

**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**



KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)

Deemed to be University, Bhubaneswar, Odisha (India)

M.A. Philosophy Syllabus (Academic Session: 2021-2023)

**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 greatseers, 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 orWestern. 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 animallife. 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 :

Qualification	Grade	Score on 100	Point
Outstanding	O	90 to 100	10
Excellent	E	80 to 89	9
Very Good	A	70 to 79	8
Good	B	60 to 69	7
Fair	C	50 to 59	6
Below average	D	40 to 49	5
Failed	F	Below 40	2

2. **Credit Point** = CREDIT X POINT for each course item.
3. **CREDIT INDEX (CI)** = \sum CREDIT POINT of all course items in a semester.
4. **Semester Grade Point Average : SGPA** = CI / \sum CREDITS (for a semester)
5. **Cumulative Grade Point Average : CGPA** = $[\sum CI \text{ of all previous semesters up to current semester}] / [\sum \text{Credits of all previous semesters up to current semester}]$

Non-Credit Papers-

IT-	IT Skills and Data Analytic
CE-	Communicative English
CO-	Career Orientation and Skill Development-I
CO-	Career Orientation and Skill Development-II

Value Added Course-

Paper-Social Reforms through Education: Ideas of Gopabandhu Das

Credit-0



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

Paper Code	Paper Name	Marks	Weekly Contact			Credit
			L	T	P	
PI- 4001	Indian Epistemology	100	3	1	0	4
PI- 4003	Indian Metaphysics	100	3	1	0	4
PI- 4005	Indian Ethics	100	3	1	0	4
PI- 4007	Western ethics	100	3	1	0	4
PI-4009	Symbolic logic	100	3	1	0	4
Paper-I	Special Paper –I Tribal Culture, Philosophy and Eco-spiritualism (TCPE)					

TC-4051	Tribal Culture in India : Transition and Change	100	3	1	0	4
Total						24

SECOND SEMESTER

Paper Code	Paper Name	Marks	Weekly Contact			Credit
			L	T	P	
PI- 4002	Research Methodology	100	3	1	0	4
PI- 4004	Western Metaphysics	100	3	1	0	4
PI- 4006	Contemporary Political Philosophy	100	3	1	0	4
PI- 4008	Post-Kantian and Contemporary Philosophy	100	3	1	0	4
PI- 4010	Philosophy of world religions	100	3	1	0	4
Paper-II	Special Paper –II Tribal Culture, Philosophy and Eco-spiritualism (TCPE)					
TC-4052	World View Among the Tribals	100	3	1	0	4
Paper-III	Special Paper –III Tribal Culture, Philosophy and Eco-spiritualism (TCPE)					
TC-4054	Tribal Art of India	100	3	1	0	4
Total						28

THIRD SEMESTER

Paper Code	Paper Name	Marks	Weekly Contact			Credit
			L	T	P	
PI-5001	Linguistic and Conceptual Analysis	100	3	1	0	4
PI-5003	Philosophy of Bhima Bhoi and Mahima Dhrama	100	3	1	0	4
TC-5021	Massive Open Online Courses(MOOCs) (Choose any one course from the following sources) NPTELOnline Courses URL: https://ntpe.ac.in/course.html Swayam Courses URL: https://swayam.gov.in/explorer MOO Courses URL:https://www.mooc.org/#course-categories KIIT LMS URL: https:.....	50	0	2	0	2
Subject Elective Paper-I	SEP(Subject Elective Paper) Choose any one					
PI-5031 (SEP -I)	Group-A Philosophy of The Upanisads	100	3	1	0	4
	Group-B Philosophy of Wittgenstein(TLP)	100	3	1	0	4
Subject Elective Paper-II	SEP(Subject Elective Paper) Choose any one					

PI-5033 (SEP -II)	Group-A Environmental Ethics	100	3	1	0	4
	Group-B Gandhian Philosophy	100	3	1	0	4
Paper-IV	Special Paper –IV Tribal Culture, Philosophy and Eco-spiritualism (TCPE)					
TC -5051	Tribal Movements in India with Special Reference to Odisha	100	3	1	0	4
Paper-V	Special Paper –V Tribal Culture, Philosophy and Eco-spiritualism (TCPE)					
TC -5053	Theme Based Movies and musium visit	100	3	1	0	4
TC-5081	Internship	50	0	0	4	2
TC-5083	Students Innovative Presentation	50	0	2	0	2
Total						30

FOURTH SEMESTER

Paper Code	Paper Name	Marks	Weekly Contact			Credit
			L	T	P	
PI-5002	Existentialism and Phenomenology	100	3	1	0	4
Subject Elective Paper-III	SEP(Subject Elective Paper) Choose any one					

PI-5032 (SEP -III)	Group-A Advaita Vedanta	100	3	1	0	4
	Group-B Philosophy of Wittgenstein(PI)	100	3	1	0	4
Subject Elective Paper-IV	SEP (Subject Elective Paper) Choose any one					
PI-5034 (SEP-IV)	Group-A Philosophy of Aurobindo	100	3	1	0	4
	Group-B Social Philosophy	100	3	1	0	4
PI-5092	Field Works and Dissertation		0	0	16	8
Paper-VI Code:	Special Paper-VI Tribal Culture, Philosophy and Eco-spiritualism (TCPE)					
TC -5052	Tribal Eco-Spiritualism	100	3	1	0	4
PI-5036	(Open Elective Paper) Practical Ethics	100	3	1	0	4
PI-	Value-Added Course Social Reforms through Education : Ideas of Gopabandhu Das	100	0	0	0	0
Total						28

Grand Total Credit= 110

- **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 educationthroughinteractivetrainingmethodology.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 developandmodifypersonality.Torealize 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 aright attitude towards life .To develop a transferable skill of evaluatingargumentsfor and against other philosophical positions.

COURSE CONTENT

UNIT- I	Pramana – Pratyaksa-Definition, Classification, Modes of perception
UNIT- II	Anumana-Definition,Constituents,Grounds ,Classification,Fallacies
UNIT- III	Sabda, Upamana, Arthapatti, Anupalabdhi

UNIT- IV	SvatahPramanya and ParatahPramanya
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Suggested readings:

- 1.Chatterjee, S.C. & D.M. Datta (1984), *An Introduction to Indian Philosophy*, reprint, University of Calcutta.
- 2.Dasgupta, S.N. (2004), *A History of Indian Philosophy*, vol. 1, Delhi, MotilalBanarasidass Publishers, Pvt. Ltd.
- 3.Hiriyana, M: (1951), *Outlines of Indian Philosophy*, London: Allen &Unwin
- 4.Sharma, C.D(1984) *A Critical Survey of Indian Philosophy*, Motilal Banarasidas, New Delhi
- 5.Datta, D.M (1950) :*The Six Ways of Knowing*, Calcutta University
6. Chatterjee ,S.C.:*The Nyaya Theory of Knowledge*, Calcutta University
- 7.Sen, Debabrata:*The Concept of Knowledge*,
8. Nanda, Swami Satprakasa,:*Methods of Knowledge*
- 9.Rao ,Srinibas:*Perceptual Error: The Indian Theories*,
- 10.Jwala Prasad:*History of Indian Epistemology*,
- 11.Kar,B :*Theory of Error*,

**INDIAN METAPHYSICS
PI-4003**

**Full Mark-50+50
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 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

UNIT- I	Development of the philosophic thought in the Upanisads, 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

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 Banarasi Das 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. Mahanty, 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* ,

INDIAN ETHICS

PI-4005

**Full Mark-50+50
Credit**

Point-04

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

UNIT- I	Ethics of the Upanisads (Shreya and Preya), Theories of Purusarths (Dharma, Artha, Kama, Moksha.
UNIT- II	Ethics of Buddhism (Eight fold path, Maitri, Karuna, Mudita)
UNIT- III	Jaina Ethics (Concept of Triratna, Mahavratas, Anu vratas)
UNIT- IV	Ethics in Bhagavad Gita (Svabhava, svadharma, Niskama karma)

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Suggested readings:

1. . Dasgupta, S.N: *A History Of Philosophy*; Motilal Banarasidas Publishers Pvt. Delhi (1975)
2. 8.Robrrt.B Zeuschner: *Classical Ethics :East and West*,Acho point books and Media,2015
3. Rangannath, Shyam: *Ethics and The history of Indian philosophy*,Motilal publication,2007.
4. N.C.Padhi and S.C.Panigrahi : *Ethics: Western and Eastern*, Santosh Publication,Cuttack
5. Moitra, S.K ,*The Ethics of the Hindus*
6. Sinha,J :*A Manual of Ethics*,Central ,1984
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. :*Varnadharm and Niskamakarma and Practical Morality*,
- 11.Sahoo,H(ed).*Ethics: Theory and practice* ,Kalyani publishers

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 concepts of rights, duties and justice.

Examine critically the major theories of punishment such as

deterrent, retributive and reformative theories.

Analyse the notions of retributive and distributive justice.

Understand 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
2. Hudson,*W.D.:New Studies in Ethics*, Vol. 1, Classical Theories,
Ed,Macmillan
3. *Ethics*,Ed.ByPeterSingr , Cambridge University Press,20114.
Frankenna,William,*Ethics:P.H.I Learning Pvt. Ltd,New Delhi,2015*
- 5.Robrrt.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
- 9.SimonBlackburn:*Ethics:AVeryShortIntroduction*,OU
- 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*,
13. Hinman ,L.M.:*Ethics: A Pluralistic Approach to Moral Theory*

SYMBOLIC LOGIC

PI-4009

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.

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

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.

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)Prentice Hall Of India
4. Basson and O Corner, *Smbolic Logic*,Oxford University Press (2007)
5. Hurley, P. (2014).*A concise introduction to logic*(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)

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

1. Acculturation, Tribal Welfare and Development, The Process of Acculturation
2. Changes in Culture of Tribes; Socio-cultural Process of Change (Globalisation, Westernization, Modernization, Industrialization), Plans, Programs and their Implementation

Suggested Readings-

1. Bhandal, A. C. , (201). *Tribal Culture*, New Delhi.
2. Ray Chaudhury, H. C., (1972). *Political History of Ancient India*, Calcutta.
3. Ray, D.N. , (2011). *Tribes and Tribal Life-Study and Evaluation*, New Delhi.
4. Verma , R.C. , (2002). *Indian Tribes; Through the ages*, New Delhi.
5. Vidyarthi, L. P. & Rai, B. K. ,(Reprinted-1985). *The Tribal Culture of India*, Concept Publishing Company; New Delhi.
6. Bailey, F.G., (1960). *Tribe, Caste and Nation*, Manchester University Press.
7. Bose, N. K., (2004). *Tribal Life in India*, National Book Trust, New Delhi, New Edition.
8. Hasnain, Nadeem, (2015). *Indian Society and Culture (Continuity and Change)*, Jawahar Publishers and Distributors, New Delhi.
9. Bailey, F.G., (1960.). *Tribe, Caste and Nation: A Study of Political Activity and Political Change in Highland Orissa*, Manchester University Press; Manchester.
10. Bhowmik, K.L., (1971). *Tribal India: A Profile in Indian Ethnology*, World Press; Calcutta.
11. Dube, S.C. , (1977). *Tribal Heritage of India*, Vikash Publishing House Pvt. Ltd., Delhi.
12. Sarkar, R. M., (2008). *Primitive Tribal Groups in India (Tradition, Development and Transformation)*, Serials Publications, New Delhi.
13. Schrire, C. , ed., (1984), *Past and Present in Hunting-Gathering Studies*, Academic Press Inc; New York.
14. Murdock, G.P. , (1949). *Social Structure*, Collier Macmillan; New York.
15. Sarkar, Amitabh, (1993). *Toto Society and Change: A Sub Himlayan Tribe of West Bengal*, Firma KLM Pvt.Ltd., Calcutta.
16. Bhowmick, P.K., (1994). *Primitive Tribal Groups in Eastern India: Welfare and Evaluation*, Gyan Publishing House; New Delhi.
17. Pfeffer, Georg and Behera, D.K. *Contemporary Society: Tribal Studies, Volume I to VII*. Concept Publishing Company; New Delhi.

18. Bose, N.K., (1967). “ Some Methods of Studying Social Change”, in *Man in India*, Vol.47. No.3, Ranchi.
19. Rao, V.K.R.V., (1966). “ Social Change and Tribal Society, in *Journal of Social Research*, Vol.IX, No.2,
20. Srinivas, M.N., (1966). *Social Change in Modern India*, Allied Publishers; Bombay,
21. 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.
22. Vidyarthi, L.P., (1970). *Socio-Cultural Implication of Industrialization in A Case Study of Tribal Research*, Ranchi.
23. Sachchidananda, (1964). *Culture Change in Tribal Bihar*, Book land Pvt. Ltd.; Calcutta.
24. Ghurye , G. S., (1959). *The Scheduled Tribes*, Popular Book Deport,

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:

- 1.Flik, U.W.E.:*Introducing Research Methodology: A beginners guide to doing aResearch Project* (2nd Ed) SAGE ,2015
- 2.Norman,K.Dengin, Yvonna,S. Lincoln:*The SAGE Hand book of QualitativeResearch*,(4th Ed) SAGE,2011
- 3.Saharan,B. Marian ,Elizabeth. J :*Qualitative Research: A Guide to Design andImplimentation*,(4th Ed),John Wiley and sons, 2015
- 4.Creswall, John.W:*Research Design: Qualitative, Quantitative, and mixed methods Approach* (4th Ed) sage, 2014
- 5.Panneer Selvam.R :*Research Methodology*, PHI Learning Pvt Ltd (2nd ed)
- 6.Bryman, Alan :*Social Research Methods*, Oxford University Press,2012

WESTERN METAPHYSICS PI-4004

**Full Mark-50+50
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 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, interactionism, Parallelism, Realism, conceptualism, nominalism etc. After reading this the students will gain the knowledge on the philosophy of Plato, Aristotle, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume etc.

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

Suggested readings:

1. Richard Taylor, *Metaphysics*, Prentice-hall, 4th edition Pearson, 1991
2. Russell, Bertrand: *The Problems of Philosophy*, H. Holt and Company, New York, 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, 1935
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 MacGraw 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.

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

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

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. Raphael, D.D : *Problems of Political philosophy,*
4. Miller, David: *Political Philosophy: A very short introduction*, Oxford University Press, USA
5. H.Chilcote, Ronald.: *Theories of comparative Politics, Taylor and Francis, 2018*
6. Rawls, J. (2005). 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*
Philosophy : Blackstone
14. *Political*
15. *Political*
16. *The Evolution of Political Thought*, Paknston

POST KANTIAN AND CONTEMPORARY PHILOSOPHY

PI-4008

Full Mark-50+50
Credit

Point-04

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 and 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

UNIT- I	Hegel- Dialectics, Absolute
UNIT- II	Bradley- Appearance and Reality
UNIT- III	Pragmatism: Concept of Truth (William James)
UNIT- IV	Logical Positivism: Elimination of Metaphysics, Principle of Verifiability

Suggested readings:

1. Stace, W.T : *Philosophy of Hegel*, Macmillan
2. Dutta, D.M : *Chief Currents of Contemporary Philosophy*, University of Calcutta
3. Ayer, A.J: *Language, Truth and Logic*,
4. Joad, C.E.M : *Introduction to Modern Philosophy*
5. Bradley, F.H : *Appearance and Reality*,

6. William James :*Pragmatism*,
7. Patnaik,T :*James' Theory of Meaning*,
8. Corner,D.J.O:*A Critical History of Western Philosophy (ed)*
9. Mashl,Y:*A Critical History of Western Philosophy, Motilal Banarasi Dass,New Delhi.*

PHILOSOPHY OF WORLD RELIGION

PI-4010

**Full Mark-50+50
Credit**

Point-04

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

UNIT- I	Hinduism: The basic tenets of Hinduism , Jainism- Mahavira -Concept Of God, Soul, Moksha, Ethics
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:

1. Ranganathananda,Swami :*Eternal Values for a Changing Society*, Vol I, Bharatiya Vidya Bhavan
2. Mohan Lal Mehta, *Jaina Philosophy*, Varanasi
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. Goseph Ratzinger - *Introduction to Christianity*- Sanfrancisc
8. Radhakrishnan ,S :*Religionina Changing World*9.WilliamJames :*VarietiesofReligious Experience*
- 10.Masih,Y: *Religious Philosophy*, Motilal Banarasi Dass, New Delhi
11. Mohanty, Aditya Kumar: *Comparative Religion: Concept and issues*, DSA,UU,Bhubaneswar

12. Masih, Y : *World Religions*, Motilal Banarasi Dass, New Delhi
13. Smart, N. (1997). The philosophy of religion transformed. In
14. Thomas Dean (ed.), *Religious pluralism and truth* (Reprint). Delhi: Sri Satguru Publications.
15. Bilimoria, Purushottam; Prabhu, Joseph and Sharma, Renuka (eds.). (2007). *Indian ethics*. New Delhi: Oxford University Press.
16. Prasad, R. (1989). *Karma, causation and retributive morality*. Delhi: ICPR.
17. Langerak, E. (2003). *Pluralism, tolerance and disagreement*. In Charles Taliaferro and Griffiths (eds.), *Philosophy of religion: An anthology*. USA: Blackwell Publishing Ltd.
18. Plantinga, A. (1999). Is naturalism irrational? In E. Stump and M. J. Murray (eds.), *Philosophy of religion*. USA: Blackwell.
19. Stace, W. T. (1974). *The teachings of the mystics*. In B. A. Brody (ed.), *Readings in the philosophy of religion: An analytic approach*. New Jersey: Englewood Cliffs, Prentice Hall

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-

1. W.A. Longchar, (1995). *The Traditional Tribal World View and Modernity*, Jorhat: Eastern Theological College , Assam.
2. Bose, Nirmal Kumar ,(2014). *Tribal Life In India*, National Book Trust, Fifth Edition.
3. Elwin, Verrier (1949). *MYTHS OF MIDDLE INDIA*, Oxford University Press; Madras.
4. Rich , David, (2019). *Myths of the Tribe*, Rich World Books;
5. Tripathy, Biyotkesh, Basa Kishor K , (2005) *Tribal Myths & Legends of Orissa: The Story of Origins*, Indira Gandhi Rashtriya Manav Sangrahalaya, Bhopal
6. Elwin, Verrier , (1954).*Tribal Myths of Orissa*, Oxford University Press, London.
7. Joy, Rimai,(2019).*TRIBAL RELIGION: Continuity and Change among the Tangkhul Naga*,Rawat Publications; JAIPUR.
8. Bhattacharjee Somenath , (2015).*Religious Belief, Rituals of The Karbi Tribal Group in Northeast India*, LAP Lambert Academic Publishing.
9. Chatterjee ,Subhasish , (2018). “Belief of Tribal’s in Supernatural Power and Its Relation with Religious Life [With Special Reference to Indian Tribal Society]”, in https://www.researchgate.net/publication/326894231_Belief_of_Tribal's_in_Supernatural_Pow

er and Its Relation with Religious Life With Special Reference to Indian Tribal Society
(Internet Source)

10. Bose Nirmal Kumar, (1977). *Tribal Life in India*, National Book Trust, New Delhi.
11. Codrington, R. H. (1891). *The Melanesians*. Oxford: Clarendon.
12. Marett, R. (1899). *Preanimistic Religion*. Folk-Lore, 2, 1-28.
13. Marett, R. (1909). *The Threshold of Religion*. Methuen: London.
14. Mutharayappa, R., (1994). Factors Affecting Fertility Among Tribals. *Man and Development*. Dec.. 16(4).
15. N.N. Yas, (1967). Customs and Traditions of Some Indian Tribes, Vikas Publishing House, New Delhi.
16. Tylor, E. B. (1871). *Primitive Culture*. London.
17. Verma, P., (1960). Socio-Cultural Organisations of Tribals. Metro Publishers, Rajasthan..
18. Kerketta, Vijay Kumar,(2018). “The Santhal’s belief system- An indication to their deeper dimension”, in *IJEDR*, Vol- 6, issue 1.
19. Vidyarthi, Lalita Prasad and Rai, Binay Kumar , (1977). *The Tribal Culture of India*, Concept Publishing Company,;New Delhi.
20. <http://nldongre.com/Magzin/75.pdf>
21. http://shodhganga.inflibnet.ac.in/bitstream/10603/67892/8/08_chapter%203.pdf
22. <http://www.yourarticlelibrary.com/society/essay-on-the-totem-tribal-society-india/4414>
23. https://en.wikipedia.org/wiki/%C3%89mile_Durkheim
24. shodhganga.inflibnet.ac.in
25. <http://www.beliefnet.com/faiths/hinduism/2003/02/hindu-rituals-for-death-and-grief.aspx>
26. <http://www.yourarticlelibrary.com/society/essay-on-the-totem-tribal-society-india/4414>

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-

1. V. Elwin, (1951). *The Tribal art of Middle India*, London.
2. Culshaw, W.J. (2013). *Tribal Heritage: A Study of the Santals*, New Delhi.
3. Pegu, Namita, (2016). *Tribal Culture in Ethnographic Museum*, B.R. Publishing Corporation, Delhi.
4. Ota, A.B., (2009). *Tribal Dance of Orissa*, Academy of Tribal Language and Culture; Bhubaneswar.
5. Bhagaban Sahu , (2015). *Folk Life and Culture of Odisha*, Kaveri Books; New Delhi.
6. Vidyarathi, L. P. & Rai, B. K. (Reprinted 1985). *The Tribal Culture of India*, Concept Publishing Company; New Delhi.
7. Mahapatra , L. K. , (1997). “Tribal Cultures and Regional Society in Orissa” , in Santosh Kumar Sethi & Susmit Pani (eds.), *Tribal Culture of Orissa*.
8. Denis Dutton, (1993). “Tribal Art and Artifact”, *Journal of Aesthetics and Art Criticism*, 51(1):13–21, Winter
9. Prakash, Om , *Cultural History of India* , New Age International Publishers Pvt., Delhi.

10. Mahapatra, L.K., (1996). “Tribal Heritage of Indian Civilization” , in *Banaja, Adivasi Exhibition Souvenir*. Academy of Tribal Dialects and Culture, Government of Orissa, Bhubaneswar.
11. Charu Smita, Gupta, *Indian Folk and Tribal Paintings* , Roli Books Pvt Ltd,
12. <https://www.holidify.com/pages/tribal-art-of-india-4497.html>

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

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 Moore's linguistic philosophy.

COURSE CONTENT

UNIT- I	Essay 1- B. Russell “Description”
UNIT- II	Essay 4- G E Moore ‘A Defense of Common Sense’
UNIT- III	Essay 13- (Part I only)- G Ryle, ‘Descartes’s Myth’

UNIT- IV**J. L. Austin “A Plea for Excuses”****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. Barry R Gross
Analytic Philosophy
4. Ayer, A.J.: *Language, Truth and Logic of Mind*
5. Ryle, G.: *The Concept*
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*
10. McDonough, R. (1994). Wittgenstein's reversal on the 'Language of Thought' Doctrine, *The Philosophical Quarterly*, Vol.44, No. 177, 482-494.
11. Chopra, N. (2013). Language and Worldview: a reconsideration of Whorf hypothesis. *International Journal of Multidisciplinary Educational Research*, Volume 2, Issue 13(2)

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, caste 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 Sunya 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*
2. Panigrahi S.C., *Bhima Bhoi & Mahima Darshana, D.S.A.(U.U)*
3. Natth 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)*

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>

Swayam Courses

URL: <https://swayam.gov.in/explorer>

MOO Courses

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

KIIT LMS

URL: https:.....

SEP(Subject Elective Paper) Choose any one

Group-A

PHILOSOPHY OF THE UPANISADS

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

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

Suggested readings:

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

Group-B(SEP-1)

PHILOSOPHY OF WITTGENSTEIN (T L P)

PI-5033

Full Mark-50+50

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 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

UNIT- I	World, The basis of world
UNIT- II	Atomic Facts, Objects and their status in the world
UNIT- III	Elementary propositions and names
UNIT- IV	Logical Atomism

Suggested readings:

1. Wittgenstein, L (Tr) D.F. Pears and B. F. Mc Guinness, *Tractatus Logico-Philosophicus*. Routledge and Kegan Paul, 1961
2. Pitcher, G., *Philosophy of Wittgenstein*, Prentice Hall, 1985
3. Max Black. *Wittgenstein*, A. Kenny. *A Companion to Wittgenstein's Tractatus*, 4. Pitcher, G (1985) *The philosophy of Wittgenstein*, Prentice-Hall 5. A.P. Martinich (ed) 1985, *The Philosophy of Language*, Oxford University Press
6. Wittgenstein, L: *Note Books*,
7. McDonough, 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, Jukka. (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>.
10. Wittgenstein, L. (1984). *Philosophical investigations*. Anscombe, G.E.M.; Rhee, R. and Von Wright G.H. (eds.), G.E.M. Anscombe (trans.). Oxford: Basil Blackwell (sections 1-88, 250-315).
11. 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).
12. Glock, H. J. (2005). *A Wittgenstein dictionary*. USA, UK :Blackwell.
13. Desmond, L. (ed.). (1980). *Wittgenstein lectures*. Cambridge, 1930-32, From the notes of J.King and D.Lee, Oxford: Blackwell.
14. Wittgenstein, L. (1975). *The blue and the brown book*. Rush Rhee (ed.). Oxford: Basil Blackwell. (selected portions)
15. 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).

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 view points. 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 be 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 main life situations.

COURSE CONTENT

UNIT-I	Environmental Ethics:Nature & Content
UNIT-II	Intrinsic Value & Intrinsic Value & Instrumental Value. Anthropocentrism, Bio-Centrism
UNIT-III	Land Ethics, Eco-Centrism
UNIT-IV	Environmental Responsibility: Role of Ethics and Science to protect environment

Suggested readings:

- 1.Andrew Light & Homels Roston-III(ed)- *Environmental Ethics: An Anthology*(2003) Blackwell
- 2.N. Bhuiya: *Environment from Different Perspectives*,(2021),Rohini Nandan,Kolkata
- 3.H.Sahoo(ed): *An Introduction to Practical Ethics*,(2020) Kalyani Publishers
- 4.Willian A. Shutkin, *The Land That Could Be*.(2002)Frank Pros.

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.

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

Gandhi's 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 ideals have global relevance.

COURSE CONTENT

UNIT-I	Non- violence(Ahimsa), God & Truth, Means & Ends
UNIT-II	Political & Economic Philosophy: Swaraj, Sarvodaya & Trusteeship
UNIT-III	Spiritual Humanism, Critique Of Modern Civilization
UNIT-IV	Ideal Society: Untouchability, Sectarianism

Suggested readings:

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 Sovereignty*, 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 Gandhi*
9. Dhawan, G.R.: *The Political Philosophy of Mahatma Gandhi*
10. Richard. B. Gregg: *The Power of Non-Violence*
11. Kripalini, J.B.: *The Gandhian Way*
12. Mahadevan, T.M.P.: *Truth and Non-Violence*
13. Prasad, Mahadeva, *Social Philosophy of Mahatma Gandhi*
14. Pasricha, Ashu, *Peace Studies: Discipline and Dimensions*
15. Weber, Thomas, *Conflict Resolution and Gandhian Ethics*

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 Gujarat, 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, Rebellion of Birsa Munda
2. Ol-Chiki movement, Chipko movement, Save silent valley movement, Narmada bachaoandolan, Devi movement of Gujrat.

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

Suggested Readings-

1. Dhanajaya Keer, (Reprinted 1981). *Ambedkar: Life and Mission*, Popular Prakashan, Bombay.
2. Gail Omvealt, *Dalits and the Democratic Revolution*, Sage Publications, New Delhi, 1994.
3. Sumit Sarkar, *Modern India(1885 - 1947)*, Mac Millan, Delhi, First Published 1983.
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. Boddington, 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.

SPECIAL PAPER
THEME BASED MOVIES AND MUSIUM VISIT
TC-5053

Full Mark-50+50
Credit Point-04

Objectives and Leaning outcomes:

The students will get knowledge directly from their experience by visiting the musiums and by watching the thame based movies. So they can apply it in their day to day activities.

Internship

TC-5081

Full Mark-50
Credit Point-02

Students Innovative Presentation

TC-5083

**Full Mark-50
Credit Point-02**



FOURTH SEMESTER

Existentialism and Phenomenology PI-5002

**Full Mark-50+50
Credit Point-04**

Objectives:

This course is designed to acquaint the students with the developments in contemporary 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 in-depth study of the same at a higher level. Understand the basis and concept of Phenomenology. Student will be acquainted with the issues and the concepts within this paper and it will also help the student to do higher research by taking up the concepts which are there in this paper.

COURSE CONTENT

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

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. Macquarrie, *Existentialism*, Penguin Books (1973)
4. Edmund Husserl, *The Idea of Phenomenology*, The Hague (1964)
5. Maurice Natanson, *Edmund Husserl: Philosopher of Infinite Tasks* (Evanston: Northwestern University, 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: Basil Blackwell, 1991).
9. Dermot Moran, *Edmund Husserl: Founder of Phenomenology* (Cambridge: Polity Press, 2005).
10. Christopher Macann, *Four Phenomenological Thinkers* (London and New York: Routledge, 1993)
11. Thomas R. Flynn, *Existentialism: A Short Introduction* (Oxford University Press, Oxford, 2006).
12. H. J. Blackham, *Six Existentialist Thinkers*, 2nd Ed. (New York: Harper and Row, 1959).
13. David E. Roberts, *Existentialism and Religious Belief* (New York: Oxford University Press, 1957)
14. John Macquarrie, *Existentialism*, (Harmondsworth: Penguin Books, 1973).
15. Robert C. Solomon and David Sherman (eds.), *The Blackwell Guide to Continental Philosophy* (Blackwell Publishing, Oxford, 2003) (Chapters 3, 5, 6, 7 and 8).
16. Richard Kearney (ed.) *Twentieth Century Continental Philosophy* (Routledge, London and New York, 1994). (Chapters 1-3).

SEP (Subject Elective Paper) Choose any one

Group-A
ADVAITA VEDANTA
PI-5032

Full Mark-50+50

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

UNIT- I	Adhyasa: The nature of superimposition, Maya and Avidya
UNIT- II	Brahmasutra: SamkaraBhasya, Part I, Chapter I: Sutras 1 to 4: Deliberation of Brahman, Origin of the world, Scriptures as source of Knowledge
UNIT- III	Brahmasutra: 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	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.

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: Voll*.Delhi:MotilalBanarsidass1992
12. SenGupta,Anima,*ACriticalStudyofRamanuja*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:universityofMadras press,1968

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

UNIT- I	Rejection of Logical Atomism
UNIT- II	Nature of Philosophical Puzzlement.
UNIT- III	Causes of philosophical Puzzlement- Craving for Unity & picture Thinking.

UNIT- IV	Grammatical Form and Logical Form, Language Game

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). 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. 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).

Subject Elective-IV

SEP(Subject Elective Paper) Choose any one

Group-A

PHILOSOPHY OF AUROBINDO

PHI-5036

Full Mark-50+50

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.

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

UNIT- I	Concept of Reality: Satchhidananda, 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

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*

GROUP-B (SEP-IV)

SOCIAL PHILOSOPHY

Paper code-PI-5038

Full Mark-50+50

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.

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

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 andFamily b) EducationalInstitutions

	<p>c) Cultural Institutions</p> <p>d) Religious Institutions</p>
UNIT- IV	<p>a) Problem of Social Change – Laws of social change – Change and progress Distinguished</p> <p>b) Social Values – Justice, Liberty and Equality – Ideals of Marx, Gandhi and Ambedkar compared</p>

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. II International task of Dr. B. R. Ambedkar Congress of Social : *The Annihilation of Caste. An unfinished*

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

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, 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-

1. Chakraverty Madhavadasa, *History of Sanskrit Literature*, Asian Publication Services, East Kailash ; New Delhi-24
2. Wintlernitz , M. , *History of Indian Literature* , Motilal Banarasidass; New Delhi.
3. Satapathy, Prof Harekrishna, *History of Sanskrit Literature*, Publisher-Kitab Mahal; Cuttack-3
4. Upadhyaya, Pandit Baladev, *History of Sanskrit Literature (Hindi)*, Varanasi.
5. Sharma, Chandradhar, *A Critical Survey of Indian Philosophy*, Motilal Banarasidas; New Delhi.
6. Telengana and Chaubey , *The New Vedic Selection*, Part-I , Bharatiya Vidyaprakashan; Delhi.
7. Cummings, Charles, (1991). *Eco-Spirituality Toward a Reverent Life*, Paulist Press International, U.S.
8. Soubhir, Meenakshi, (2016). *Eco-Cultural Tribal Development* , Aavishkar Publishers, Jaipur.
9. Hargrave, Jennings , (2007). *Nature Worship*, Cosimo Classics.
10. Shannal Rowkith and Raisuyah, Bhagwan, (2020). *Honoring Tribal Spirituality in India: An Exploratory Study of Their Beliefs, Rituals and Healing Practices*.<https://sciprofiles.com/profile/1225357><https://www.mdpi.com/2077-1444/11/11/549/htm>
11. Barla, Amrit. (2019). *Contextualizing Religion and Festival in Transition: With Special Reference to Oraon Indigenous Tribe in India*. Available online: https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=amrit+barla+contextualizing+religion+and+festival+in+transition&btnG= (accessed on 16 September 2020).
12. Belcher, John R., and Marcela Sarmiento Mellinger. (2016). Integrating spirituality with practice and social justice: The challenge for social work. *Journal of Religion & Spirituality in Social Work: Social Thought* 35: 377–94. Available online: <https://www.tandfonline.com/doi/abs/10.1080/15426432.2016.1229645> (accessed on 12 January 2019).
13. Canda, Edward R., Leola Dyrud Furman, and Hwi-Ja Canda. (2010). *Spiritual Diversity in Social Work Practice: The Heart of Helping*. Oxford: USA Oxford University Press. [[Google Scholar](#)]
14. Chatterjee, Subhasish, and Rahul Sharma, (2018). “Belief of tribal’s in supernatural power and its relation with religious life (with special reference to Indian tribal society)”, in *International Journal of Research and Analytical Reviews* 5: 48–55. [[Google Scholar](#)]
15. Chaube, Nandita. (2015). *Spirituality and Human Psyche*. India: Partridge Publishing. [[Google Scholar](#)]
16. Dagba, Benjamin I., Leoskali N. Sambe, and Simon A. Shomkegh,(2013). “Totemic beliefs and biodiversity conservation among the Tiv People of Benue State, Nigeria” in *Journal of Natural Sciences Research* 3: 145–49. Available online: <https://oer.uam.edu.ng/read/totemic-beliefs-and-biodiversity-conservation-among-the-tiv-people-of-benue-state-nigeria-1/file.pdf> (accessed on 5 January 2019).
17. Laungani, Pittu, (2005). Hindu spirituality and healing practices. *Multicultural Aspects of Counseling Series* 22: 138. [[Google Scholar](#)]
18. Levy, Donald, (1967). “Macrocosm and Microcosm”, in *The Encyclopedia of Philosophy*. Edited by P. Edwards. New York: Macmillan, Vol. 5, pp. 121–25. Available online: https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=%28levy+1967%29+.+macrocosm+and+microcosm.+pdf&btnG= (accessed on 15 September 2019).
19. Mahant, Sushila D., (2015). Indigenous traditional healing care: Belief & practices among Tribals of South Bastar in Chhattisgarh. *IOSR Journal of Humanities and Social Science* 20:

49–54.

Available online: <https://www.academia.edu/download/47611180/H020114954.pdf> (accessed on 1 February 2019).

20. Pati, Rabindra Nath, and Jagannatha Dash. , (2002). *Tribal and Indigenous People of INDIA: Problems and Prospects*. New Delhi: APH Publishing. [[Google Scholar](#)]
21. 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).
22. Purshottam, and Vanita Dhingra. (2017). Understanding the Indian tribal life and their issues. *International Journal of Advanced Research* 5: 1588–95. [[Google Scholar](#)]
23. Ritskes, Eric. , (2011). “Chapter Twenty-Six: Indigenous Spirituality and Decolonization: Methodology for the Classroom”, in *Counterpoints* 379: 411–21. [[Google Scholar](#)]
24. Walsh, Froma. (2008). “Spirituality, healing, and resilience”. in *Re-Visioning Family Therapy: Race, Culture, and Gender in Clinical Practice*. Edited by McGoldrick Monica and Kenneth V. Hardy. New York: The Guilford Press, pp. 61–75. [[Google Scholar](#)]

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, and ethics.
 Comprehending the ethical issues related to Information technology.
 To critique the basic ethical systems and identify them in life situations.

COURSE CONTENT

UNIT- I	What is Practical Ethics ? Three-tiers of ethics: Normative, Meta-ethics and practical ethics
UNIT- II	Bio-medical Ethics: Issues , Doctor patient relationship, Euthanasia
UNIT- III	Environmental Ethics : anthropocentrism, Bio-centrism, Holistic approach-Land ethics
UNIT- IV	Business Ethics: Corporate social responsibility (CSR), Moral behaviour

Suggested readings:

1. Satyanarayan, Y. V : Practical Ethics
2. Holms, Rolston (III) (Ed), Environmental Ethics
3. Singer, Peter: Practical Ethics, Oxford University Press, 1986
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
8. Pojman Louis, Pojman Paul, McShane Katie , Environmental Ethics: Readings in Theory and Application, Cengage Learning, 2017 .
9. Godkin M.D., Dossetor John. B, Living Will, Living Well: Reflections on Preparing an Advanced Directive, The University Of Alberta Press, 2008
10. Motilal Shashi (ed) (2010), Applied Ethics and Human Rights: Conceptual Analysis and Contextual Applications. London, Anthem Press
11. Stuart Russell, Peter Norwig, Artificial Intelligence: A Modern Approach, Pearson Publication, 2009 Pojman P Louis, Pojman Paul, McShane Katie

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

Word Processing: MS Word : Introduction to Word Processing , Introduction to MS Word: features, Creating, Saving and Opening documents in Word, Interface, Toolbars, Ruler, Menus, Keyboard

Shortcut. •Editing a Document – Moving, Scrolling in a document, Opening Multi document windows, Editing Text – Selecting, Inserting, deleting, moving text. Previewing documents, Printing documents – Print a document from the standard toolbar, Print a document from the menu, shrinking a document to fit a page, Reduce the number of pages by one. Formatting Documents: Paragraph formats, Aligning Text and Paragraph, Borders and Shading, Headers and Footers, Multiple Columns.

UNIT-II

Worksheet: MS Excel : Worksheet basics , Creating worksheet, entering data into worksheet, heading information, data, text, dates, Cell formatting values, saving & protecting worksheet. Opening and moving around in an existing worksheet .Toolbars and Menus, keyboard shortcuts . Working with single and multiple workbook – coping, renaming, moving, adding and deleting, coping entries and moving between workbooks . Working with formulas & cell referencng. - Autosum - Coping formulas - Absolute & Relative addressing . Working with ranges – creating, editing and selecting ranges, sorting. Formatting of worksheet – Auto format, changing – alignment, character styles, column width, date format, borders and colours, currency signs. Previewing and Printing worksheet – Page setting, Print titles, Adjusting margins, Page break, headers and footers. Graphs and charts – using wizards, various charts type, formatting grid lines and legends, previewing and printing charts.

UNIT-III

Presentation Graphics: MS Power Point : Features and various versions , Creating presentation using Slide master and template in various colour scheme . Working with different views and menus of power point . Working with slides – Make new slide, move, copy, delete, duplicate, lay outing of slide, zoom in or out of a slide. Editing and formatting text: Alignment, editing, inserting, deleting, selecting, formatting of text, find and replace text. Bullets, footer, paragraph formatting, spell checking. Printing presentation – Print slides, notes, handouts and outlines. Inserting Objects – Drawing and inserting objects using Clip Art's pictures and charts. Custom Animation – slide transition effects and other animation effects. Presenting the show – making stand alone presentation.

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
2. Curtin P.G., Foley K., Sen. Morin G : Information Technology
3. Computer Fundamentals by [P. K. Sinha](#) , BPB Publications

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-II SPEAKING SKILL: Phonetics, Basic sounds of English, Techniques of effective Oral Presentation: Management presentations – types of presentation – video conferencing – participation in meetings – chairing sessions.

UNIT-III WRITING SKILLS: Principles of Effective Writing, Writing Various Business Letters (Quotations, Purchase Orders, Enquiries, Complaint Letters, Adjustment Letters, Sales Letter, Credit letter), Report (Writing Short Reports, Importance, Types, Formats, Memo Reports, Letter Reports)

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:

1. Business English, Pearson, 2008
2. Language, Literature and Creativity, Orient Blackswan, 2013
3. Das B. and Satpathy I., Business Communication and personality Development, Excel Books, New Delhi
4. John Sealy, Oxford Guide to Writing and Speaking, OUP
5. Bovee et al: Business communication Today Pearson Education
6. J.K. Das and B.C. Das: A Millennium Guide to Writing and Speaking,(Frienes Publishers)
7. Advanced Communication Skills, V. Prasad, Atma Ram Publications, New Delhi.
8. Business Communication, RK Madhukar, Vikas Pulishing House Pvt. Ltd.,
9. KR Lakshiminarayana: English for Technical Communication – vols. 1 and 2, SCITECH Publications (India) Pvt. Ltd., T.Nagar, Chenna 600 017
10. Edmund H weiss: Writing Remedies: Practival Exercises for Technical Writing. Universities Press, Hyderabad.
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:

1. Panda, D.G.: Political Philosophy of Gopabandhu Das, Santosh Publication, Cuttack, 1976
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
4. Gopabandhu Rachanabali Vol-1, 1976, Gopabandhu Janma Satabarshika Samiti, Cuttack.
5. Acharya Pritis: Gopabandhu Chayanika, National Book Trust, India, New Delhi.
6. Mohanty Gopinath: Utkalamani, Friends 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