in Philosophy is 16.

**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 110 credit courses. Students who will take admission in Department 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.

**SYSTEM OF EVALUATION AND AWARD OF DEGREE**

1. A seven point grading system on a base of 10 shall be followed for grading of the students of Masters of Arts in Philosophy course operated and governed under semester system. Categorization of these grades and their correlation shall be as below:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Grade</th>
<th>Score on 100</th>
<th>Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>O</td>
<td>90 to 100</td>
<td>10</td>
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<tr>
<td>Excellent</td>
<td>E</td>
<td>80 to 89</td>
<td>9</td>
</tr>
<tr>
<td>Very Good</td>
<td>A</td>
<td>70 to 79</td>
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<tr>
<td>Good</td>
<td>B</td>
<td>60 to 69</td>
<td>7</td>
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<tr>
<td>Fair</td>
<td>C</td>
<td>50 to 59</td>
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<tr>
<td>Below average</td>
<td>D</td>
<td>40 to 49</td>
<td>5</td>
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<tr>
<td>Failed</td>
<td>F</td>
<td>Below 40</td>
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</tbody>
</table>

2. **Credit Point** = CREDIT X POINT for each course item.

3. **CREDIT INDEX (CI) = ∑ CREDIT POINT of all course items in a semester.**

4. **Semester Grade Point Average : SGPA = CI / ∑ CREDITS (for a semester)**

5. **Cumulative Grade Point Average : CGPA = [ ∑ CI of all previous semesters up to current semester ] / [ ∑ Credits of all previous semesters up to current semester ]**

**Non-Credit Papers-**

<table>
<thead>
<tr>
<th>IT-</th>
<th>IT Skills and Data Analytic</th>
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<tbody>
<tr>
<td>CE-</td>
<td>Communicative English</td>
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<tr>
<td>CO-</td>
<td>Career Orientation and Skill Development-I</td>
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<tr>
<td>CO-</td>
<td>Career Orientation and Skill Development-II</td>
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</table>
KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)
Deemed to be University, Bhubaneswar, Odisha (India)
M.A. Philosophy Syllabus (Academic Session: 2021-2023)

P.G. Philosophy Revised Syllabus
Proposed distribution of Credits for Master's Degree in Philosophy

POST GRADUATION COURSE FOR NON-PRACTICAL SUBJECT-
PHILOSOPHY

Course Structure

FIRST SEMESTER

<table>
<thead>
<tr>
<th>Paper Code</th>
<th>Paper Name</th>
<th>Marks</th>
<th>Weekly Contact</th>
<th>Credit</th>
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<tbody>
<tr>
<td>PI- 4001</td>
<td>Indian Epistemology</td>
<td>100</td>
<td>L 3  T 1  P 0</td>
<td>4</td>
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<tr>
<td>PI- 4003</td>
<td>Indian Metaphysics</td>
<td>100</td>
<td>L 3  T 1  P 0</td>
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</tr>
<tr>
<td>PI- 4005</td>
<td>Indian Ethics</td>
<td>100</td>
<td>L 3  T 1  P 0</td>
<td>4</td>
</tr>
<tr>
<td>PI- 4007</td>
<td>Western ethics</td>
<td>100</td>
<td>L 3  T 1  P 0</td>
<td>4</td>
</tr>
<tr>
<td>PI-4009</td>
<td>Symbolic logic</td>
<td>100</td>
<td>L 3  T 1  P 0</td>
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<tr>
<td>Paper-I</td>
<td>Special Paper –I Tribal Culture, Philosophy and Eco-spiritualism (TCPE)</td>
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### SECOND SEMESTER

<table>
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<tr>
<td>TC-4051</td>
<td>Tribal Culture in India: Transition and Change</td>
<td>100</td>
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<tr>
<td>PI- 4002</td>
<td>Research Methodology</td>
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<tr>
<td>PI- 4004</td>
<td>Western Metaphysics</td>
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<td>PI- 4006</td>
<td>Contemporary Political Philosophy</td>
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<td>PI- 4008</td>
<td>Post-Kantian and Contemporary Philosophy</td>
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<td>PI- 4010</td>
<td>Philosophy of world religions</td>
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<td>TC-4052</td>
<td>World View Among the Tribals</td>
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<td>TC-4054</td>
<td>Tribal Art of India</td>
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## THIRD SEMESTER

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<td>Linguistic and Conceptual Analysis</td>
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<td>PI-5003</td>
<td>Philosophy of Bhima Bhoi and Mahima Dhrama</td>
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<tr>
<td>Subject Elective Paper-I</td>
<td>SEP(Subject Elective Paper) Choose any one</td>
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<td>PI-5031 (SEP -I)</td>
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<td><strong>Group-B</strong> Philosophy of Wittgenstein(TLP)</td>
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<tr>
<td>Subject Elective Paper-II</td>
<td>SEP(Subject Elective Paper) Choose any one</td>
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### FOURTH SEMESTER

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<tr>
<td>PI-5002</td>
<td>Existentialism and Phenomenology</td>
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<td>SEP(Subject Elective Paper) Choose any one</td>
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<td>Code</td>
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<td></td>
<td><strong>Group-A</strong></td>
<td><strong>Group-B</strong></td>
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<td>Philosophy of Aurobindo</td>
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<td><strong>Group-B</strong></td>
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<td>Social Philosophy</td>
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<td>Subject</td>
<td><strong>SEP (Subject Elective Paper)</strong></td>
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<tr>
<td>Elective</td>
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<td>Paper-IV</td>
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<td><strong>Group-A</strong></td>
<td><strong>Group-B</strong></td>
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<td>Philosophy of Aurobindo</td>
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<td><strong>Group-B</strong></td>
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<td>Social Philosophy</td>
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<td>PI-5034</td>
<td>Field Works and Dissertation</td>
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<td>Field Works and Dissertation</td>
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<tr>
<td>Paper-VI</td>
<td>Special Paper-VI</td>
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<td>Tribal Culture, Philosophy and Eco-spiritualism (TCPE)</td>
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<td>TC-5052</td>
<td>Tribal Eco-Spiritualism</td>
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<td>PI-5036</td>
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<td>Practical Ethics</td>
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<td>Value-Added Course</td>
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<td>Social Reforms through Education : Ideas of Gopabandhu</td>
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<td><strong>Total</strong></td>
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<td><strong>Grand Total Credit= 110</strong></td>
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- **One Credit**= 1 hour for Theory Classes
- **One Credit**= 2 hours for practical Classes
Specialization /Special Paper: Tribal Culture, Philosophy and Eco-spiritualism (TCPE)

Open Elective Paper
Practical Ethics
( For the students of Other Departments )

FIRST SEMESTER

INDIAN EPISTEMOLOGY
PI-4001

Full Mark-50+50
Credit Point-04

Objectives:
To understand the basics of Indian Philosophy. To recognize and define spiritual education. To create a platform to draw educational resource input of education through interactive training methodology. To gain the knowledge of different sources of knowledge described in different schools of Indian Philosophy.

Learning outcomes:
. After reading this the students will be able to know the sources of knowledge. The course will help the students to develop and modify personality. To realize the significance of adjustment in individual and social life. To realize the function of reason.
To understand the need for critical thinking. To provide a healthy platform to have an right attitude towards life. To develop a transferable skill of evaluating arguments for and against other philosophical positions.

COURSE CONTENT

<table>
<thead>
<tr>
<th>UNIT- I</th>
<th>Prama – Pratyaksa-Definition, Classification, Modes of perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT- II</td>
<td>Anumana-Definition, Constituents, Grounds, Classification, Fallacies</td>
</tr>
<tr>
<td>UNIT- III</td>
<td>Sabda, Upamana, Arthapatti, Anupalabdhi</td>
</tr>
</tbody>
</table>
Suggested readings:
7. Sen, Debabrata: *The Concept of Knowledge*,
8. Nanda, Swami Satprakasa,: *Methods of Knowledge*
9. Rao, Srinivas: *Perceptual Error: The Indian Theories*,
10. Jwala Prasad: *History of Indian Epistemology*,
11. Kar, B: *Theory of Error*,

**INDIAN METAPHYSICS**
**PI-4003**

**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 Upanisads and Indian Philosophical systems.

**learning outcomes:**
After reading this the students have a brief knowledge on Brahman, individual soul, the relation of Brahman and Atman, nature of the world, concept of God. They also gain the knowledge on bondage, liberation and other metaphysical issues.

**COURSE CONTENT**

<table>
<thead>
<tr>
<th>UNIT- I</th>
<th>Development of the philosophic thought in the Upanisads, Brahman, Atman, Doctrine of Karma</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT- II</td>
<td>Theories of causation in Buddhism, Nyaya and Samkhya, Evolution</td>
</tr>
<tr>
<td>UNIT- III</td>
<td>The concept of Reality in Jainism, Buddhism and Samkhya</td>
</tr>
<tr>
<td>UNIT- IV</td>
<td>The concept of Liberation in Jainism, Buddhism, Samkara and Ramanuja</td>
</tr>
</tbody>
</table>
Suggested readings:

1. Radhakrishnan, S: *Indian Philosophy*, (Vol I & Vol II), Oxford University Press
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*

INDIAN ETHICS
PI-4005

Objectives:
To understand Indian ethical values, its structure and usage. To comprehend the certainty and uncertainty of life. To understand the oneness of life so that one can respect others. To control the emotions of lust, anger, greed, violence, etc.

Learning outcomes:
After reading this the students will be able to know about different ethical theories, different ethical issues and concepts in Indian philosophical systems. They also gain knowledge about their rights and duties. This will enable them to develop a moral life.

COURSE CONTENT

<table>
<thead>
<tr>
<th>UNIT- I</th>
<th>Ethics of the Upanisads (Shreya and Preya), Theories of Purusarths (Dharma, Artha, Kama, Moksha)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT- II</td>
<td>Ethics of Buddhism (Eight fold path, Maitri, Karuna, Mudita)</td>
</tr>
<tr>
<td>UNIT- III</td>
<td>Jaina Ethics (Concept of Triratna, Mahavrata, Anuvratas)</td>
</tr>
<tr>
<td>UNIT- IV</td>
<td>Ethics in Bhagavad Gita (Svabhava, svadharma, Niskama karma)</td>
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</tbody>
</table>
Suggested readings:

5. Moitra, S.K, *The Ethics of the Hindus*
7. Hiriyana, M.: *The Indian Conception of Values*
8. Sharma, I.C.: *Ethical Philosophy of India*
9. Dasgupta, Surama: *Development of Moral Philosophy in India*
10. Rajendra Prasad: *Varnadharma and Niskamakarma and Practical Morality*

WESTERN ETHICS (PI-4007)  
Full Mark-50+50  
Credit

Point-04

Objectives:

The course aims at introducing the students to the basic concepts of the area of Ethics in a partly descriptive and partly analytic manner and also to acquaint them with the ethical views of some of the notable thinkers like Plato, Aristotle, Kant and Mill. Finally, it also deals with some theories of Ethical discourse like prescriptivism and Non-Naturalism.

Learning outcomes:

The course will help the students to

- Understand what moral philosophy is and its distinctive approaches.
- Understand the fundamental moral concepts and gain an insight into the development of moral consciousness.
- Understand the major theories of normative ethics including virtue, consequentialism and deontology.
- Comprehend the nature of philosophical engagement with the concept of rights, duties, and justice.
- Examine critically the major theories of punishment such as deterrent, retributive and reformatory theories.
- Analyse the notion of scepticism in the context of development of moral progress.
- Evaluate the development of meta-ethics in the backdrop of logical positivism.
- Understand the distinction between normative theories and meta-ethical theories.
- Develop general skills in interpreting and evaluating ethical arguments.
COURSE CONTENT

Unit – 1 Ethical standards – Hedonism, Regorism and Perfectionism

Unit – 2 Ethical Theories: Consequentialism and Deontology

Unit – 3 Virtue Ethics, Care -ethics, Ethics of Right and Duties

Unit – 4 Meta-ethical Theories: Prescriptivism, Ideal observer’s Theory, Ethical Non-Naturalism

Suggested Readings:
1. WilliamLillie, IntroductiontoEthics, AlliedPublishers
5. Robert B. Zeuschner: Classical Ethics, Acho point books and Media, 2015
6. Frank Scalandrino: Introduction to Ethics, Springer International Publication, 2019
7. Williams, B.O.A. Critique of Utilitarianism
8. Hudson, W.D.: Modern Moral Philosophy, Macmillan
10. Williams, B.O.A.: Morality: An Introduction to Ethics,
11. Scheffler, S: Consequentialism and its Critics,
12. Smart, J.J.C.: Utilitarianism: For and Against,

SYMBOLIC LOGIC

PI-4009
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.

Learning outcomes:
The course in symbolic logic gives a student good intellectual enterprise. It trains the intellect sharply. Foster the critical and analytical capacities along with problem solving skills. Opens up into the world of digital logic and logical gates.

COURSE CONTENT

<table>
<thead>
<tr>
<th>UNIT- I</th>
<th>Logic and Language: Nature of Arguments, Truth and Validity, Argument Forms, Truth-Table. Logical connectives, Symbolization, Propositional Calculus, Truth-Tables</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT- III</td>
<td>Quantification Theory: Symbolization of Singular General and Multiple General Propositions; Proving validity and proving invalidity.</td>
</tr>
<tr>
<td>UNIT- IV</td>
<td>The Logic Of Relations: Symbolization(Relation and Identity), Some attribute of Relations, Identity and Definite Descriptions: Predicate Variables and Attribute Variables.</td>
</tr>
</tbody>
</table>

Suggested readings:

2. Barlingay, S.S.: A modern Introduction to Indian Logic,
3. Copi, I.M.; Introduction to Logic (14th Edition) Prentice Hall Of India

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)

Special Paper – I (TCPE)

TRIBAL CULTURE IN INDIA: TRANSITION AND CHANGE
Course code-TC-4051

Full Mark-50+50
Credit

Point-04

Objectives:
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.

Learning Outcomes-
1. To get familiarized with traditional marriage systems of indigenous people of India
2. To know about the main features of family and classification of tribal family
3. To know about the meaning and types of Kinship in Indian society.
4. To get acquainted with hunting and food Gathering, pastoralism, shifting cultivation animal husbandry and agriculture and peasantry
5. To know about changes in the socio-cultural life of tribals due to the impact of Globalization, westernization, modernization, industrialization

Course Content-
Unit – I
1. Family; Family as an Association, Distinctive Features of Family, Classification of Tribal Family, Functions of Tribal Family
2. Marriage; Concept and Forms of Marriage, Ways of Acquiring Mates, Status of Women in Tribal Society,

Unit-II
1. Kinship: Meaning of Kinship, Types of Kinship , Kinship Usages, Rules of Descent and its Importance
2. 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

**Unit - III**
1. 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
2. Difference Between Religion and Magic

**Unit-IV**
2. Changes in Culture of Tribes; Socio-cultural Process of Change (Globalisation, Westernization, Modernization, Industrialization), Plans, Programs and their Implementation

**Suggested Readings**-


**SECOND SEMESTER**

**RESEARCH METHODOLOGY**

PI-4002

Full Mark-50+50
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. **Learning outcomes:**

This course will develop the students way of thinking and students will gain knowledge about research and the methodologies. It will help students to think research in a qualitative way.

**COURSE CONTENT:**

Unit-I

**Social and Political Research: Meaning, Objectives, Motivating Factors and Types**

**Scientific Method: Characteristics, Steps/Process and Limitations.**

Unit-II
Research Design: Meaning, Components, Identifying and Planning Research, Report Writing

Hypothesis: Meaning, Types, Sources, Formulation and Functions of Hypothesis.

Unit-III

Survey Method: Meaning, Types, Steps and Limitations, Observations, Questionnaire and Interviewing, Sampling: Meaning, Types and Selection of Samples

Unit-IV

Data Analysis: Content Analysis, Report Writing, and Basic Statistical Concepts: Use and Limitations, Frequency and Percentage Distribution

Suggested Readings:

5. Panneer Selvam. R: Research Methodology, PHI Learning Pvt Ltd (2nd ed)

WESTERN METAPHYSICS
PI-4004

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 a priori and a posteriori 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.

Learning outcomes:
It will help the students to understand western metaphysics and the concepts properly and to gain knowledge on different metaphysical concepts developed in western philosophical systems like Reality, Theory of ideas, form and matter, interactionalism, Parallelism, Realism, conceptualism, nominalism etc. After reading this the students will gain the knowledge on the philosophy of Plato, Aristotle, Descartes, Spinoza, Leibniz, Locke, Berkley, Hume etc.

**COURSE CONTENT**

<table>
<thead>
<tr>
<th>UNIT- I</th>
<th>Substance: Plato-Theory of knowledge, Theory of Ideas, Aristotle’s Criticism, Aristotle- Form and Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT- II</td>
<td>Interactionism, Parallelism, Pre-established Harmony</td>
</tr>
<tr>
<td>UNIT- III</td>
<td>Problem of Universal: Realism, Nominalism</td>
</tr>
<tr>
<td>UNIT- IV</td>
<td>Problem of Universal Conceptualism, The doctrine of Family Resemblance</td>
</tr>
</tbody>
</table>

**Suggested readings:**

6. Patrick, G.W.: *An Introduction to Philosophy, George Allen & Unwin Ltd, 1935*

**CONTEMPORARY POLITICAL PHILOSOPHY**

**PI-4006**

Full Mark-50+50
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.

Learning outcomes:

After completing the course, the students could 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.

COURSE CONTENT

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT- I</td>
<td>Liberalism- Its key concepts and different aspects</td>
</tr>
<tr>
<td>UNIT- II</td>
<td>Marxism- Historical Materialism, Class struggle, Alienation</td>
</tr>
<tr>
<td>UNIT- III</td>
<td>Feminism- Liberal, Radical and Eco-feminism</td>
</tr>
<tr>
<td>UNIT- IV</td>
<td>Communitarianism- Post Colonialism, Post Modernism</td>
</tr>
</tbody>
</table>

Suggested readings:

1. Kymlicka, W: *Contemporary Political philosophy*, Oxford University Press, Delhi, 2002
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

12. Green, T.H: *Principles of Political obligation*
15. Quinton Ed. 
16. *Political Philosophy*: Paknston
Objectives:

The objective of the course is to expose the students to the broad contours of the Kantian and the post-Kantian German Philosophy as well as to identify the thread that runs through the philosophical frameworks provided by Kant, Hegel, Bradley, and William James with particular reference to modernity both as a concept and as a phenomenon. The course takes note of the ways their ideas have resonance in the current philosophical thinking.

In this course we study Kant’s Critique of Pure Reason and the works of major thinkers who followed in the century after it: in particular, Hegel, Bradley, William James and A.J. Ayre. Themes include freedom, reality, and morality. Besides Kant’s first Critique, set readings include substantial extracts from Hegel’s Phenomenology of Spirit and Ayre’s logical positivism.

Learning outcomes:

The aim of this course is to develop students’ skills in the interpretation, analysis, and evaluation of key texts, questions and debates in eighteenth and nineteenth century German philosophy. Promote students’ ability to categorize, elaborate, and compare, the chief Kantian and post-Kantian approaches to questions about freedom, reality, and morality. It enables students to form and defend their own estimates of the merits of alternative positions in these areas.

COURSE CONTENT

<table>
<thead>
<tr>
<th>UNIT- I</th>
<th>Hegel- Dialectics, Absolute</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT- II</td>
<td>Bradley- Appearance and Reality</td>
</tr>
<tr>
<td>UNIT- III</td>
<td>Pragmatism: Concept of Truth (William James)</td>
</tr>
<tr>
<td>UNIT- IV</td>
<td>Logical Positivism: Elimination of Metaphysics, Principle of Verifiability</td>
</tr>
</tbody>
</table>

Suggested readings:

1. Stace, W.T: Philosophy of Hegel, Macmillan
2. Dutta, D.M: Chief Currents of Contemporary Philosophy, University of Calcutta
5. Bradley, F.H: Appearance and Reality
PHILOSOPHY OF WORLD RELIGION
PI-4010

Objectives:
The main objective of this course is to make objectivity with respect to religions more clear and concern about God, Soul, Life etc. To introduce philosophical discussion about religion. To explore the arguments for and against the existence of God, the core notion of religion. To throw light on the nature of religious language.

Learning outcomes:
This course will help students to understand the rational aspect of various religions and roles of human life. It develops the students outlooks of equality and respect for religions and also in their behavior. It will make the students familiar with the basic tenets of some major religions across and enlighten them about the concepts of religious pluralism, inter-religious dialogue and possibility of universal religion.

COURSE CONTENT

<table>
<thead>
<tr>
<th>UNIT- I</th>
<th>Hinduism: The basic tenets of Hinduism, Jainism- Mahavira -Concept Of God, Soul, Moksha, Ethics</th>
</tr>
</thead>
</table>
| UNIT- II    | Buddhism- Four Noble Truths, No-Soul Theory
             | Doctrine of momentariness, Nirvana                                                            |
| UNIT- III   | Judaism - Torah, Concept of God, Jewish Ethics, Belief in after life.
             | Christianity- Jesus, Core beliefs, Bible, Eschatology, Free will                             |
| UNIT- IV    | Islam- Prophet Muhammad, Quran Article of faith, Pillars of Faith                             |

Suggested readings:
3. R. Puligandla, *Fundamentals of Indian Philosophy*(NY)
4. David Kalupahna (ed), *Buddhist Thought and Rituals*(NY)
5. Fazlur, Rahman - *Islam*, NY
6. Jeffery, Arthur(Ed) *Islam: Muhammad and His Religion*
7. Joseph Ratzinger - *Introduction to Christianity*- Sanfrancisc
8. Radhakrishnan ,S :*ReligioninaChangingWorld*
9. William James :*VarietiesofReligious Experience*
11. Mohanty, Aditya Kumar: *Comparative Religion: Concept and issues*, DSA, UU, Bhubaneswar

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**Special Paper –II (TCPE)**

**WORLD VIEW AMONG THE TRIBALS**

**Course code-(TC-4052)**

**Full Mark-50+50**

**Credit**

**Point-04**

**Objectives-**

This paper will offer an opportunity to the students to understand the philosophic world view among the tribals. The paper will help to the students to know the traditional belief systems practised by the tribal people of the different states of India. It also helps the students to know about the description and understanding of tribal world as well as tribal myths and philosophy.

**Learning Outcomes-**

1. To get familiarized with general characteristic features geographical and demographic distribution of tribal people of the world.
2. To know about the way of life and ethical living of the tribals.
3. To know with regard to the rites and rituals, traditions and myths, omens & wisdoms of the tribals.
4. To get acquainted with the belief system of the tribals.
Course Content

Unit-I : Tribes and Tribal people
   General characteristics, geographical and demographic distribution,
   Evolution of concepts: Tribe, Adivasi, the indigenous and autochthonous, the Scheduled tribes
   from historical, social and political perspectives
   The tribal way of life and ethical living

Unit –II: Tribal Hermeneutics and Epistemology
   Tribal in relation to nature, human beings, the universe, the supreme being and mysteries and realities
   Rites and rituals, traditions and myths, proverbs, riddles, omens & wisdoms
   Belief system- supreme being, sense of sacred and non sacred, Deities and spirits and the universe, benevolent and malevolent spirits; totem, myths and omen

Unit-III: The Tribal Worldview
   Description and understanding of Tribal world
   Creation, time-space, unity-harmony and balance
   Norms, values and worldview

Unit-IV: Tribal Myths and Philosophy
   Meaning of myth
   Relation between myth and philosophy
   Interpretation and analysis of myth

Suggested Readings-
Special Paper –III (TCPE)
TRIBAL ART OF INDIA

Course code-(TC-4054)

Full Mark-50+50
Credit Point-04

Objectives:
This paper will expose the students to acquaint with their cultural life through the Art, music, and performing art of the tribal people of India. It will also provide some ideas to the students with regard to different types of tribal festivals and dances in India.

Learning Outcomes-
1. To get familiarized with the forms of Indian tribal art.
2. To know about the material culture of indigenous peoples of India through their visual art.
3. To know about the different types of Tribal Paintings of India.
4. To get acquainted with Indian Tribal Music and instruments
5. To know about tribal dance forms of different states of India.
6. To gain knowledge about the traditional Tribal festivals of India.

Course Content-

Unit - I
1. Meaning of tribal Art, Introduction to tribal Visual and Performing Arts in India
2. Forms of Indian Tribal Arts, Tribal Art and History

Unit – II
1. Tribal Paintings of India
2. Tribal Paintings in Odisha- Saura, Gond, Santals, Juanga, Dongaria Kondha, Bonda, Paraja, Oran, Kisan, etc

Unit - III
1. Tribal Music: Vocal and Instruments
2. Indian Tribal Musical Instruments, Instruments of Santal, Saora, Kondh, Paraja Tribe of Undivided Koraput, Oraon & Kisan of Odisha

Unit - IV
1. Tribal Performing art; Tribal Dance Forms, Tribal Dances of Odisha: Santal, Saura, Kondha, Paraja, Kisan & Oraon
2. Tribal Festivals- Types of Tribal Festivals in India: Tribal Festivals of North Eastern parts of India, Tribal Festivals of Odisha
3. Tribal Museum Organizations for Promoting Tribal Arts.

Suggested Readings-
9. Prakash, Om , Cultural History of India , New Age International Publishers Pvt., Delhi.

11. Charu Smita, Gupta, Indian Folk and Tribal Paintings, Roli Books Pvt Ltd,


THIRD SEMESTER

LINGUISTIC AND CONCEPTUAL ANALYSIS

PI-5001

Full Mark-50+50
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.

Learning outcomes:

It gives a training on understanding the function and limitations of language in its logical and natural expressions.
It helps the student to identify the possible troubles that may arise due to the mistaken use of language and logical arguments.
Helps the students to see how proper use of language helps to come out of a good number of puzzles.
Understand the philosophies of Russell, Strawson, Wittgenstein.
Analyse the contributions of Ryle, Austin, Quine, and Moor’s linguistic philosophy.

COURSE CONTENT

<table>
<thead>
<tr>
<th>UNIT- I</th>
<th>Essay 1- B. Russell “Description”</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT- II</td>
<td>Essay 4- G E Moore ‘A Defense of Common Sense’</td>
</tr>
</tbody>
</table>
Suggested readings:

   *Analytic philosophy*
6. Quine, W. V.: *Word and Objects*
7. Pradhan, R. C.: *Recent Developments in Analytic Philosophy*
8. Avrum Stroll: *Analytic Philosophy*
9. Dummett: * Origins of Analytic Philosophy*

**PHILOSOPHY OF BHIMA BHOI AND MAHIMA DHARMA**

**PI-5003 Full Mark-50+50**

**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.

**Learning outcomes:**

It will sensitize the students to the evils of dogmatism, ritualism, cast system and fundamentalism. This will inspire them to be good human beings enriched with love, with a sense of commitment for the uplift of the downtrodden classes in the human society, environment and non-human beings. It will also inspire students to think more positive and constructive way. It will develop students values indirectly it will also help for our society.

**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.

Suggested readings:
1. Das Chittaranjan( O) *Odishara Mahima Dharma*
3. Natth Satrughna, *Mahima Dharma Dharana*
5. Pattnaik T. : *Sunya as God*, D.K. Print World(New Delhi)

MASSIVE OPEN ONLINE COURSES(MOOCS)
PAPER CODE- MO-5021

(Choose any one course from the following sources)
NPTELOnline Courses
URL: [https://ntpe.ac.in/course.html](https://ntpe.ac.in/course.html)

Swayam Courses
URL: [https://swayam.gov.in/explorer](https://swayam.gov.in/explorer)

MOO Courses
URL:[https:www.mooc.org/#course](https://www.mooc.org/#course)- categories

KIIT LMS
URL: https:..........................
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 methods of analysis and synthesis and richness embedded in text and tradition.

Learning outcomes:
. After reading this the students will be able to know the real knowledge. The course will help the students to develop and modify personality. To realize the significance of spirituality in their life. To understand the need for critical thinking. To provide a healthy platform to have a right attitude towards life.

COURSE CONTENT

<table>
<thead>
<tr>
<th>UNIT- I</th>
<th>Ontological stands of the Upanisads: Brahman, Atman, The Status of the world Epistemology in the Upanisads: Vidya and Avidya, Para vidya and Aparavidya</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT- II</td>
<td>Katha Upanisad: (Chapter 1 &amp; 2) Yama’s three boons to Nachiketa, Difference between preferable and pleasurable, The nature of self</td>
</tr>
<tr>
<td>UNIT- III</td>
<td>Katha Upanisad: (Chapter 3 &amp; 4) The analogy of chariot, The sign of a discriminated person, self is the enjoyer and it’s existence in heart</td>
</tr>
<tr>
<td>UNIT- IV</td>
<td>Katha Upanisad: (Chapter 5 &amp; 6) Secret of the eternal Brahman, The highest state, The way of attaining immortality</td>
</tr>
</tbody>
</table>

Suggested readings:

Group-B(SEP-1)
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 evaluate Wittgenstein’s contribution to modern philosophy.

Learning outcomes:

This paper will give a training on understanding the function and limitations of language in its logical and natural expressions.

It will help the students to identify the possible troubles that may arise due to the mistaken use of language and logical argumentations.

It will help the students to see how proper use of language helps to come out of a good number of puzzles.

COURSE CONTENT

<table>
<thead>
<tr>
<th>UNIT- I</th>
<th>World, The basis of world</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT- II</td>
<td>Atomic Facts, Objects and their status in the world</td>
</tr>
<tr>
<td>UNIT- III</td>
<td>Elementary propositions and names</td>
</tr>
<tr>
<td>UNIT- IV</td>
<td>Logical Atomism</td>
</tr>
</tbody>
</table>

Suggested readings:

4. Wittgenstein, L: *Note Books*,

SEP (Subject Elective Paper) Choose any one
Group-A (SEP-II)

ENVIRONMENTAL ETHICS
PI-5035

Full Mark-50+50
Credit Point-04

Objectives:

This course will familiarize students with the content and the process within ethical decision-making concerning the natural and social environment. This course will introduce students to the main ethical theories pertaining to the environment and include introduction to Anthropocentric, bio-centric and eco-centric viewpoints. This course will provide case studies to assist build student understanding of how world views and ethical considerations influence and moral concern about nature and develop environmental management.

Learning outcomes:

The students will able to understand ethical concerns of ecological crisis through an examination of major theories like anthropocentrism, deep ecology, land ethics. Comprehending the ethical issues related to Information technology. It will help to critique the basic ethical systems and identify the min life situations.
COURSE CONTENT

<table>
<thead>
<tr>
<th>UNIT-I</th>
<th>Environmental Ethics: Nature &amp; Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT-II</td>
<td>Intrinsic Value &amp; Intrinsic Value &amp; Instrumental Value. Anthropocentrism, Bio-Centrism</td>
</tr>
<tr>
<td>UNIT-III</td>
<td>Land Ethics, Eco-Centrism</td>
</tr>
<tr>
<td>UNIT-IV</td>
<td>Environmental Responsibility: Role of Ethics and Science to protect environment</td>
</tr>
</tbody>
</table>

Suggested readings:

2. N. Bhuiya: *Environment from Different Perspectives*, (2021), Rohini Nandan, Kolkata

GROUP-B(SEP-II)

GANDHIAN PHILOSOPHY(PI-5037)

Full Mark-50+50
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 extent in reducing their abstractness.
Gandhiemphasizes the ultimacy of spiritual values and demonstrates that the root of these values lies in the development of a renewed sense of quest for Truth through Morality and Non-Violence. Gandhian social philosophy creates an awareness of the existential conditions of life and the 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 proper development of humanity and how it can be achieved through peaceful methods.

**Learning outcomes:**

The students will be able to know about Gandhian concept of Ahimsa, God, Truth and Untouchability. This Course Provides a detailed analysis of simple living, struggle for truth and principle of non-violence practiced and propagated by Mahatma Gandhi and provide an overview of various peace initiatives in the world and by narrating the initiatives based on Gandhian ideals. It helps students understanding how Gandhi’s ideally have global relevance.

**COURSE CONTENT**

<table>
<thead>
<tr>
<th>UNIT</th>
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</thead>
<tbody>
<tr>
<td>UNIT-I</td>
<td>Non-violence (Ahimsa), God &amp; Truth, Means &amp; Ends</td>
</tr>
<tr>
<td>UNIT-II</td>
<td>Political &amp; Economic Philosophy: Swaraj, Sarvodaya &amp; Trusteeship</td>
</tr>
<tr>
<td>UNIT-III</td>
<td>Spiritual Humanism, Critique Of Modern Civilization</td>
</tr>
<tr>
<td>UNIT-IV</td>
<td>Ideal Society: Untouchability, Sectarianism</td>
</tr>
</tbody>
</table>

**Suggested readings:**

5. T.S. Devotess, *Sarvodaya & Political Sovereignty*, University of Madras
Special Paper -IV(TCPE)
TRIBAL MOVEMENTS IN INDIA WITH SPECIAL REFERENCE TO ODISHA
TC-5051

Full Mark-50+50
Credit Point-04

Objectives:
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.

Learning Outcomes-
1. To get familiarized with characteristics, stages and classification of tribal movements of
   India.
2. To know about Munda uprising, Kol insurrection, Santal rebellion; Rampa uprising and
   Bhagat movements of India.
3. To know about the basic themes of Naga movement, Khasi movement, Bodo movement and
   Jharkhand movement
4. To get acquainted with the features of the Ol-Chiki movement, Chipko movement, Save silent
   valley movement, Devi movement of Gujurat, Kandha and Bhuyan uprisings of Odisha.
5. To know about 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, Rebellions 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

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

Suggested Readings-

3. Sumit Sarkar, Modern India (1885 - 1947), Mac Millam, Delhi, First Published 1983.

### SPECIAL PAPER

**THEME BASED MOVIES AND MUSEUM VISIT**

**TC-5053**

Full Mark-50+50
Credit Point-04

**Objectives and Learning outcomes:**
The students will get knowledge directly from their experience by visiting the museums and by watching the theme based movies. So they can apply it in their day to day activities.

### Internship

**TC-5081**

Full Mark-50
Credit Point-02
FOURTH SEMESTER

Existentialism and Phenomenology
PI-5002

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.

Learning outcomes:
This paper will enrich the knowledge about the key concepts of existentialism and phenomenology. Hence there is an effort here to make the students know the basics of these traditions so that they can make an in-depth study of the same at a higher level. Understand the basis and concept of Phenomenology. Student will acquainted with the issues and the concepts within this paper and it will also helps student to do higher research by taking up the concepts which are there in this paper.
COURSE CONTENT

<table>
<thead>
<tr>
<th>UNIT-I</th>
<th>Salient Features Of Phenomenology Husserl’s View- Intentionality, Phenomenological Method- Noema, Noesis, Noemata, Epoche( Bracketing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT-II</td>
<td>Husserl on Life- World( Lebenswelt), Subjectivity</td>
</tr>
<tr>
<td>UNIT-III</td>
<td>G.P. Satre: Existence and Essence, Being, Nothingness</td>
</tr>
<tr>
<td>UNIT-IV</td>
<td>Satre’s notion of Freedom, Views on Humanism</td>
</tr>
</tbody>
</table>

Suggested readings:

SEP (Subject Elective Paper) Choose any one
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 Brahmasutras. 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.

Learning outcomes:

It will help the students to understand the peculiarity of the school of Advaita Vedanta. Understand the ancient methodology of criticism. Understand the reality of life. Comprehend the literary style of Advaita Vedanta. It will help students to know about the concepts more clearly. The course will help the students to know the main features of the meta philosophical position of classical text. It will give an insight classical methods of analysis and synthesis and richness embedded in text and tradition.

COURSE CONTENT

<table>
<thead>
<tr>
<th>UNIT- I</th>
<th>Adhyasa: The nature of superimposition, Maya and Avidya</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT- II</td>
<td>Brahmasutra: SamkaraBhasya, Part I, Chapter I: Sutras 1 to 4: Deliberation of Brahman, Origin of the world, Scriptures as source of Knowledge</td>
</tr>
<tr>
<td>UNIT- III</td>
<td>Brahmasutra: SamkaraBhasya: Part II, Chapter II: Sutras 1 to 17: Samkhya view Refuted, Refutation of Vaisesika objection, Atoms are not the cause of Universe</td>
</tr>
<tr>
<td>UNIT- IV</td>
<td>Brahmasutra: 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.</td>
</tr>
</tbody>
</table>

Suggested readings:

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

**GROUP-B(SEP-III)**

**PHILOSOPHY OF WITTGENSTEIN (PHILOSOPHICAL INVESTIGATION)**

**PHI-5034**

**Full Mark-50+50**

**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.

**Learning outcomes:**
This paper will give a training on understanding the function and limitations of language in its logical and natural expressions. It will help the student to identify the possible troubles that may arise due to the mistaken use of language and logical argumentations. It will help the students to see how proper use of language helps to come out of a good number of puzzles.

**COURSE CONTENT**

<table>
<thead>
<tr>
<th>UNIT- I</th>
<th>Rejection of Logical Atomism</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT- II</td>
<td>Nature of Philosophical Puzzlement.</td>
</tr>
<tr>
<td>UNIT- III</td>
<td>Causes of philosophical Puzzlement- Craving for Unity &amp; picture Thinking.</td>
</tr>
</tbody>
</table>
UNIT- IV | Grammatical Form and Logical Form, Language Game

Suggested readings:

3. Max Black :*A Companion to Wittgenstein’s Tractatus*.
5. L Wittgenstein.: *Note Books*,


Subject Elective-IV

SEP(Subject Elective Paper) Choose any one
PHILOSOPHY OF AUROBINDO
PHI-5036

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.

Learning outcomes:
It will help students to know about Aurobindo’s philosophy
It will also help to know the concept of Reality, world and Maya.
The students will gain the knowledge on Indian value and culture.
The students will gain the knowledge on Integral Education.

COURSE CONTENT

<table>
<thead>
<tr>
<th>UNIT- I</th>
<th>Concept of Reality: Satchidananda, Integral Monism, World &amp; Maya</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT- II</td>
<td>Philosophy of Evolution, Evolution &amp; Involution, Theory Of Lila(Play)</td>
</tr>
<tr>
<td></td>
<td>Goal of Evolution: Supramental Consciousness</td>
</tr>
<tr>
<td>UNIT- III</td>
<td>Sri Aurobindo on Man &amp; Society</td>
</tr>
<tr>
<td></td>
<td>Indian Value &amp; Culture</td>
</tr>
<tr>
<td>UNIT- IV</td>
<td>Integral Education/National Education</td>
</tr>
<tr>
<td></td>
<td>Integral Yoga, Vision of Human Unity</td>
</tr>
</tbody>
</table>

Suggested readings:

4. Lal, B.K.: Contemporary Indian Philosophy, Motilal Banarasi Dass, New Delhi
5. Goshi, V.C.: Sri Aurobindo: The Prophet Of Life divine
6. Chaudhury, Haritan - Sri Aurobindo: The Prophet of Life Divine
8. Sahoo, H (ed)- Contemporary Indian philosophy
GROUP-B (SEP-IV)

SOCIAL PHILOSOPHY

Paper code-PI-5038

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.

Learning outcomes:

After the completion of the course the students will be able to gain knowledge on:
Nature and Scope of Social Philosophy
Fundamental concepts of social life,
Social Institutions

COURSE CONTENT

<table>
<thead>
<tr>
<th>UNIT- I</th>
<th>Nature and Scope of Social Philosophy -</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social Philosophy and Sociology – Social Philosophy and Ethics.</td>
</tr>
<tr>
<td>UNIT- II</td>
<td>Fundamental concepts of social life : Community, Association, Institution ,Society</td>
</tr>
<tr>
<td>UNIT- III</td>
<td>Social Institutions:</td>
</tr>
<tr>
<td></td>
<td>a) Marriage andFamily</td>
</tr>
<tr>
<td></td>
<td>b) EducationalInstitutions</td>
</tr>
</tbody>
</table>
| 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 |

**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*

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**Special Paper-V (TCPE)**  
**TRIBAL ECO SPIRITUALISM**  
**Paper code-(TC-5052 )**  
**Full Mark-50+50**
Objectives:
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.

Learning Outcomes-
1. To acquaint the students with components of nature, different aspects of nature, pattern of traditional worship among the tribal people of India.
2. To know the role of seers in ancient India to preserve the environment.
3. It will be helpful for the students to gain the knowledge about the influence of nature on Tribal people’s life structure.
4. Students will know the commitment of tribals for preservation of nature and their love for forest conservation.

Course Content-

Unit - I

Unit-II
1. Concept of Nature as described in the Dravidian Culture, the Ramayana, the Mahabharata, Jainism and Buddhism.

Unit – III
1. The Traditions of Tribal Nature Worship; Tribal Attitude to Forest, Tribal Attitude to Water, Tribal Attitude to God, Tribal 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.

Suggested Readings-
3. Satapathy, Prof Harekrishna, *History of Sanskrit Literature*, Publisher-Kitab Mahal; Cuttack-3


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Open Elective(For other course students)

**PRACTICAL ETHICS**

**PHI-5040**

**Full Mark-50+50**

**Credit Point-04**

**Objectives:**

To introduce the nature and scope of ethics, not a theoretical one but ethics when applied to practical fields to resolve moral dilemmas. To distinguish ideas such as killing and suicide also bringing in the context of animal killing. To discuss about the morality of existing two extremes, poverty and affluence in the same country. To justify war and violence, incorporating terrorism to check whether it is moral or not. To illustrate human rights. Its nature and its worth. To introduce Ethics of Care, a branch of Feminist Ethics. To respect the value of those lives beyond sentient beings, elaborating the notions of Deep ecology and concepts of Kinship Ethics in this context. It will aware students about the major draw backs which are present in our society and how it can be removable.

**Learning outcomes:**

After complete the course the students will be able to Understand the nature of application in traditional ethics.
Understand the necessity of codes of conduct essential to Professionalism.
Comprehend the major bioethical issues related to human life, death, and health.
Perceive the ethical consequence of technological interventions in human health.
Critically evaluating gender conceptions in moral consciousness.
Understanding ethical concerns of ecological crisis through an examination of major theories like anthropocentrism, deep ecology, land ethics.
Comprehending the ethical issues related to information technology.
To critique the basic ethical systems and identify them in life situations.

COURSE CONTENT

<table>
<thead>
<tr>
<th>UNIT- I</th>
<th>What is Practical Ethics? Three-tiers of ethics: Normative, Meta-ethics and practical ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT- II</td>
<td>Bio-medical Ethics: Issues, Doctor-patient relationship, Euthanasia</td>
</tr>
<tr>
<td>UNIT- III</td>
<td>Environmental Ethics: Anthropocentrism, Bio-centrism, Holistic approach-Land ethics</td>
</tr>
<tr>
<td>UNIT- IV</td>
<td>Business Ethics: Corporate social responsibility (CSR), Moral behaviour</td>
</tr>
</tbody>
</table>

Suggested readings:

1. Satyanarayan, Y.V: Practical Ethics
2. Holms, Rölston(III)(Ed), Environmental Ethics
4. Appelbaum, S&Lawton, S.V: Ethics and the Professions (ed),
5. Patnaik, T: Issues in Practical Ethics (ed),
6. Sahoo, H: An Introduction to Practical Ethics
7. Jagdev Jayanti: Bio-medical Ethics

Field work and Dissertation

TC-5092
Full Mark-200
Fieldwork: Each student shall have to undergo training for learning and use of different techniques of scientific data collection during 15 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 and external examiners on the basis of his/her dissertation, seminar presentation and viva voce. Evaluation pattern will be 50 marks for dissertation, 20 marks for presentation and 30 marks for viva voce.

Non-credit courses

IT Skills and Data Analytic

Course Code: Credit-0

Learning Objectives:

The objective of this course is to provide an understanding of computers, computer operating system, and application of relevant software in managerial decision making.

Learning Outcomes:

It shall educate the student for equipping to communicate through net working for exchange of information for decision making.

Pedagogy: Practical

Course Inputs:

UNIT-I


UNIT-II

UNIT-III

UNIT-IV
Internet and Its Applications : Concept of Internet; Applications of Internet; connecting to internet; What is ISP; Knowing the Internet; Basics of internet connectivity related troubleshooting, World Wide Web; Web Browsing software, Search Engines; Understanding URL; Domain name; IP Address; Using e-governance website 6. Communications and collaboration: Basics of electronic mail; Getting an email account; Sending and receiving emails; Accessing sent emails; Using Emails; Document collaboration; Instant Messaging; Netiquettes.

UNIT-V
E-Commerce : Definition, e-commerce and its type with benefits, e-business websites and their silent features and Social impacts, e-business challenges

Usage and application of information systems: Information systems in business, information technology infrastructure, information systems and their relationship with organizations, information systems for business operations, information systems for managerial decision making, information systems for strategic advantage, enterprise wide applications, information systems building and management, and managing change.
Text Book Recommended:

1. Pelin Aksoy, Laura DeNardis, Information Technology in Theory

Course Title: Communicative English Course Code: CE

Learning objectives:

It will foster in the participants the concepts and ideas on the written and oral communication for coordinating individuals, organizations and global platforms for business transactions.

Learning outcomes:

It shall instill the sentiments of business of profit in the students and encourage for enabling transactions in different levels across the rungs. Communication being the key shall cooperate for interpersonal relations of tribals with market forces.

Pedagogy: Lectures, Personal Interview, Assignments, Group discussion, Projects and Seminars

Course Inputs:

UNIT-I INTRODUCTION: Definition, Parts and Process of Communication, Modes & Methods (Verbal / Non-verbal), Barriers, E-Correspondence


UNIT-IV Group Discussion, Types of GD, Principles and Objectives of GD, Skills and Sub-skills of GD
UNIT-V  

Interview Skills: Formal and informal interviews - ambience and polemics - interviewing in different settings and for different purposes e.g. eliciting and giving information, recruiting, performance appraisal

Writing Cover Letter, Resume writing Role Play, Mock Presentations,

Text Book Recommended:

2. Language, Literature and Creativity, Orient Blackswan, 2013
4. John Sealy, Oxford Guide to Writing and Speaking, OUP
5. Bovee et al: Business communication Today Pearson Education

11. Cliffs Test Prep for GRE and TOEFL computer Based Test, IDG Books. India

Value-Added Course

Social Reforms through Education: Ideas of Gopabandhu Das

Objectives:

Gopabandhu Das popularly known as Utkalamani was the architect of modern Odisha a true nationalist, the savior of the downtrodden, and eminent patriotic poet and great social activist. He was a significant educational thinker of modern India like Gandhi, Tagore and Sri Aurobindo he had given many new dimension of education in his writings and founded Satyabadi school in the ancient Gurukul pattern for
implementation of his ideas. Gopabandhu’s educational thoughts are the reflection of his general philosophical ideas. His educational system was based upon the pillar of the ancient Indian system fostering universal humanity, self patriotism and fearlessness, building of character, righteousness and devotion.

**Learning outcomes:**

After attending the course the students are expected to learn impact of Gandhi on the National movement in Odisha, Gopabandhu’s humanist values and ideas of social progress.

**Course contents:**

**Unit-I**

Life and literary works, journalism of Gopabandhu Das, his views for downtrodden class and spiritual humanism.

**Unit-II**

Educational thoughts of Gopabandhu Das, role in freedom movement in India and political activities.

**Suggested Readings:**

2. Das, Sriram Chandra; Gopabandhu Das, National Book Trust, India, New Delhi.
3. Panda, Basant Kumar : Gopabandhu Das thoughts on education, (Ed) Siksha Sandhan, Bhubaneswar, 2021
6. Mohanty Gopinath: Utkalamani, Frends publishers, Cuttack, 2018
7. Mishra Subhas Chandra: Utkalamani Gopabandhu, Gopabandhu Sahitya Mandira, Cuttack, 2019
8. Satapathy Nityananda; Hey Sathi Hey Sarathi, Granth Mandir, Cuttack, 2014