



PONDICHERY UNIVERSITY

School of Humanities

DEPARTMENT OF PHILOSOPHY

M.A Philosophy

Course Structure & Syllabus

(with effect from Academic Year 2025-26)

**PONDICHERRY UNIVERSITY
SCHOOL OF HUMANITIES
DEPARTMENT OF PHILOSOPHY**

The History and Profile of The Department of Philosophy:

The Department of Philosophy was established at Pondicherry University in 1989–90 as the Sri Aurobindo School of Eastern and Western Thought.

Dr R Balasubramaniam was the founding director. The department offers a range of postgraduate programmes including an M.A. and Ph.D. in Philosophy. These cover a diverse range of areas including Classical, Western and Indian Philosophy, Logic, Ethics, Epistemology, Philosophy of Language, Contemporary and Analytic Philosophy, Phenomenology, Existentialism, Philosophy of Mind, Philosophy of Science, Philosophy of Religion and Social and Political Philosophy.

The Faculty of the Department has achieved academic excellence through participation in seminars, workshops and conferences in India and abroad. They actively engage in research which has resulted in the publication of numerous books, reports and articles in philosophy journals and anthologies. The Department has undertaken several research projects over the past three decades. It has organised various international and national seminars throughout its history. The faculty employs creative and constructive pedagogical methods to enhance critical thinking and learning practices among students who are encouraged to participate in discussions, seminars and regular classes. The Department organises seminars on every Tuesday on diverse topics expounded by students, facilitating academic debates. Writing papers for internal assessment and research presentations are compulsory for research scholars as part of their course. These presentations develop students' writing skills and confidence.

Objective Of the Programme:

The M.A. Programme in Philosophy aims to provide a comprehensive understanding of the major concepts, traditions, and methodological perspectives in Philosophy. It acquaints students with the rich heritage of Indian and Western philosophical thought, along with contemporary developments in areas such as ethics, logic, metaphysics, epistemology, social and political philosophy, aesthetics, philosophy of mind, and philosophy of technology.

The Programme emphasizes both historical study and critical engagement, encouraging students to read and interpret primary texts with scholarly depth and to develop the ability to analyse, evaluate, and construct philosophical arguments. Through seminars, projects, and dissertations, students acquire research skills and learn to apply philosophical reasoning to contemporary social, political, cultural, and environmental issues.

Eligibility Criteria for Admission:

- Admission into the M.A. Programme in Philosophy is through CUET-PG
- Candidates should hold a Bachelor's Degree in Philosophy with at least 50% marks, or a Bachelor's Degree in any discipline of Social Sciences or Humanities (with a minimum of 50% marks).
- Admission, however, will be strictly based on rank in the Entrance Examination.

Duration:

The normal duration of the M.A. Programme in Philosophy is two academic years (four semesters).

The maximum period permitted for completing the Programme is four years (not exceeding eight semesters).

Medium Of Instruction:

The medium of instruction and examination shall be English.

Age Limit:

The age limit and related conditions shall be the same as those prescribed for other M.A. programmes offered by Pondicherry University.

Passing Minimum:

The passing minimum, grading system, eligibility for promotion, and classification for the award of the degree shall be governed by the CBCS regulations of Pondicherry University, as amended from time to time.

Course Structure:

To qualify for the award of the M.A. degree in Philosophy, a student must earn a minimum of **72 credits**. The program is designed in line with the ***Choice-Based Credit System*** (CBCS), enabling students to pursue a broad range of subjects and research orientations.

From The Total Of 72 Credits:

- All Hard-core courses are compulsory. (60 Credits from Hard-core courses within the department)
- Soft-Core Courses may be selected from within or outside the Department of Philosophy.

Post Graduate Diploma in Philosophy						
Year 1						
Semester 1						
Course Code	Course Title	Course Type	Credits	Division of Hours		
				Lecture (L)	Tutorial (T)	Practical (P)
Hard-Core Courses						
	Classical Indian Philosophy	H	4	4	-	-
	Problems in Metaphysics	H	4	4	-	-
	Philosophy of Gandhian Thought	H	4	3	1	-
	Problems in Epistemology	H	4	4	-	-
Soft-Core Courses						
	Eco- Philosophy	S	3	3	-	-
	Film and Philosophy	S	3	1	1	1
	Applied Ethics	S	3	3	-	-
	Philosophy of Religion	S	3	3	-	-

Semester 2						
Course Code	Course Title	Course Type	Credits	Division of Hours		
				Lecture (L)	Tutorial (T)	Practical (P)
Hard-Core Courses						
	Study of an Indian Classic (<i>Naiṣkarmyasiddhi</i> of Sureśvara)	H	4	3	1	-
	Philosophy of Sri Aurobindo	H	4	3	1	-
	Recent Western Philosophy	H	4	3	1	-
	Philosophical Perspectives of Wittgenstein	H	4	3	1	-
Soft-Core Courses						
	Philosophy of Technology	S	3	3	-	-
	Philosophy of Language	S	3	3	-	-
	Socially Engaged Buddhism	S	3	3	-	-
	Philosophy of History	S	3	3	-	-

Master of Arts in Philosophy						
Year 2						
Semester 3						
Course Code	Course Title	Course Type	Credits	Division of Hours		
				Lecture (L)	Tutorial (T)	Practical (P)
Hard-Core Courses						
	Modern Logic	H	4	2	1	1
	Philosophy of Ambedkar	H	4	3	1	-
	Contemporary Indian Philosophy	H	4	3	1	-
	Critical Trends in Western Philosophy	H	4	3	1	-
Soft-Core Courses						
	Philosophy of Mind	S	3	3	-	-
	Philosophy of Artificial Intelligence	S	3	3	-	-
	Philosophy of Love	S	3	3	-	-
	Contemporary Indian Women Philosophers	S	3	3	-	-

Semester 4						
Course Code	Course Title	Course Type	Credits	Division of Hours		
				Lecture (L)	Tutorial (T)	Practical (P)
Hard-Core Courses						
	Indian Philosophy of Values	H	4	3	1	-
	Social Epistemology	H	4	4	-	-
Dissertation						
	Individual Project	H	4	Whole Semester		
Soft-Core Courses						
	Philosophy of Science	S	3	3	-	-
	Philosophy of Art & Aesthetics	S	3	3	-	-
	Philosophical Counselling	S	3	2	1	-
	Socio-political Thought	S	3	3	-	-

Additional Courses#						
Course Code	Course Title	Course Type	Credits	Division of Hours		
				Lecture (L)	Tutorial (T)	Practical (P)
Hard-Core Courses						
	Two Metaphysicians Heidegger and Strawson	H	4	4	-	-
	Philosophy of Law	H	4	3	1	-
	A Study of Arthaśāstra	H	4	3	1	-
	Research Methodology in Philosophy	H	4	3	1	-
	Foundations of Indian Culture	H	4	4	-	-
	Normative and Metaethics	H	4	4	-	-
Soft-Core Courses						
	Philosophical Psychology	S	3	3	-	-
	Vidura Niti	S	3	3	-	-
	Indian Philosophy of Beauty	S	3	3	-	-
	Indian Psychology	S	3	3	-	-
	Vaiṣṇavism	S	3	3	-	-
	Philosophy of Time	S	3	3	-	-
	Critical Thinking	S	3	3	-	-
	Exploring Modernity & Post modernity	S	3	3	-	-

-These Hard-core and Soft-core courses will be offered in any semester depending on the availability of the resource faculty

PO Code	Programme Outcomes
PO1	Students will gain comprehensive knowledge of Indian and Western philosophical traditions including epistemology, metaphysics, logic, ethics, aesthetics, social and political philosophy, and contemporary issues, enabling them to critically engage with classical texts and modern debates.
PO2	Able to enhance the horizon of philosophical inquiry by integrating interdisciplinary perspectives (science, technology, politics, ecology, psychology, and art) and apply philosophical reasoning to contemporary global and local challenges.
PO3	Able to understand the Indian philosophical systems (<i>Nyāya</i> , <i>Vedānta</i> , Buddhism, Jainism, etc.) and Western traditions (Phenomenology, Analytic Philosophy, Existentialism, Pragmatism, etc.), demonstrating their relevance to human flourishing, liberation (<i>Mokṣa</i>), and social transformation.
PO4	Able to pursue careers in teaching, civil services, counselling, research, and cultural policy by cultivating critical thinking, logical reasoning, ethical awareness, and interpretative skills suited for both academic and applied contexts.
PO5	Understand and evaluate philosophical arguments regarding knowledge, truth, reality, language, mind, values, and society, with the ability to construct reasoned positions, resolve conceptual problems, and apply ethical frameworks to contemporary dilemmas.
PO6	Able to employ philosophical methods (conceptual analysis, dialectics, hermeneutics, phenomenology, critical theory) in analysing issues related to human identity, freedom, justice, technology, ecology, and pluralism, while respecting diversity of thought.
PO7	Able to engage in reflective research by reading and interpreting primary philosophical texts, writing scholarly papers, and producing dissertations with originality and academic rigour, thus contributing to the growth of philosophical knowledge.
PO8	Develop lifelong learning, self-reflection, and dialogical skills inspired by philosophical traditions, empowering students to become responsible citizens who can address social, political, cultural, and ethical challenges with creativity and moral responsibility.

SEMESTER -I

CLASSICAL INDIAN PHILOSOPHY

(Hard-Core Course)

L	T	P	C		
4	-	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Demonstrate a comprehensive understanding of the major <i>Pramāṇas</i>	3	2	3	3	2	2	2	2
CO2	Analyse and compare the Metaphysical Doctrines of key Indian philosophical systems	3	3	3	2	2	2	2	2
CO3	Critically examine the Theories of Error, Causation, and Liberation	3	2	3	2	2	2	3	2
CO4	Apply insights from different schools of Indian Philosophy to understand Ethical and Spiritual Disciplines, and evaluate their significance in the pursuit of <i>Mokṣa</i> and Human Flourishing	3	2	3	2	2	2	2	2

Unit I: Aspects of Perception

[7]

Nature and objects of Perception (*Pratyakṣa*); distinction between determinate (*Savikalpa*) and indeterminate (*Nirvikalpa*) perception; ordinary and extraordinary perception; theories of perceptual error (*Khyāti-vādas*).

Nature of Inference (*Anumāna*), grounds of inference, different methods of ascertaining *Vyāpti*; Comparison (*Upamāna*) as explained by the *Nyāya* and *Advaita* schools.

Unit II: Aspects of Language

[8]

Verbal Testimony (*Śabda*) – distinction between *Laukika* and *Vaidika Śabda*; sentence and its meaning; primary (*Abhidhā*) and secondary (*Lakṣaṇā*) meanings.

The views of the *Mīmāṃsakas* and *Advaitins* on the nature and authority of *Śruti*.

Postulation (*Arthāpatti*) – its irreducibility to inference.

Non-Cognition (*Anupalabdhi*) – views of the *Prābhākaras* and the *Bhāṭṭas* on accepting it as a separate *Pramāṇa*.

The Jaina Theory of Judgement (*Syādvāda*); *Nyāya* and *Mīmāṃsā* views on the validity of knowledge.

Unit III: Substance

[6]

Cārvāka view of the world; *Jaina* conception of substance; Buddhist Realism, Subjective Idealism, and Nihilism.

The categories (*Padārthas*) of the *Nyāya-Vaiśeṣika*; the *Vaiśeṣika* theory of the world.

The nature and evolution from *Prakṛti* according to *Sāṃkhya*.

The nature and status of the world according to the schools of *Vedānta*; the *Advaita* doctrine of *Māyā* and objections to it.

Unit IV: Theories of Causation

[7]

The *Nyāya* arguments for the existence of God; the atheism of *Sāṃkhya*.

The distinction between *Nirguṇa Brahman* and *Saguṇa Brahman* in *Advaita*, and objections to it.

The theism of *Viśiṣṭādvaita* and *Dvaita*.

The No-Soul Theory (*Anātman*) of Buddhism; the nature and destiny of the *Jīva* according to different schools; the relation between *Brahman* and *Jīva* in *Vedānta* schools.

Unit V: Liberation

[9]

Liberation (*Mokṣa*) as the highest value.

The nature of liberation according to different schools.

The concepts of *Jīvanmukti* and *Videhamukti*.

The ideal of the *Bodhisattva*.

Unit VI: Right Knowledge

[8]

The discipline of Right Knowledge, Faith, and Conduct in Jainism.

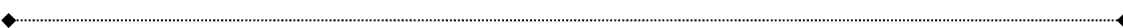
The Noble Eightfold Path of Buddhism.

The Eight Limbs of the *Yoga* discipline.

Karma, *Bhakti*, and *Jñāna* as means to liberation according to different schools; the concept of *Prapatti*.

Essential Readings

1. Hiriyanna, M. *Outlines of Indian Philosophy*. New Delhi: Blackie & Sons (India) Ltd., 1979 (Reprint).
2. Radhakrishnan, S. *Indian Philosophy, Vols. I & II*. London: George Allen & Unwin, 1962.
3. Datta, D.M. *Six Ways of Knowing*. Calcutta: University of Calcutta Press, 1960.
4. Chatterjee, Satishchandra, and Datta, Dharendra Mohan. *An Introduction to Indian Philosophy*. Delhi: Motilal Banarsidass, 2016 (Reprint).



PROBLEMS IN METAPHYSICS

(Hard-Core Course)

L	T	P	C		
4	-	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain and critically compare major theories about Appearance, Reality, Idealism, Realism, and Substance	2	2	2	3	2	2	2	2
CO2	Evaluate concepts such as Being, Universals, Space-Time, and the status of Simple vs. Complex Substances	2	3	2	2	2	2	2	2
CO3	Interpret and critique Dualism, Monism, Pluralism, and contemporary approaches to the Mental	2	2	2	2	2	2	3	2
CO4	Construct clear, logically supported positions on core Metaphysical Problems and defend them in discussion or writing	3	2	2	2	2	2	2	2

Unit I: Appearance and Reality

[10]

Appearance, Reality, and Idealism; Transcendental Idealism; Absolute Idealism; Realism.

Unit II: Ontology

[10]

What there is- Being-qua-Being; Ontological Relativity of philosophical ontologies; formal concepts.

Unit III: Substance

[8]

The traditional conception of Substance; must there be substances; the individuation of substances; Essentialism; primary and secondary qualities.

Unit IV: Particular and General

[6]

The distinction between particulars and generals; everything that exists is particular; theories of Universals; the primacy of the particular.

Unit V: Simple Substances, Monism, and Pluralism

[9]

Must substance be simple; Monism and Pluralism; Absolute Idealism and Logical Atomism.

Unit VI: Space and Time

[7]

What are Space and Time; Time and human existence; are Space and Time essentially one?

Unit VII: Minds

[10]

The concept of the Mental; body–mind theories; Cartesian Dualism; the criteria of the mental; can Dualism be defended?

Essential Readings

1. D. W. Hamlyn, *Metaphysics*. Cambridge: Cambridge University Press, 1984.
2. Alyssa Ney, *Metaphysics: An Introduction*. London and New York: Routledge, 2014.
3. Michael J. Loux and Thomas M. Crisp (eds.), *Metaphysics: Contemporary Readings*. London and New York: Routledge, 2002.

Further Readings

1. A. E. Taylor, *Elements of Metaphysics*. London: Methuen, 1961.
2. Brian Garrett, *What Is This Thing Called Metaphysics?*. London and New York: Routledge, 2006.



PHILOSOPHY OF GANDHIAN THOUGHT

(Hard-Core Course)

L	T	P	C		
3	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Analyse Gandhi's intellectual influences and ethical foundations, including <i>satya</i> , <i>ahimsā</i> , and other cardinal vows	2	2	2	3	3	3	2	2
CO2	Critically assess Gandhi's ideas on <i>swaraj</i> , <i>sarvodaya</i> , and trusteeship, with reference to justice, environment, and technology	2	3	2	2	3	3	2	2
CO3	Examine debates between Gandhi and thinkers such as Ambedkar, Nietzsche, and feminist critics, as well as his influence on global protest movements	2	2	2	2	3	3	3	2
CO4	Apply Gandhian principles of nonviolence, simple living, and moral politics to contemporary digital, ecological, and socio-political challenges	3	2	2	2	3	3	2	2

Unit-I: Introduction

[5]

Life and work of Gandhi, Western influence on Gandhi, Indian influence on Gandhi

Unit-II: Gandhi and Ambedkar

[5]

Gandhi and Ambedkar on social justice.

Gandhi and Martin Luther King Jr.- nonviolence across cultures.

Gandhi as a world thinker in the age of globalisation.

Unit-III: Ethical Foundations of Gandhian Thought

[5]

Cardinal vows: *Satya*, *Ahimsa*, *Brahmacarya*, *Asteya*, *Aparigraha*

Unit-IV: Gandhi vs Nietzsche

[5]

Gandhi and Nietzsche: restraint vs. affirmation of desire.

Gandhi and Environmental Ethics: Can “simple living” address the climate crisis?

Viability of *ahimsā* in contemporary international relations (e.g., Ukraine, Palestine).

Unit-V: *Swaraj* and *Sarvodaya*

[5]

Swaraj and Self-rule, Meaning and Characteristics of *Satyagraha*, *Śānti Sena* (peace brigade), Trusteeship, Bread Labour, *Sarvodaya* and Utilitarianism.

Unit-VI: Gandhi and contemporary protest movements

[5]

Gandhi and Hannah Arendt: nonviolence, power, and “collective action” (Occupy, Extinction Rebellion, Shaheen Bagh). Can *satyagraha* be adapted to digital spaces (social media protests, Hacktivism)?

Unit-VII: Feminist Critiques of Gandhi

[5]

Gandhi and Simone de Beauvoir: women's liberation vs. moral roles.

Debates on whether Gandhi's views liberated or limited women.

Can Gandhian non-violence serve as a feminist ethic in the #MeToo era?

Unit-VIII: Gandhi and Social Development

[5]

Rural economy, technology, ecology, Gandhi and Vandana Shiva on eco-feminism and seed sovereignty, Gandhi vs. techno-optimism: is Gandhian restraint compatible with AI-driven futures?, and the sufficiency of Gandhi's ecological ethic for the Anthropocene.

Essential Readings

1. Gandhi, Mahatma. *Sarvodaya*. Navajivan Publishing House, 1958.
2. Gandhi, Mahatma. *Gandhi on Women*. Navajivan Publishing House, 1959.
3. Gandhi, Mahatma. *Constructive Programme: Its Meaning and Place*. Navajivan Publishing House, 1941.
4. Gandhi, Mahatma. *My Religion*. Navajivan Publishing House, 1955.

Further Readings

1. S. N. Sinha, *Gandhian Philosophy of Sarvodaya* (New Delhi: Classical Publishers, 1990).
2. Raghavan Iyer, *The Moral and Political Writings of Gandhi* (Oxford: Oxford University Press, 1973), 3 Vols.
3. M. K. Gandhi, *Hind Swaraj* (Ahmedabad: Gujarat Navajivan book Publishing House, 1938).
4. Margaret Chatterjee, *Gandhi's Religious Thought* (London: Macmillan, 1985).



PROBLEMS IN EPISTEMOLOGY

(Hard-Core Course)

L	T	P	C		
4	-	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain the nature and purpose of a theory of knowledge, addressing scepticism, certainty and the sources of knowledge	2	2	3	3	3	2	2	2
CO2	Compare and evaluate traditional and contemporary accounts of truth, belief, perception, memory, and self-knowledge	2	3	3	2	3	2	2	2
CO3	Analyse the relationships between knowledge, belief, facts, and objectivity across different epistemological approaches	2	2	3	2	3	2	3	2
CO4	Assess the scope and limits of a-priori knowledge and its relevance to mathematics, science, and everyday reasoning	3	2	3	2	3	2	2	2

Unit I: Why a Theory of Knowledge?

[11]

The questions asked; scepticism, knowledge, and the search for certainty; is philosophical scepticism possible; sources of knowledge.

Unit II: Traditional Answers to Scepticism

[9]

Rationalism; Empiricism; Common sense and Ordinary language; Dialectical argument and proof.

Unit III: Knowledge and Belief

[6]

Does knowledge involve belief? What is belief? What is knowledge? Types of knowledge.

Unit IV: Truth

[7]

Problems about truth; classical theories of truth; contemporary accounts of truth; can correspondence theory be defended; facts and objectivity.

Unit V: Perception

[8]

The argument from illusion; the “Given”; Sense-data and appearances; traditional theories of perception; perception and the world; perception, knowledge, and belief.

Unit VI: Memory

[6]

Scepticism about memory; the concept of the past; types of memory; is memory a source of knowledge?

Unit VII: Knowledge of Oneself and Others

[6]

Privacy and solipsism; knowledge of one’s own states of mind; knowledge of other people’s states of mind; self-knowledge and knowledge of other persons.

Unit VIII: A Priori Knowledge

[7]

What is *a priori* knowledge? The analytic and the synthetic; synthetic *a priori* truth; conceptual truths; the *a priori* in mathematics and science.

Essential Readings

1. D.W. Hamlyn, *The Theory of Knowledge* (London: Macmillan, 1971).
2. A. J. Ayer, *Problems of Knowledge* (Hormondsworth: Penguin, 1977).
3. Roderick M. Chisholm, *Theory of Knowledge* (New Delhi: Prentice hall of India Pvt. Ltd, 1977).
4. Duncan Prichard, *What is this thing called knowledge?* (London & New York: Routledge, 2006)

Further Readings

1. Keith Lehrer, *Knowledge* (Oxford: Clarendon Press, 1978).
2. A. D. Woozley, *Theory of Knowledge: An Introduction* (London: Hutchinson University Library, 1967).

◆.....◆

ECO-PHILOSOPHY

(Soft-Core Course)

L	T	P	C		
3	-	-	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain eco-cosmology and eco-ethics, highlighting the need for new cosmological perspectives that integrate evolution, participation, and sustainability	2	2	2	3	2	2	2	2
CO2	Critically examine the relation between eco-philosophy and contemporary philosophy, emphasizing life orientation, spirituality, and social responsibility	2	3	2	2	2	2	2	2
CO3	Analyse how knowledge, values, humanism, and ecological consciousness shape ethical approaches to technology, power, and sustainable development	2	2	2	2	2	2	3	2
CO4	Apply ecological perspectives to reimagine human identity, authority, and modern architecture as expressions of harmony between nature, culture, and spirit	3	2	2	2	2	2	2	2

Unit-I: Eco-Cosmology

[7]

One or many Cosmologies, why do we need a new Cosmology, Eco-Cosmology: Anthropocentric Principle, Evolution, and Participatory Mind, Eco-Ethics.

Unit-II: Eco-Philosophy and Contemporary Philosophy

[6]

The debacle of Contemporary Philosophy, Life Orientation, Commitment and Spirituality, Social Responsibility and tolerance of the Trans-Physical.

Unit-III: Knowledge and Values

[6]

Historical background, Eclipse of Values in the 19th Century, Information, Knowledge and Wisdom, Ecological Values and Sustainable Development.

Unit-IV: Humanism and Ecological Consciousness

[7]

Ethics and Cosmology, The Scientific Cosmology, Kant, Marx and Schweitzer, The Promethean Heritage, Deep and Shallow Ecologies.

Unit-V: The Ecological Person

[6]

Western Philosophies of Man and their shortcomings, The Ecological Person and the celebration of Life, Wisdom, Technology and Human Destiny, Summary.

Unit-VI: Power: Myth and Reality

[7]

The Myth of Power, The Faustian Life, Marx and Lenin on mythologising Economic Power, Power as Authority: Gandhi, Khomeini and Walesa, Towards a new paradigm of Power.

Unit-VII: Space, Life and Modern Architecture

[6]

The Human as a Spiritual Animal, The Quest for Quality, Beyond the Magic of the Machine, From Shell to Temple.

Essential Readings

1. Henryk Skolimowski, *Dancing Shiva in the Ecological Age* (New York: Clarion Books, 1991).
2. Naess, Arne. *The Ecology of Wisdom: Writings by Arne Naess*. Counterpoint, 2010.
3. Burkett, Paul. *Marxism and Ecological Economics: Toward a Red and Green Political Economy*. Haymarket Books, 2009.1992).
4. Peter Singer, *Practical Ethics* (London: Cambridge University Press, 2003, Reprint).

Further Readings

1. Abram, David. *The Spell of the Sensuous: Perception and Language in a More-Than-Human World*, Vintage Books, 1997.
2. Morton, Timothy. *The Ecological Thought*, Harvard University Press, 2010.



FILM AND PHILOSOPHY

(Soft-Core Course)

L	T	P	C		
1	1	1	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Interpret philosophical themes such as Scepticism, Truth, Relativism, Evil, Freedom, and Moral Responsibility through close analysis of selected films	2	2	2	3	3	2	2	3
CO2	Critically evaluate questions of Hierarchy, Psychosis, Personal Identity, Purpose, and Existentialism in cinematic narratives	2	3	2	2	3	2	2	3
CO3	Relate Philosophical concepts to ethical, social, and metaphysical issues represented in global and Indian cinema	2	2	2	2	3	2	3	3
CO4	Develop reflective and analytical skills by integrating film screenings with philosophical discussion and argumentation	3	2	2	2	3	2	2	3

Unit I: Introduction, Text on Films and Philosophy, Screenings

[2+2]

Masaan, Eternal Sunshine of the Spotless Mind (Gondry, 2004).

Unit II: Scepticism, Truth and Relativism, Screenings

[3+6]

Scepticism (Reality and Appearance): The Matrix, Inception.
Truth and Relativism: Ankhon Dekhi, 12 Angry Men.

Unit III: Problem of Evil, Freedom, and Moral Responsibility

[4+10]

Free Will, Determinism, and Moral Responsibility: Memento, Minority Report.
The Problem of Evil: God on Trial, Anbe Sivam.
Freedom: Munnairippu, The Shawshank Redemption, Into the Wild.

Unit IV: Hierarchy and the Theory of Psychosis, Social Philosophy

[2+4]

Hierarchy: Jai Bhim, Pariyerum Perumal.

Theory of Psychosis: Shutter Island.

Unit V: Purpose of Life, Personal Identity, Ethics, and Existentialism

[4+8]

Purpose of Life: Anbe Sivam, C/o Kancharapalem, Good Will Hunting.

Personal Identity: Being John Malkovich.

Ethics: Prisoners, Oppenheimer.

Existentialism: PK, The Truman Show

Essential Readings

1. Jean-Pierre Boulé and Enda McCaffrey (eds.), *Existentialism and Contemporary Cinema: A Sartrean Perspective* (New York: Berghahn Books, 2011).
 2. Bernd Herzogenrath (ed.), *Film as Philosophy* (Minneapolis: University of Minnesota Press, 2017).
 3. Kimberly A. Blessing and Paul J. Tudico (eds.), *Movies and the Meaning of Life: Philosophers Take on Hollywood* (Chicago: Open Court, 2005).
 4. Lisa Downing and Libby Saxton (eds.), *Film and Ethics: Foreclosed Encounters* (London: Routledge, 2010). [Correction replacing Corrigan's mistaken attribution].
 5. Yannis Tzioumakis and Claire Molloy (eds.), *The Routledge Companion to Cinema and Politics* (London: Routledge, 2016).
 6. Ian Jarvie, *Film, Philosophy, and Reality: From Plato to Godard* (London: Routledge, 2018).
 7. Philipp Schmerheim, *Scepticism Films: Knowing and Doubting the World in Contemporary Cinema* (London: Bloomsbury Academic, 2018).
 8. Arthur P. Shimamura (ed.), *Psychocinematics: Exploring Cognition at the Movies* (Oxford: Oxford University Press, 2013).
- ◆.....◆

APPLIED ETHICS

(Soft-Core Course)

L	T	P	C		
3	-	-	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain the Meaning, Nature, Scope, and Standards of Ethics, and evaluate human actions as Moral, Immoral, or Amoral	2	2	2	3	3	3	2	2
CO2	Analyse applied, professional, and eco-ethical principles in relation to Justice, Truth, and Responsibility across diverse fields	2	3	2	2	3	3	2	2
CO3	Critically assess moral debates surrounding Social Issues, Law, Freedom, and Reproductive Ethics in contemporary contexts	2	2	2	2	3	3	3	2
CO4	Develop reasoned ethical judgements by applying theoretical and practical perspectives to personal, professional, and societal dilemmas	3	2	2	2	3	3	2	2

Unit I: Introduction

[8]

Meaning, Nature, and Scope of Ethics; Evaluation of human actions (Moral, Immoral, and Amoral); Ethical Standards.

Unit II: Applied Ethics and Human Resource Development

[6]

Life Values, Goodness, Justice, Truth-Telling.

Unit III: Professional Ethics

[8]

Ethical Codes of Conduct in various professions; Fundamentals of Medical Ethics; Business Ethics; Eco-Ethics; Situational Ethics.

Unit IV: Morality and Contemporary Social Issues

[6]

Feminism, Information Revolution, Animal Liberation, Hate Speech.

Unit V: Morality, Law, and Society

[11]

Drug Use, Death Penalty, Suicide and Euthanasia, Individual Freedom.

Unit VI: Morality, Sex, and Reproduction

[6]

Homosexuality, Pornography, Abortion, Surrogate Motherhood.

Essential Readings

1. Harold R. Titus, *Ethics for Today* (9th edn., Indiana: Prentice Hall, 2006).
2. Jadunath Sinha, *Manual of Ethics* (Revised edn., Kolkata: New Central Book Agency, 2006).
3. Jacques P. Thiroux, *Ethics: Theory and Practice* (New York: Van Nostrand, 1973).
4. W.K. Frankena, *Ethics* (Indiana: Prentice Hall, 1988).
5. E.R. Winkler and J.R. Coombs, *Applied Ethics: A Reader* (Oxford: Blackwell, 1993).

PHILOSOPHY OF RELIGION

(Soft-Core Course)

L	T	P	C		
3	-	-	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain the nature of Religion and the central themes in the Philosophy of Religion, including classical and modern arguments for the Existence of God	2	2	2	3	3	3	2	2
CO2	Analyse Indian perspectives on God, Religion, the Problem of Evil, and major Theodicies	2	3	2	2	3	3	2	2
CO3	Evaluate issues of Verification, Truth, and Religious Pluralism in philosophical discourse	2	2	2	2	3	3	3	2
CO4	Develop critical and balanced approaches to debates concerning Faith, Reason, and the relevance of Religion in a pluralistic world	3	2	2	2	3	3	2	2

Unit I: Introduction

[6]

The nature and scope of Religion; major world faiths; the role of Philosophy of Religion.

Unit II: Arguments for and against the Existence of God

[10]

The Ontological Argument; the Cosmological (First-Cause) Argument; the Teleological Argument. Critiques of the arguments: Sociological and Psychological explanations of Religion (including Freud). Religion and the challenge of Modern Science.

Unit III: God and Religion in the Indian Context

[8]

The popular conception of God; the *Vedāntic* conception; demythologised interpretations of Religion.

Unit IV: The Problem of Evil

[6]

The Augustinian Theodicy; the Irenaean Theodicy; Process Theodicy.

Unit V: Problems of Verification

[8]

The meaning of “exists,” “facts,” and “real.” The limits of Proof and Verification in religious language.

Unit VI: Religious Pluralism and Truth

[7]

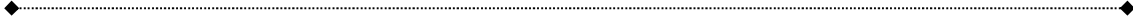
The problem of conflicting Truth-claims among Religions. Critiques of the concept of “a Religion.” Philosophical frameworks for Religious Pluralism.

Essential Readings

1. Hick, John. *Philosophy of Religion*. New Delhi: Prentice Hall of India, 1991.
2. Mitchell, Basil (ed.). *The Philosophy of Religion*. Oxford: Oxford University Press, 1983.
3. Smart, Ninian. *Philosophy of Religion*. New York: Random House, 1970.
4. Masih, Y. *Introduction to Religious Philosophy*. Delhi: Motilal Banarsidass, 1991.

Further Readings

1. Mohapatra, A. R. *The Philosophy of Religion*. New Delhi: Sterling, 1993.
2. Jurgensmeyer, Mark. *Religious Nationalism: Confronting the Secular State*. New Delhi: Oxford University Press, 1993.
3. Perrett, Roy W. (ed.). *Indian Philosophy of Religion*. Dordrecht: Kluwer Academic Publishers, 1989.



SEMESTER-II

STUDY OF AN INDIAN CLASSIC (*NAIṢKARMYASIDDHI* OF SUREŚVARA)

(Hard-Core Course)

L	T	P	C		
3	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain Sureśvara's life, background, and the central themes of <i>Naiṣkarmyasiddhi</i> within the <i>Advaita Vedānta</i> tradition	3	2	3	3	2	2	2	2
CO2	Analyse key metaphysical, epistemological, and ethical concepts, including <i>Brahman</i> , <i>Ātman</i> , <i>Karma</i> , and <i>Mokṣa</i>	3	3	3	2	2	2	2	2
CO3	Evaluate pathways to Liberation and Sureśvara's critiques of dualistic, materialistic, and other <i>Vedānta</i> schools	3	2	3	2	2	2	3	2
CO4	Apply the teachings of the <i>Naiṣkarmyasiddhi</i> to practical life, emphasising ethical conduct and spiritual self-realisation	3	2	3	2	2	2	2	2

Unit I: Introduction to Sureśvara and *Naiṣkarmyasiddhi*

[5]

Life and background of Sureśvara; overview of the *Naiṣkarmyasiddhi*: structure, context, and place in *Advaita Vedānta*.

Unit II: Preliminary Concepts and Terminology

[4]

Definitions and interpretations of key terms; metaphysical foundations: *Brahman* and *Ātman*.

Unit III: Analysis of Fundamental Philosophical Concepts

[5]

Ontological inquiry: the nature of Reality (*Sat*).

Epistemological foundations: means of knowledge (*Pramāṇa*).

The concept of *Mokṣa*: Liberation from *Samsāra*.

Unit IV: Examination of the Concept of Action (Karma)

[7]

Analysis of Karma: types and implications.

Karma and the cycle of birth and death (*Samsāra*).

Unit V: Pathways to Liberation

[6]

Exploration of *Jñāna Yoga* (Path of Knowledge).

Bhakti Yoga (Path of Devotion).

Karma Yoga (Path of Selfless Action).

Unit VI: Refutation of Opposing Philosophical Schools

[6]

Critique of dualistic philosophies.

Rebuttal of materialistic and nihilistic views.

Comparative study with other schools of *Vedānta*.

Unit VII: Practical Implications and Ethical Considerations

[6]

Application of philosophical principles in daily life.

Ethical guidelines and moral conduct.

Unit VIII: Conclusion and Reflection

[6]

Summative evaluation of the *Naiṣkarmyasiddhi*; its relevance for philosophical and spiritual practice.

Essential Reading

1. Sureśvara. *Naiṣkarmyasiddhi: With English Translation and Annotation*. Madras: University of Madras, 1988.

PHILOSOPHY OF SRI AUROBINDO

(Hard-Core Course)

L	T	P	C		
3	1	-	4	60	H

Course Outcome		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain Sri Aurobindo's life, philosophical orientation, and his concepts of Evolution, Involution, and Integral Philosophy	3	2	3	3	2	2	2	2
CO2	Analyse central themes of The Life Divine, including Human Aspiration, Supreme Consciousness, and the Delight of Existence	3	3	3	2	2	2	2	2
CO3	Evaluate key ideas from The Synthesis of Yoga concerning Aids, Self-consecration, Knowledge, and the Realisation of the Cosmic Self	3	2	3	2	2	2	3	2
CO4	Assess Aurobindo's socio-political thought in The Human Cycle, relating the Individual, Group, and Nation to human perfection	3	2	3	2	2	2	2	2

Unit I: Introduction

[5]

Life and Works of Sri Aurobindo, Philosophical Orientation, The Integral Philosophy, Evolution and Involution.

Unit II: The Life Divine I

[6]

The Human Aspiration, The Materialist Denial, The Denial of the Ascetic, Reality Omnipresent.

Unit III: The Life Divine II

[6]

The Destiny of the Individual, The Supreme Consciousness, The Ego and the Dualities, The Methods of *Vedāntic* Knowledge.

Unit IV: The Life Divine III

[6]

The Pure Existent, The Conscious Force, The Delight of Existence, The Divine *Māyā*.

Unit V: The Synthesis of Yoga I

[7]

The Four Aids, Self-consecration, The Supreme Will, The Supermind.

Unit VI: The Synthesis of Yoga II

[8]

The Object of Knowledge, The Status of Knowledge, The Purified Understanding, The Realisation of the Cosmic Self.

Unit VII: The Human Cycle

[7]

The Imperfection of the Past Aggregates, The Group and the Individual, The Inadequacy of the State Idea, Nation and Empire.

Essential Readings

1. Sri Aurobindo. *The Life Divine*. Pondicherry: Sri Aurobindo Ashram, 2005.
2. Sri Aurobindo. *The Synthesis of Yoga*. Pondicherry: Sri Aurobindo Ashram, 1995.
3. Sri Aurobindo. *The Human Cycle*. Pondicherry: Sri Aurobindo Ashram, 2005.
4. Choudhuri, Haridas. *Sri Aurobindo: The Prophet of Life Divine*. Pondicherry: Sri Aurobindo Ashram, 1951.
5. Lal, Basant Kumar. *Contemporary Indian Philosophy*. New Delhi: Motilal Banarsidass, 1999.
6. Pandit, M. P. *Commentaries on Sri Aurobindo's Thought*. Pondicherry: Sri Aurobindo Ashram, 1957.

RECENT WESTERN PHILOSOPHY

(Hard-Core Course)

		L	T	P	C				
		3	1	-	4	60	H		
	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain and compare major philosophical contributions of Husserl, Sartre, Russell, Ayer, James, Dewey, Bergson, and Whitehead	3	2	2	3	3	2	2	2
CO2	Analyse core concepts such as Intentionality, Freedom, Logical Atomism, Verification, Pragmatism, Intuition, and Process Philosophy	3	3	2	2	3	2	2	2
CO3	Evaluate how these thinkers address problems of Knowledge, Reality, Perception, Truth, and Metaphysics	3	2	2	2	3	2	3	2
CO4	Develop critical perspectives on 20th-century philosophy by integrating Phenomenology, Analytic Philosophy, Pragmatism, and Process Thought	3	2	2	2	3	2	2	2

Unit I: Husserl

[8]

Definition of Phenomenology, Psychologism, Phenomenology as a Rigorous Science, Consciousness and Intentionality, Phenomenological Reduction, The Structure of the Transcendental.

Unit II: Sartre

[8]

Pre-reflective and Reflective Consciousness, The For-itself and the In-itself, Bad Faith, Freedom, The Other.

Unit III: Russell [8]
Theory of Descriptions, Theory of Types, Logical Atomism, The Physical World.

Unit IV: Ayer [7]
Elimination of Metaphysics, Principle of Verification as a Criterion of Meaningfulness, Phenomenalism as a Theory of Perception, Other Minds.

Unit V: James [7]
Pragmatic Theory of Truth, Radical Empiricism, The Construction of the Physical World, Religious Experience.

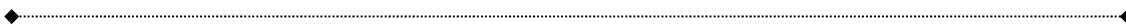
Unit VI: Dewey [8]
Mind as Symbolic Function, Ideas as Instruments of Successful Action, Attitude towards Metaphysics, The Social Basis of True Ideas.

Unit VII: Bergson [7]
Time and Change, Matter and Mind, Creative Evolution, Intellect and Intuition, Closed and Open Morality.

Unit VIII: Whitehead [7]
Epistemology, Reality, World and God.

Essential Readings

1. Spiegelberg, Herbert. *The Phenomenological Movement*. The Hague: Martinus Nijhoff Publishers, 1982.
2. Datta, D. M. *The Chief Currents of Contemporary Philosophy*. Calcutta: University of Calcutta, 1970 (3rd edn.).
3. Ayer, A. J. *Language, Truth and Logic*. Harmondsworth: Penguin Books, 1975 (2nd edn.).
4. Fuller, B. A. G., and McMurrin, Sterling M. *A History of Western Philosophy*. New York: Holt, Rinehart and Winston, 1955 (3rd edn., revised).
5. Jones, W. T. *A History of Western Philosophy, Vol. V: From Wittgenstein to Sartre*. New York: Harcourt Brace Jovanovich, 1975 (2nd edn., revised).



PHILOSOPHICAL PERSPECTIVES OF WITTGENSTEIN

(Hard-Core Course)

		<table><tr><td>L</td><td>T</td><td>P</td><td>C</td><td colspan="3"></td></tr><tr><td>3</td><td>1</td><td>-</td><td>4</td><td>60</td><td colspan="3">H</td></tr></table>								L	T	P	C				3	1	-	4	60	H		
L	T	P	C																					
3	1	-	4	60	H																			
	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8															
CO1	Explain the key principles of Logical Atomism, including Propositions, Facts, and the Picture Theory of Meaning	3	2	2	3	3	2	2	2															
CO2	Analyse critiques of Logical Atomism and explore Wittgenstein’s later views on Language, Meaning, and Understanding	3	3	2	2	3	2	2	2															
CO3	Evaluate discussions on Sensations, Mental Acts, Scepticism, and the Private Language Argument in relation to Mind and Knowledge	3	2	2	2	3	2	3	2															
CO4	Apply insights from Logical Atomism and its rejection to contemporary debates in Philosophical Psychology and Theories of Meaning	3	2	2	2	3	2	2	2															

Unit I: Introduction to Logical Atomism

[7]

Ideal Language; Propositions; Facts; Picture Theory of Meaning; Tautologies; Values.

Unit II: The Rejection of Logical Atomism

[8]

The Problem of Interpretation; The Motley of Language; Critique of Ostensive Definition; Attack on Analysis; Family Resemblance; Some Remarks on Philosophy.

Unit III: Understanding

[6]

Is Understanding a Mental Process?; "Now I can go on"; Deriving; Experiencing.

Unit IV: Sensations and Mental Acts

[7]

Cartesianism; Behaviourism; Meaning as "I" that has Sensations.

Unit V: Sceptical Doubts and Sceptical Solutions

[6]

The Same Gain; The Machine as a Symbol for Itself; A Paradox and its Solution; The Know-Nothing Approach.

Unit VI: The Private Language Argument

[6]

Its Occurrence in the Text; Privacy and Certainty; Fixing Meaning in Private Language; Concluding Remarks.

Unit VII: Philosophical Psychology

[5]

Introduction; Treatment of Psychological Concepts; Expression; Seeing and Seeing-As; Privacy and Solipsism.

Essential Readings

1. Wittgenstein, L. *Philosophical Investigations*. Translated by G. E. M. Anscombe. Oxford: Basil Blackwell, 1953.
2. Wittgenstein, L. *Tractatus Logico-Philosophicus*. London: Routledge & Kegan Paul.

Further Readings

1. Stroll, Avrum. *Wittgenstein*. London: Oneworld Publications, 2007 (Reprint).
2. Pears, David. *Wittgenstein*. Glasgow: Fontana-Collins, 1977 (5th Reprint).
3. Hacker, P. M. S. *Wittgenstein's Place in Twentieth-Century Analytic Philosophy*. Oxford: Blackwell, 1996.
4. Fogelin, Robert R. *Wittgenstein*. London: Routledge and Kegan Paul, 1987.

PHILOSOPHY OF TECHNOLOGY

(Soft-Core Course)

L	T	P	C		
3	-	-	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain the scope, nature, and philosophical foundations of Technology in relation to Epistemology, Axiology, Metaphysics, and Methodology	2	3	2	3	2	3	2	2
CO2	Analyse debates on defining Technology, Technological Determinism, and the Metaphysical implications of Techno-scientific Thinking	2	3	2	2	2	3	2	2
CO3	Evaluate how major thinkers interpret Technology's impact on Modern Existence, Ethics, Religion, and Social Life	2	3	2	2	2	3	3	2
CO4	Apply philosophical insights to assess current Technologies and cultivate Practical Intelligence for responsible technological engagement	3	3	2	2	2	3	2	2

Unit I: What is Philosophy of Technology?

[6]

Introduction, Technology and Epistemology, Technology and Axiology, Technology and Metaphysics, Technology and Methodology.

Unit II: Defining Technology

[7]

Issues and Debates, Towards Avoiding Confusion, Towards Avoiding Excessive Breadth, A Philosophical Definition of Technology.

Unit III: Technology and Metaphysics

[6]

Technology and Models of Human Nature, Free Will and Technological Determinism, Techno-scientific Thinking and Alternative Metaphysics, Postmodern Thinking and the Future of Technology.

Unit IV: Technology and Modern Existence

[6]

The Technological Phenomenon, Bright Visions: Karl Marx, Sombre Visions: Martin Heidegger, Herbert Marcuse and Jürgen Habermas, Gandhi.

Unit V: Ethics, Assessment, and Technology

[7]

Basic Ethical Theory, Problems and Possibilities in Technology Assessment, Ethical Questions for Current Technologies, The "Given".

Unit VI: Technology and Religion

[6]

Mystic Images of Technology, Judeo-Christian Embrace of Technology, Judeo-Christian Rejection of Technology, New Western Religions and Technology.

Unit VII: Technology and Practical Intelligence

[7]

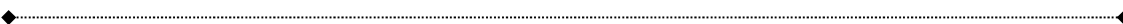
Reflections on Intelligence, Practical versus Theoretical Intelligence, Tradition-based Practical Intelligence, Tradition-based Theoretical Intelligence.

Essential Readings

1. Ferré, Frederick. *Philosophy of Technology*. Athens, GA: University of Georgia Press, 1995.

Further Readings

1. Dusek, Val. *Philosophy of Technology: An Introduction*. Oxford: Wiley-Blackwell, 2006.
2. Scharff, Robert, and Val Dusek (eds.). *Philosophy of Technology: The Technological Condition*. Oxford: Blackwell, 2003.
3. Ihde, Don. *Philosophy of Technology: An Introduction*. New York: Paragon House, 1993.
4. Heidegger, Martin. *The Question Concerning Technology*. New York: Harper and Row, 1977.



PHILOSOPHY OF LANGUAGE

(Soft-Core Course)

L	T	P	C		
3	-	-	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Critically analyse and articulate the significance of Language to Philosophy	2	2	3	3	3	2	2	2
CO2	Demonstrate understanding of the Metaphysical, Logical, and Analytical dimensions of Language	2	3	3	2	3	2	2	2
CO3	Evaluate and compare various Theories of Meaning, recognising the complexities of communication	2	2	3	2	3	2	3	2
CO4	Gain a thorough understanding of Linguistic Philosophy, including concepts such as Signs, Conventions, and Symbolic Systems	3	2	3	2	3	2	2	2

Unit I: Introduction

[6]

Language and Philosophy, Metaphysics, Logic, Reform of Language, Philosophy as Analysis.

Unit II: Theories of Meaning

[6]

Referential Theory, Ideational Theory, Picture Theory, Emotive Theory, Meaning as Use.

Unit III: Problems of Communication

[6]

Is Only Structure Communicated?, Removable and Irremovable Barriers to Communication,

Sharing Subjective Experience with Others, Physical Language, Presuppositions of Mutual Understanding.

Unit IV: Language and its Near Relations

[6]

The Generic Notion of a Sign, Regularity of Correlation and Regularity of Usage, Icon, Index and Symbol, The Notion of Convention, Language as a System of Symbols.

Unit V: Empirical Criterion of Meaninglessness

[6]

Meaningless Sentences, The Semantic Stratification of Language, Logical Atomism, Verifiability as a Criterion of Meaning.

Unit VI: Grammatical Models and New Horizons in Language

[6]

Vagueness, Ambiguity, Language-Games, The Metaphysical Aura of Certain Words, Speech Acts, Generative Grammar, Deconstruction, The Private Language Argument.

Essential Readings

1. Alston, William P. *Philosophy of Language: A Contemporary Introduction*. London: Routledge, 1964.
2. Devitt, Michael, and Richard Hanley (eds.). *The Blackwell Guide to the Philosophy of Language*. Oxford: Blackwell, 2006.
3. Morris, Michael. *An Introduction to the Philosophy of Language*. Cambridge: Cambridge University Press, 2007.

Further Readings

1. Ayer, A. J. *Language, Truth and Logic*. New York: Dover Publications, 1952.
2. Frege, Gottlob. *On Sense and Reference*. In *Translations from the Philosophical Writings of Gottlob Frege*, ed. Peter Geach and Max Black. Oxford: Blackwell, 1952.
3. Wittgenstein, Ludwig. *Philosophical Investigations*. Oxford: Blackwell, 1953.



SOCIALLY ENGAGED BUDDHISM

(Soft-Core Course)

L	T	P	C		
3	-	-	3	45	H

Course Outcome		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain the principles and social orientation of Engaged Buddhism, including its ethical guidelines and historical roots	3	2	3	3	2	3	2	3
CO2	Analyse how Buddhism functions as an emancipatory identity in relation to Ambedkar, Iyothee Thassar, Marxist thought, and Indian Philosophy	3	3	3	2	2	3	2	3
CO3	Evaluate the role of Buddhism in advancing Gender Equality, Human Rights, Social Renewal, and Ecological Awareness	3	2	3	2	2	3	3	3
CO4	Apply Buddhist Social Philosophy to contemporary issues of caste, inequality, ecology, and peace-building	3	2	3	2	2	3	2	3

Unit I: Introduction to Engaged Buddhism

[10]

Buddhism as *Saddhamma*; The Fourteen Guidelines for Engaged Buddhism; Features of Socially Engaged Buddhism.

Unit II: Buddhism as an Emancipatory Identity

[12]

Ambedkar, Buddha or Karl Marx; Iyothee Thassar and the Tamil Buddhist Movement; Buddhism in Indian Philosophy.

Unit III: Women in Buddhism

[12]

Women in Buddhism; Periyar on Buddhism; Buddhism, Human Rights and Social Renewal.

Unit IV: Buddhism and Society

[11]

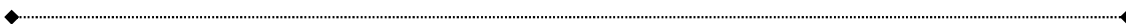
P. Lakshmi Narasu on Buddhism and Caste; The Social Philosophy of Buddhism and the Problem of Inequality; Buddhism, Ecology, and the Peace Movement.

Essential Readings

1. Narasu, P. Lakshmi. *Buddhism and Caste*. Delhi: Motilal Banarsidass, 1993.
2. Raghuramaraju, A. *Buddhism in Indian Philosophy*. Delhi: Centre for Studies in Civilizations, 2005.
3. Periyar. *Periyar on Buddhism*. Nagercoil: Kalachuvadu Publications, 2004.
4. Thassar, Iyothee. *Tamil Buddhist Movement*. Chennai: Institute of Asian Studies, 1991.
5. *Features of Socially Engaged Buddhism*. Kandy: Buddhist Publication Society, 2004.

Further Readings

1. Ambedkar, B. R. *The Buddha and His Dhamma*. New Delhi: Dr. Ambedkar Foundation, 2013.
2. Loy, David. *The Great Awakening: A Buddhist Social Theory*. Boston: Wisdom Publications, 2003.
3. Batchelor, Stephen. *Buddhism Without Beliefs: A Contemporary Guide to Awakening*. New York: Riverhead Books, 1997.
4. Kaza, Stephanie. *The Attentive Heart: Conversations with Trees*. Boston: Shambhala Publications, 1993.
5. Kraft, Kenneth. *Inner Peace, World Peace: Essays on Buddhism and Nonviolence*. Albany: State University of New York Press, 1992.



PHILOSOPHY OF HISTORY

(Soft-Core Course)

L	T	P	C		
3	-	-	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain the nature, scope, and key debates of the Philosophy of History, including Objectivity, Subjectivity, and the impact of Modernity and Postmodernity	2	3	2	3	3	2	2	2
CO2	Analyse metaphysical, empirical, religious, and materialistic approaches to history through thinkers such as Hegel, Toynbee, Niebuhr, and Marx	2	3	2	2	3	2	2	2
CO3	Evaluate critiques of classical theories of history by Popper, Walsh, Berlin, and others	2	3	2	2	3	2	3	2
CO4	Apply philosophical perspectives to Indian Historiography, comparing Nationalist, Marxist, and Subaltern approaches	3	3	2	2	3	2	2	2

Unit I: Introduction to History

[15]

What is History?; Introduction to the Philosophies of History; Historical Objectivity; Historicism and Anti-Historicism; Objectivity and Subjectivity; Modernity and Postmodernity.

Unit II: Approaches to History

[10]

The Metaphysical Approach: Hegel; The Empirical Approach: Toynbee; The Religious Approach: Reinhold Niebuhr.

Unit III: Classical Theories of History

[10]

The Materialistic Conception of History: Karl Marx; Critiques of Classical Theories of History: Karl Popper, W. H. Walsh, Isaiah Berlin.

Unit IV: Philosophical Understanding of History

[10]

Towards a Philosophical Understanding of Indian History; Nationalist, Marxist, and Subaltern Historiographies.

Essential Readings

1. Dray, William H. *Philosophy of History*. Englewood Cliffs: Prentice Hall.
2. Toynbee, Arnold. *My View of History*, pp. 205–211.
3. Popper, Karl. *Prediction and Prophecy in the Social Sciences*, pp. 275–284.
4. Collingwood, R. G. *History as Re-Enactment of Past Experience*, pp. 249–262.
5. Hempel, Carl G. *The Functions of General Laws in History*, pp. 244–255.

Further Readings

1. Hegel, G. W. F. *Philosophical History*.
2. Carr, E. H. *What is History?* Harmondsworth: Penguin Books, 1977.
3. Walsh, W. H. *Philosophy of History: An Introduction*. New York: Harper, 1967.
4. Gardiner, Patrick (Ed.). *Theories of History*. New York: The Free Press, Macmillan Publishing Co., 1959.
5. Guha, Ranajit. *Small Voice of History, in Subaltern Studies IX: Writings on South Asian*

- History and Society*. New Delhi: Oxford University Press, 2005.
6. Chatterjee, Partha. *Nationalism as the Problem in the History of Political Ideas*, in *The Partha Chatterjee Omnibus*. New Delhi: Oxford University Press, 1997.
-

SEMESTER – III

MODERN LOGIC

(Hard-Core Course)

L	T	P	C		
2	1	1	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain the origin, development, and fundamental principles of Logic, including Laws of Thought, Truth, Validity, Deduction, and Induction	2	2	3	3	3	2	2	2
CO2	Analyse the functions of Language, Set Theory, and the foundations of Symbolic Logic for clear and precise reasoning	2	3	3	2	3	2	2	2
CO3	Apply Propositional and Predicate Calculus to evaluate arguments using Truth Tables, Natural Deduction, and related Decision Procedures	2	2	3	2	3	2	3	2
CO4	Develop systematic reasoning skills by integrating logical methods with practical problem-solving and critical thinking	3	2	3	2	3	2	2	2

Unit I: Introduction

[6]

Origin and development of Logic; Laws of Thought; Premises and Conclusions; Deduction and Induction; Truth and Validity.

Unit II: The Uses of Language

[7]

Three basic functions of Language; The Forms of Discourse; Emotive Words; Kinds of Agreement and Disagreement.

Unit III: Set Theory

[8]

Fundamental notions of Set Theory; The Syllogism and the Algebra of Sets; Sets and their Relationships.

Unit IV: The Nature of Symbolic Logic

[8]

The fundamental assumptions of Symbolic Logic; The use of Symbolism; Truth and Validity; Difference between Propositional Calculus and Predicate Calculus.

Unit V: Propositional Calculus

[8]

Truth-functions; Truth-functional Connectives; Propositional Variables and Constants; Direct Truth-table Method; Case Analysis as a Decision Procedure; Tautology, Contradictions, and Contingencies; RAA Proof; CNF as a Decision Procedure; Truth-tree Technique.

Unit VI: Predicate Calculus

[8]

The inadequacy of Propositional Calculus; Symbolic notions of Predicate Logic; Propositions, Functions, and Propositions in Predicate Logic; Quantifiers and their use; The inadequacy of the traditional Square of Opposition; The use of Truth-tables in Predicate Calculus; Natural Deduction in Predicate Calculus; The use of Generalisation and Instantiation.

Essential Readings

1. Balasubramanian, P. *Symbolic Logic and Its Decision Procedures*. Madras: University of Madras Philosophical Series 30, 1990.
2. Copi, Irving M. *Symbolic Logic*. 5th edn. New York: Macmillan Publishing, 1997.
3. Basson, A. H., and O'Connor, J. C. *Introduction to Symbolic Logic*. London: University Tutorial Press, 1970.



PHILOSOPHY OF AMBEDKAR

(Hard-Core Course)

L	T	P	C		
3	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain Ambedkar's alternative reading of Indian Philosophy by interrogating dominant Philosophical Systems and their Texts	2	2	2	3	2	3	2	3
CO2	Critically engage with Social Reality conditioned by the Caste System	2	3	2	2	2	3	2	3
CO3	Evaluate the liberative and democratic potential of Ambedkar's Philosophy in reconstructing the Indian Nation	2	2	2	2	2	3	3	3
CO4	Develop civic responsibility by understanding Indigenous Democratic Philosophical Thought	3	2	2	2	2	3	2	3

Unit I: Life-world of B. R. Ambedkar

[10]

Life and Essential Writings of Ambedkar; Concepts and Methodology of B. R. Ambedkar.

Unit II: Philosophy of Religion

[12]

Philosophy of Religion and the Hindu Social Order; Buddhism and Marxism; Religion and Dhamma.

Unit III: Social and Political Philosophy

[13]

Annihilation of Caste; Pathways to Emancipation.

Unit IV: Constitutional Morality and Democracy

[10]

Democracy; "If Democracy dies, it will be our doom"; Bertrand Russell and the Reconstruction of Society.

Essential Readings

1. Ambedkar, B. R. "Introduction." In *The Essential Writings of B. R. Ambedkar*, edited by Valerian Rodrigues, 1–43. New Delhi: Oxford University Press, 2002.
2. Ambedkar, B. R. *Philosophy of Hinduism*. In *Dr. Babasaheb Ambedkar: Writings and Speeches*, Vol. 3. Compiled by Vasant. Bombay: Education Department, Government of Maharashtra, 1987.
3. Ambedkar, B. R. "Krishna and His Gita." In *The Essential Writings of B. R. Ambedkar*, edited by Valerian Rodrigues, 193–204. New Delhi: Oxford University Press, 2002.
4. Ambedkar, B. R. "Democracy." In *The Essential Writings of B. R. Ambedkar*, edited

- by Valerian Rodrigues, 60–65. New Delhi: Oxford University Press, 2002.
- Ambedkar, B. R. “Basic Features of the Indian Constitution.” In *The Essential Writings of B. R. Ambedkar*, edited by Valerian Rodrigues, 473–495. New Delhi: Oxford University Press, 2002.

Further Readings

- Omvedt, Gail. *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi: Sage India, 1994.
- Ambedkar, B. R. “Caste, Class, and Democracy.” In *The Essential Writings of B. R. Ambedkar*, edited by Valerian Rodrigues, 132–148. New Delhi: Oxford University Press, 2002.
- Aloysius, G. *Nationalism without a Nation in India*. Delhi: Oxford University Press, 1997.

CONTEMPORARY INDIAN PHILOSOPHY

(Hard-core Course)

L	T	P	C		
3	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain the nature and scope of Contemporary Indian Philosophy and its distinction from Classical traditions	3	2	3	3	2	2	2	2
CO2	Analyze the philosophical contributions of Swami Vivekananda, Rabindranath Tagore, S. Radhakrishnan, K. C. Bhattacharya, J. Krishnamurti, and Periyar	3	3	3	2	2	2	2	2
CO3	Evaluate diverse perspectives on Metaphysics, Religion, Knowledge, Freedom, Humanism, Rationalism, and Social Reform in modern India	3	2	3	2	2	2	3	2
CO4	Apply insights from contemporary Indian thinkers to issues of Justice, Identity, Gender Equality, and Spiritual Transformation	3	2	3	2	2	2	2	2

Unit I: Introduction

[6]

Characteristics of Contemporary Indian Philosophy; Distinction between Classical and Contemporary Indian Philosophy.

Unit II: Swami Vivekananda

[7]

Life and Influences; Metaphysical Standpoint; Ideal of Universal Religion; Ways of Realisation.

Unit III: Rabindranath Tagore

[6]

Introduction; Nature of Man; Nature of Religion; Realisation of Beauty; Tagore’s Humanism.

Unit IV: S. Radhakrishnan

[7]

Life; Nature of His Philosophy; Ultimate Reality; Doctrine of Rebirth; Human Destiny; Intuition and Intellect.

Unit V: K. C. Bhattacharya

[7]

Life; General Characteristics of His Thought and Philosophy; Theory of Knowledge; Concept of the Absolute and Its Variations.

Unit VI: J. Krishnamurti

[6]

Mind; Freedom; Choiceless Awareness; Psychological Transformation.

Unit VII: Periyar E. V. Ramasamy

[6]

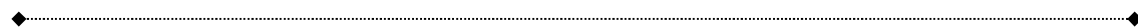
Justice Party; Critique of Brahmanic Orthodoxy; Self-Respect Movement; Rationalism and Atheism; Dravidian Identity and Language Politics; Gender Equality.

Essential Readings

1. Basant Kumar Lal. *Contemporary Indian Philosophy*. New Delhi: Motilal Banarsidass.
2. Rama Shanker Srivastava. *Contemporary Indian Philosophy*. New Delhi: Munshiram Manoharlal (edns exist from 1960s onwards).
3. T. M. P. Mahadevan and G. V. Saroja. *Contemporary Indian Philosophy*. Sterling / South Asia editions (available in standard academic catalogues).
4. R. K. Shringy. *Philosophy of J. Krishnamurti: A Systematic Study*. New Delhi: Munshiram Manoharlal.
5. Periyar E. V. Ramasamy. *Why Were Women Enslaved?; Collected Works of Periyar* (Periyar Self-Respect Propaganda Institution / Periyar Thidal).

Further Readings

1. J. N. Mohanty. *Contemporary Indian Philosophy: Series One and Series Two*. Motilal Banarsidass.
2. Basant Kumar Lal. *Contemporary Indian Philosophy (alternate editions)*. Motilal Banarsidass.

**CRITICAL TRENDS IN WESTERN PHILOSOPHY****(Hard-Core Course)**

L	T	P	C		
4	-	-	4	60	H

Course Outcome		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain the foundations, development, and key movements in Western Philosophy, including Modernity, Structuralism, and Postmodernism	3	2	2	3	3	2	2	2
CO2	Analyse praxis-oriented and Post-Marxist philosophies, focusing on thinkers such as Gramsci, Žižek, and Badiou	3	3	2	2	3	2	2	2
CO3	Evaluate critiques of traditional Western methods, Cultural Philosophy, Postmodernism, Postcolonialism, and Feminist Theory	3	2	2	2	3	2	3	2
CO4	Apply insights from contemporary Western philosophical approaches to questions of Ethics, Power, Knowledge, Gender, and Decolonisation	3	2	2	2	3	2	2	2

Unit I: Canons of Western Philosophy [7]

Foundations of Western Philosophy; Modernity; Structuralism; Postmodernism.

Unit II: Philosophy of the Praxis/Post-Marxist Philosophy [7]

Gramsci: Hegemony and Role of Intellectuals; Slavoj Žižek: Spectre of Ideology; Alain Badiou: Manifesto for Philosophy.

Unit III: Against Methods of Western Philosophy [6]

Richard Rorty: Against Epistemology; Emmanuel Levinas: Ethics as First Philosophy.

Unit IV: Philosophy of Culture [6]

Gilles Deleuze and Félix Guattari: What Is Philosophy?

Unit V: Postmodern Approach [7]

Jacques Derrida: Logocentrism and Deconstruction; Michel Foucault: Discourse on Language, Knowledge and Power, Biopower.

Unit VI: Postcolonial Approach [6]

Ngũgĩ wa Thiong’o: Decolonising the Mind; Edward Said: Orientalism.

Unit VII: Feminist Criticism [6]

Judith Butler: Gender Trouble; Luce Irigaray: Mimesis and Ethics of Sexual Difference.

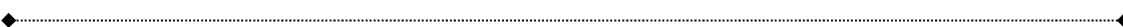
Essential Readings

1. Skinner, Quentin. “Meaning and Understanding in the History of Ideas.” *History and Theory*, vol. 8, no. 1, 1969, pp. 3–53.
2. Rorty, Richard. “The Historiography of Philosophy: Four Genres.” In *Philosophy in History*, edited by Richard Rorty, J. B. Schneewind, and Quentin Skinner, Cambridge UP, 1984, pp. 49–76.
3. Gramsci, Antonio. *Selections from the Prison Notebooks*. Edited and translated by Quintin Hoare and Geoffrey Nowell Smith. International Publishers, 1971.
4. Žižek, Slavoj. “Introduction: A Spectre Haunting Western Academia.” In *The Ticklish Subject*. Verso, 1999, pp. 1–6.
5. Badiou, Alain. *Manifesto for Philosophy*. Translated by Norman Madarasz. SUNY Press, 1999.
6. Rorty, Richard. *Philosophy and the Mirror of Nature*. Princeton UP, 1979.
7. Levinas, Emmanuel. *Totality and Infinity: An Essay on Exteriority*. Translated by Alphonso Lingis. Duquesne UP, 1969.
8. Deleuze, Gilles, and Félix Guattari. *What Is Philosophy?* Translated by Hugh Tomlinson and Graham Burchell. Columbia UP, 1994, Chapter 1.
9. Derrida, Jacques. “Structure, Sign, and Play in the Discourse of the Human Sciences.” In *Writing and Difference*, translated by Alan Bass. Routledge, 1978, pp. 278–294.
10. Foucault, Michel. “The Discourse on Language.” In *Critical Theory Since 1965*, edited by Hazard Adams and Leroy Searle, translated by Rupert Swyer. UP of Florida, 1986, pp. 148–162.
11. Ngũgĩ wa Thiong’o. *Decolonising the Mind: The Politics of Language in African Literature*. James Currey, 1986.
12. Said, Edward W. *Orientalism*. Pantheon, 1978.
13. Butler, Judith. “Subjects of Sex/Gender/Desire.” In *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990, pp. 3–32.

14. Irigaray, Luce. *An Ethics of Sexual Difference*. Translated by Carolyn Burke and Gillian C. Gill. Cornell UP, 1993.

Further Readings

1. Rorty, Richard. "Solidarity or Objectivity?" In *Objectivity, Relativism, and Truth: Philosophical Papers*, vol. 1, Cambridge UP, 1989, pp. 21–34.
2. Bergo, Bettina. "Levinas between Ethics and Politics." *Continental Philosophy Review*, vol. 32, no. 1, 1999, pp. 37–51.
3. Butler, Judith, Ernesto Laclau, and Slavoj Žižek. *Contingency, Hegemony, Universality: Contemporary Dialogues on the Left*. Verso, 2000.
4. Butler, Judith. "Restaging Universality: Hegemony and the Limits of Formalism." In *Contingency, Hegemony, Universality*. Verso, 2000, pp. 11–44.
5. Stanford Encyclopedia of Philosophy. "Feminist History of Philosophy." Edited by Edward N. Zalta, Fall 2009 Edition, <http://plato.stanford.edu/entries/feminism-femhist/>.



PHILOSOPHY OF MIND

(Soft-Core Course)

L	T	P	C		
3	-	-	3	60	H

Course Outcome		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain major theories of the mind–body relationship, including Dualism, Identity Theory, Behaviourism, and Functionalism, along with their challenges and variations	2	2	2	3	3	2	2	3
CO2	Analyse Folk Theories of Mind, Eliminativism, Simulation Theory, and the Problem of Other Minds	2	3	2	2	3	2	2	3
CO3	Evaluate concepts of Mental Representation, the Language of Thought, Intentionality, Neurophilosophy, and Mental Causation	2	2	2	2	3	2	3	3
CO4	Assess debates on Qualia, Consciousness, Emotions, and representational strategies from contemporary philosophical perspectives	3	2	2	2	3	2	2	3

Unit I: Mind–Body Problem

[12]

Dualism – The Mind–Body problem; Appeals and Approaches; Dualism of Mental and Physical phenomena; Defence and problems of Dualism; Descartes; Mind–Brain Identity Theory; Behaviourism – Philosophical and Psychological; Identity Theory; Functionalism; Challenges to Functionalism; Variations on Functionalism.

Unit II: Theories of Mind

[11]

Folk Theories of Mind; Eliminativism; Defence of Folk Theories; Problems of Folk Theories; Privileged Access and the Problem of Other Minds; Folk Theory as Simulation; Theory versus Simulation; Mental Simulation.

Unit III: Language of Thought

[11]

Mental Representation; Language of Thought Hypothesis; Semantics of Mental States;

Intentionality; The Intentional Stance; Neurophilosophy; Monism and Mental Causation.

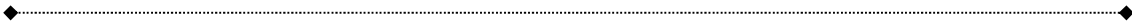
Unit IV: Consciousness and Emotions

[11]

Qualia and Consciousness; The Qualia Problem; Functionalist Defences; Representational Strategies; Emotions; Types of Emotions; The Cognitive Approach.

Essential Readings

1. Descartes, René. *Meditations on First Philosophy*. Cambridge: Cambridge University Press, 1996.
2. Churchland, Paul M. *Neurophilosophy: Toward a Unified Science of the Mind-Brain*. Cambridge, MA: MIT Press, 1986.
3. Dennett, Daniel C. *Consciousness Explained*. New York: Back Bay Books, 1992.
4. Fodor, Jerry A. *The Language of Thought*. Cambridge, MA: Harvard University Press, 1975.
5. Searle, John R. *The Rediscovery of the Mind*. Cambridge, MA: MIT Press, 1994.
6. Chalmers, David J. *The Conscious Mind: In Search of a Fundamental Theory*. Oxford: Oxford University Press, 1996.
7. Kim, Jaegwon. *Philosophy of Mind*. Boulder, CO: Westview Press, 1996.



PHILOSOPHY OF ARTIFICIAL INTELLIGENCE

(Soft-Core Course)

L	T	P	C		
3	-	-	3	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain the relationship between human intelligence, brain function, behaviour, and the development of Artificial Intelligence (AI)	2	2	2	3	3	2	2	3
CO2	Analyse the compatibility of human intellect with AI, the ontology of robotic technology, and the practical applications of robots	2	3	2	2	3	2	2	3
CO3	Evaluate the potential of machines to replicate or enhance human moral faculties and the prospects for AI evolution	2	2	2	2	3	2	3	3
CO4	Assess ethical, political, and social implications of AI, including human freedom, discrimination, and the dignity of human labour	3	2	2	2	3	2	2	3

Unit I: Computation and Human Intelligence

[9]

Computation and human intelligence; Human mind, brain, and behavioural programming; Rational thinking and Artificial Intelligence.

Unit II: AI and Compatibility

[9]

Human intellect and Artificial Intelligence; Compatibility issues; Ontology of robotic technology; Expediency of robots in contemporary contexts.

Unit III: Morality and AI

[9]

Machines and the making of human moral faculties; Is the human mind superior to Artificial Intelligence?; The possibility of the evolution of AI.

Unit IV: Freedom and AI

[9]

Human freedom and Artificial Intelligence; Can political philosophy emerge from AI?; Artificial Intelligence, gender, and racial discrimination.

Unit V: Ethics and AI

[9]

Ethics and Artificial Intelligence; The dignity of human labour versus machines.

Essential Readings

1. Turing, A. M. (1950). "Computing Machinery and Intelligence." *Mind*, 49, 433–460.
2. Nagel, T. (1974). "What Is It Like to Be a Bat?" *Philosophical Review*, 83(4), 435–450.
3. Searle, J. R. (1980). "Minds, Brains, and Programs." *Behavioral and Brain Sciences*, 3(3), 417–457.
4. Buckner, C. (2019). "Deep Learning: A Philosophical Introduction." *Philosophy Compass*, 14(10), 1–19.
5. Russell, S. (2021). "Human-Compatible Artificial Intelligence." In Stephen Muggleton & Nick Chater (eds.), *Human-Like Machine Intelligence* (pp. 1–21). Oxford: Oxford University Press.
6. Bryson, J. (2010). "Robots Should Be Slaves." In Y. Wilks (ed.), *Close Engagements with Artificial Companions: Key Social, Psychological, Ethical and Design Issues* (pp. 63–74). Amsterdam: John Benjamins.
7. Darling, K. (2012). "Extending Legal Protection to Social Robots: The Effects of Anthropomorphism, Empathy, and Violent Behaviour Towards Robotic Objects." *We Robot Conference 2012*, University of Miami.
8. Rini, R. (2017). "Raising Good Robots." *Aeon*.
9. Wallach, W., Allen, C., & Smit, I. (2008). "Machine Morality: Bottom-up and Top-down Approaches for Modelling Human Moral Faculties." *AI & Society*, 22(4), 565–582.
10. Maclure, J. (2021). "AI, Explainability and Public Reason: The Argument from the Limitations of the Human Mind." *Minds and Machines*.
11. Maclure, J. (2020). "The New AI Spring: A Deflationary View." *AI & Society*, 35, 747–750.
12. Reiman, J. (1995). "Driving to the Panopticon: A Philosophical Exploration of the Risks to Privacy Posed by the Information Technology of the Future." *Santa Clara High Technology Law Journal*, 11(1), 27–44.
13. Binns, R. (2018). "What Can Political Philosophy Teach Us About Algorithmic Fairness?" *IEEE Security & Privacy*, 16(3), 73–80.
14. Zou, J., & Schiebinger, L. (2018). "AI Can Be Sexist and Racist — It's Time to Make It Fair." *Nature*, 559, 324–326.
15. Schwitzgebel, E., & Garza, M. (2018). "Designing AI with Rights, Consciousness, Self-Respect, and Freedom."
16. James, A. (2020). "Planning for Mass Unemployment." In *Ethics of Artificial Intelligence* (pp. 183–211). Oxford: Oxford University Press.
17. Maclure, J., & Russell, S. (2021). "AI for Humanity: The Global Challenge." *Lecture Notes in Computer Science*, 12, 116–126.
18. Hagendorff, T. (2020). "The Ethics of AI Ethics: An Evaluation of Guidelines." *Minds and Machines*, 30, 99–120.

PHILOSOPHY OF LOVE

(Soft-Core Course)

L	T	P	C		
3	-	-	3	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain the nature, meaning, and significance of love in human life, including romantic longing and life purpose	2	2	2	3	3	2	2	3
CO2	Analyse love as duty and intention, emphasising responsibility, self-discipline, and ethical dimensions	2	3	2	2	3	2	2	3
CO3	Evaluate different forms of love, including friendship, parental love, romantic love, and the union of souls	2	2	2	2	3	2	3	3
CO4	Assess contemporary issues related to love, sex, consent, marriage, and the aesthetic and ethical aspects of relationships	3	2	2	2	3	2	2	3

Unit I: Introduction to Love

[7]

Love and meaning in life; Romantic longing.

Unit II: Love as Duty and Intention

[8]

Love and responsibility; Intention and self-discipline in love.

Unit III: Love, Friendship, and Parental Love

[8]

Friendship and virtue; Parental love and responsibility.

Unit IV: Love, Sex, and Consent

[15]

Is love a union of souls?; Love, romance, and sex; Consent, pornography, and entitlement.

Unit V: Love, Marriage, and Beauty

[7]

Aesthetic validity of marriage; Ethical and philosophical considerations of marital life.

Essential Readings

1. Aristotle. *Nicomachean Ethics*, Book VIII, Chapters 1–5. Translated by Terence Irwin. Hackett Publishing, 1999.
2. Bauer, Nancy. *How to Do Things with Pornography*. Harvard University Press, 2015.
3. Casablanca. Directed by Michael Curtiz, Warner Bros., 1942.
4. Frankfurt, Harry. *The Reasons of Love*, Chapter 2, pp. 53–68.
5. Halperin, David M. “What Is Sex For?” In *What Do Gay Men Want?* University of Michigan Press, 2007.
6. Jollimore, Troy. “Love, Romance, and Sex.” In Raja Halwani (ed.), *Philosophy of Love, Sex, and Marriage*. Routledge, 2010.
7. Kierkegaard, Søren. “*The Aesthetic Validity of Marriage*.” In *Either/Or*, Part II. Translated by Howard V. Hong and Edna H. Hong. Princeton University Press, 1987.
8. Nozick, Robert. “*Love’s Bond*.” In *The Examined Life*. Simon & Schuster, 1989.
9. Peck, M. Scott. “*Section II: Love*.” In *The Road Less Traveled: A New Psychology of Love*. Simon & Schuster, 1978.

10. Srinivasan, Amia. “Does Anyone Have the Right to Sex?” The London Review of Books, Vol. 40, No. 6, 2018, pp. 5–10.

CONTEMPORARY INDIAN WOMEN THINKERS
(Soft-Core Course)

L	T	P	C		
3	-	-	3	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Analyse the contributions of Contemporary Indian Women Thinkers to Philosophy, Feminism, Ecology, and Postcolonial Studies	3	2	3	3	2	2	2	2
CO2	Evaluate key concepts such as Subalternity, Strategic Essentialism, Ecofeminism, Situated Knowledge, and Feminist Epistemology	3	3	3	2	2	2	2	2
CO3	Critically examine intersections of Science, Culture, Religion, and Politics in shaping Social Justice, Identity, and Ethical Practices	3	2	3	2	2	2	3	2
CO4	Apply insights from these Thinkers to contemporary debates on Climate Justice, Indigenous Knowledge, Gender, and Global Ethics	3	2	3	2	2	2	2	2

Unit I: Gayatri Chakravorty Spivak

[9]

Subalternity and Voice, Strategic Essentialism, Planetary Ethics, Translation as Ethical Labour.

Unit II: Vandana Shiva

[9]

Ecofeminism and Deep Ecology; Seed Sovereignty and Biopiracy; Critique of Corporate Science; Indigenous Knowledge Systems; Climate Justice and Earth Democracy.

Unit III: Veena Das

[9]

Ordinary Language Philosophy; Anthropology after Wittgenstein; Testimony and Silence; Care and Social Ethics.

Unit IV: Meera Nanda

[9]

Science versus “Vedic Science”; Secular Rationality and the Indian State; Postcolonial Theory’s Blind Spots: Religion, Nationalism, and Pseudoscience; Public Understanding of Science.

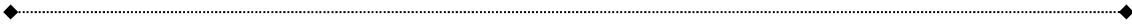
Unit V: Uma Narayan

[9]

Situated Knowledge and Feminist Epistemology; Cultural Imperialism versus Cultural Relativism; Food, Gender, and Identity Politics; The Politics of the Third-World Woman.

Essential Readings

1. Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" In *Marxism and the Interpretation of Culture*, edited by Cary Nelson and Lawrence Grossberg, University of Illinois Press, 1988, pp. 271–313.
2. Spivak, Gayatri Chakravorty. *An Aesthetic Education in the Era of Globalization*, Harvard University Press, 2012.
3. Shiva, Vandana. *Staying Alive: Women, Ecology and Development*, Zed Books, 1989.
4. Shiva, Vandana. *Biopiracy: The Plunder of Nature and Knowledge*, South End Press, 1997.
5. Das, Veena. *Life and Words: Violence and the Descent into the Ordinary*, University of California Press, 2007.
6. Das, Veena. *Textures of the Ordinary: Doing Anthropology after Wittgenstein*, Fordham University Press, 2020.
7. Nanda, Meera. *Prophets Facing Backward: Postmodern Critiques of Science and Hindu Nationalism in India*, Rutgers University Press, 2003.
8. Narayan, Uma. *Dislocating Cultures: Identities, Traditions, and Third-World Feminism*, Routledge, 1997.
9. Narayan, Uma. "The Project of Feminist Epistemology: Perspectives from a Non-Western Feminist," in *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies*, edited by Sandra Harding, Routledge, 2004, pp. 213–224.



SEMESTER -IV

INDIAN PHILOSOPHY OF VALUES

(Hard-Core Course)

L	T	P	C		
4	-	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain the nature, scope, and characteristics of the Indian Philosophy of Values and the role of moral thought	3	2	3	3	3	3	2	2
CO2	Analyse key notions of value, including their existence, qualities, gradation, and pluralism	3	3	3	2	3	3	2	2
CO3	Evaluate fundamental concepts such as <i>Purusharthas</i> , <i>Varnasrama Dharmas</i> , <i>Dharma</i> , <i>Artha</i> , <i>Kama</i> , and <i>Moksha</i> in ethical, political, and spiritual contexts	3	2	3	2	3	3	3	2
CO4	Apply insights from Indian value philosophy to understand moral duties, socio-political responsibilities, desire, and spiritual liberation	3	2	3	2	3	3	2	2

Unit I: An Introduction to Indian Philosophy of Values

[6]

Nature and place of moral thought in Indian Philosophy; Characteristics of Indian Philosophy of Values.

Unit II: Notion of Values – Problem of Values in Indian Thought

[7]

Ideal reality of value; Value as existence; Value as a quality; Gradation of values; Pluralism of values.

Unit III: Basic Concepts in Indian Philosophy of Values

[7]

Purusharthas; *Varnasrama Dharmas*; Nature and types of *Purusharthas* and *Varnasrama Dharmas*; Interaction between *Purusharthas*.

Unit IV: Concept of Dharma as a Moral Value

[8]

Dharma; Analysis of *Svadharma*; Desireless action; Manu's ideas of *Dharma*; Duty ethics in the Bhagavad Gītā and comparison with Immanuel Kant.

Unit V: Artha as a Politico-Economic Value

[6]

Kautilya's ideas on *Artha*; Power as a value; Comparative discussion of Plato and Kautilya on *Artha*.

Unit VI: Kama as a Hedonistic Value

[6]

Vātsyāyana's *Kamasutra*; Nature of desire; Socio-economic sanction for hedonism.

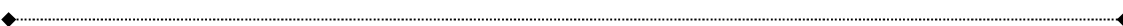
Unit VII: Moksha as a Spiritual Value

[5]

The concept of *Moksha*; Buddhist and Jain conceptions of spirituality; Śāṅkara's views on *Moksha*.

Essential Readings

1. Gupta, Santinath. *Indian Philosophy of Values*. New Delhi: Manohar Book Services, 1978.
2. Hiriyanna, M. *The Essentials of Indian Philosophy*. New Delhi: Motilal Banarsidass, 1985.
3. Kumar, Sasi Prabhakar. *Facts of Indian Philosophical Thought*. New Delhi: Vidya Nidhi Publications, 1999.
4. Kashyap, R. L. *Veda, Upanishad and Tantra in Modern Context*. 2004.
5. Ramachandran, T. P. *Hiriyanna*. New Delhi: Munshiram Manoharlal, 2001.
6. Prasad, Rajendra (ed.). *Historical-Developmental Aspects of Classical Indian Philosophy of Morals*. New Delhi: Centre for Studies in Civilizations, 2008.



SOCIAL EPISTEMOLOGY

(Hard-Core Course)

L	T	P	C		
4	-	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain key concepts in epistemic injustice, including testimonial injustice, social power, and the epistemology of resistance	2	2	3	3	3	3	2	3
CO2	Analyse the role of ignorance, expertise, and the qualities of reliable informants in knowledge practices	2	3	3	2	3	3	2	3
CO3	Evaluate the epistemology of democracy, its challenges, and debates on the viability of democratic systems	2	2	3	2	3	3	3	3
CO4	Assess the social and political dimensions of trust, knowledge, and forms of ignorance, including feminist and race-informed perspectives	3	2	3	2	3	3	2	3

Unit I: Epistemic Injustice

[10]

Testimonial injustice; Fricker, Rational Authority and Social Power; Medina, The Epistemology of Resistance (excerpt).

Unit II: Ignorance and Expertise

[10]

Guerrero, Living with Ignorance in a World of Experts; Elgin, The Mark of a Good Informant.

Unit III: The Epistemology of Democracy

[10]

Anderson, Epistemology of Democracy; Landemore, Democratic Reason (excerpts).

Unit IV: Is Democracy Doomed?

[10]

Guerrero, Against Elections.

Unit V: Social Background of Trust and Knowledge

[10]

Jones, The Politics of Self-Trust; Wylie, Feminist Philosophy of Science.

Unit VI: Forms of Ignorance

[10]

Mills, White Ignorance; Alcoff, Epistemologies of Ignorance.

Essential Readings

1. Fricker, Miranda. *Epistemic Injustice: Power and the Ethics of Knowing*. Chapter 1. Oxford University Press, 2007.
2. Hookway, Christopher. "Some Varieties of Epistemic Injustice: Reflections on Fricker." *Social Epistemology*, vol. 24, no. 2, 2010, pp. 151–163.
3. Fricker, Miranda. "Replies to Alcoff, Goldberg, and Hookway on Epistemic Injustice." *Social Epistemology*, vol. 24, no. 2, 2010, pp. 167–171.
4. Mills, Charles. "White Ignorance." In *Race and Epistemologies of Ignorance*, edited by Shannon Sullivan and Nancy Tuana. State University of New York Press, 2007, pp. 11–38.
5. Fricker, Miranda. "The Epistemological Significance of Race." *Journal of Philosophy*, vol. 97, no. 7, 2000, pp. 337–355.
6. McKinnon, Clare. "Epistemic Injustice." *Philosophy Compass*, 11/8 (2016): 437–446.
7. Alcoff, Linda. "Epistemologies of Ignorance: Three Types." In Sullivan & Tuana (eds.), *Race and Epistemologies of Ignorance*, 2007.
8. Pettit, Philip. "Groups with Minds of Their Own." In Gaus & Wellman (eds.), Chapter 11.
9. Lackey, Jennifer. "Collective Epistemology." In *The Routledge Handbook of Collective Intentionality*, edited by Jankovic and Ludwig, 2017, pp. 196–208.

PHILOSOPHY OF SCIENCE

(Soft-Core Course)

L	T	P	C		
3	-	-	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain the nature, scope, and distinctions of science, including Natural vs. Social Sciences and the Scientific Method	2	3	2	3	2	3	2	2
CO2	Analyse Scientific Knowledge, Theories, Models of Explanation, Induction, and Theory Confirmation	2	3	2	2	2	3	2	2
CO3	Evaluate the Logic, Rationality, and Growth of Scientific Knowledge, including Causation, Falsifiability, and Scientific Revolutions	2	3	2	2	2	3	3	2
CO4	Assess Methodological Challenges in Social Sciences, such as Cultural Relativism, Functionalism, and Methodological Individualism	3	3	2	2	2	3	2	2

Unit I: What is Science?

[5]

Science and Non-Science; Science and Pseudo-Science; Natural and Social Sciences; Scientific Method and Research.

Unit II: Scientific Knowledge

[5]

Induction and its Problem; What is Theory?; Theory Confirmation; Models of Explanation.

Unit III: Contemporary Science and Philosophy

[5]

Scientific Verification; Biological Conceptions; Revolution in Physics; Science and Logic.

Unit IV: The Logic of Science

[5]

Causation and Indeterminism; Elimination of Psychologism; Deductive Testing of Theories; Falsifiability.

Unit V: Truth, Rationality, and the Growth of Scientific Knowledge

[5]

Background Knowledge; Scientific Growth; Skepticism; Requirements for the Growth of Scientific Knowledge.

Unit VI: Paradigms in Science

[5]

Normal Science; The Paradigm Concept; Puzzle Solving; Scientific Revolutions; Rationality and Progress.

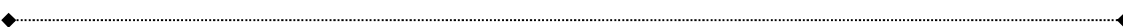
Unit VII: Methodological Problems of Social Sciences

[5]

Cultural Relativism and Social Laws; Functionalism and Social Science; Methodological Individualism and Social Science.

Essential Readings

1. Fisher, Alec. *Critical Thinking: An Introduction*. Cambridge University Press, London, 2001.
2. Sen, Madhucchanda. *An Introduction to Critical Thinking*. Pearson, Delhi, 2010.

**PHILOSOPHY OF ART & AESTHETICS****(Soft-Core Course)**

L	T	P	C		
3	-	-	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain the nature, scope, and key concepts of Aesthetics, including judgments of Taste and the experience of Beauty and the Sublime	2	2	2	3	3	2	2	3
CO2	Analyse theories of Beauty, Art, and Artistic Expression from Classical to Contemporary perspectives	2	3	2	2	3	2	2	3
CO3	Evaluate the role of Emotion, Truth, and Cultural Context in Aesthetic Experience and Artistic Creation	2	2	2	2	3	2	3	3
CO4	Apply Aesthetic principles to contemporary issues, including Ethics, Culture, and digital-age expressions of Art	3	2	2	2	3	2	2	3

Unit I: Introduction

[7]

Introduction to Aesthetics; Nature of Aesthetics; Judgments of Taste.

Unit II: Beauty

[8]

Beauty and the Sublime; What is Beauty?; Can there be any Standard?; Theories of Beauty from Classical to Postmodern.

Unit III: Aesthetic Experience

[8]

Aesthetic Experience; Role of Emotions in Aesthetic Expression; Aesthetic Pleasure and Displeasure.

Unit IV: Art

[8]

What is Art?; Theories of Art; Relation between Art and Truth.

Unit V: Artistic Expression

[7]

Theories of Artistic Expression; Relation between Art and Emotion.

Unit VI: Aesthetics and Ethics

[7]

Aesthetics and Ethics; Relation between Aesthetics and Culture; Contemporary Issues in Aesthetics; Aesthetics in the Digital Age.

Essential Readings

1. Gordon, Graham. *Philosophy of the Arts: An Introduction to Aesthetics*. Routledge, 1997.
2. Cahn, Steven M., and Aaron Meskin (eds.). *Aesthetics: A Comprehensive Anthology*. Blackwell Publishing, 2008.
3. Adorno, T. W. *Aesthetic Theory*. Translated by Robert Hullot-Kentor, edited by Gretel Adorno and Rolf Tiedemann. Continuum, 2002.
4. Nietzsche, Friedrich. *The Birth of Tragedy*. Translated by Walter Kaufmann. Vintage Books, 1967.

◆.....◆

PHILOSOPHICAL COUNSELLING

(Soft-Core Course)

L	T	P	C		
2	-	1	4	45	H

Course Outcome		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain the nature, scope, and efficacy of Philosophical Counselling, including its relation to Psychotherapy and Existential approaches	2	2	2	3	3	3	2	2
CO2	Analyse the role of the Philosopher as a personal consultant and the stages, limitations, and benefits of Philosophical Counselling	2	3	2	2	3	3	2	2
CO3	Evaluate Buddhist Psychology, Mindfulness-based therapies, and philosophical perspectives on Personality and the Mind–Body relationship	2	2	2	2	3	3	3	2
CO4	Apply philosophical principles to mental health care, multicultural and feminist counselling, corporate consultancy, and contemporary therapeutic practices	3	2	2	2	3	3	2	2

Unit I: Philosophical Counselling

[7+3]

Philosophical Counselling; The efficacy of Philosophical Counselling; Five common philosophical criticisms of Psychiatry; The relationship between Philosophical Counselling and Psychotherapy; Existential Psychotherapy; Philosophical criticism of Existential Psychotherapy; Rogerian Therapy.

Unit II: Philosophy and Life in Counselling

[7+4]

The Life Examined in Philosophical Counselling; The Philosopher as Personal Consultant; What Philosophical Counselling cannot do; How can Philosophy benefit from Philosophical practice?; Four stages of Counselling.

Unit III: Buddhist Psychology

[8+4]

Buddhist Psychology and Counselling; Pathways of Mindfulness-based therapies; Nature of Counselling and theoretical orientations in Psychotherapy; Personality: Philosophical and Psychological issues; Mind–Body relationship and Buddhist contextualism.

Unit IV: Philosophy and Mental Health

[8+4]

The role of Philosophy in Mental Health care; Modularity of Philosophical practice; Philosophical Counselling “Yesterday” and Today; Feminist and Multicultural Counselling; The Corporate Philosopher; Opportunities for Facilitators and Consultants; Cognitive Psychotherapy and Positive Psychotherapy.

Essential Readings

1. Raabe, Peter B. *Philosophical Counselling: Theory and Practice*. Praeger, 2001.
2. Yalom, Irvin D. *Existential Psychotherapy*. Basic Books, 1980.
3. Yalom, Irvin D. *The Theory and Practice of Group Psychotherapy*. Basic Books, 1995.
4. Van Deurzen, Emmy. *Existential Counselling and Psychotherapy in Practice*. Sage Publications, 2002.
5. Tong, Rosemarie. *Feminist Thought: A Comprehensive Introduction*. Westview Press, 1989.
6. Kourany, Janey S., James Sterba, and Rosemarie Tong. *Feminist Philosophies: Problems, Theories, and Applications*. Prentice Hall, 1992.
7. “Five Common Philosophical Criticisms of Psychiatry.” Journal of the APPA, City College, The City University of New York, 2010.
8. de Silva, Padmal. “*Buddhist Psychology: A Review of Theory and Practice*.” Institute of Psychiatry, University of London, 1992.



SOCIO-POLITICAL THOUGHT

(Soft-Core Course)

L	T	P	C		
3	-	-	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain the foundational ideas of Hegelian philosophy and develop critical thinking skills in assessing moral and political structures	2	2	2	3	2	3	2	3
CO2	Analyse Marxist theory, its historical context, and its implications for understanding socioeconomic systems	2	3	2	2	2	3	2	3
CO3	Evaluate Nozick's theories on individual rights and their implications for social organisation and governance	2	2	2	2	2	3	3	3
CO4	Analyse the foundations of democratic governance and understand feminist perspectives on liberal political philosophy, enhancing the ability to engage critically with complex political and philosophical ideas	3	2	2	2	2	3	2	3

Unit I: State and Morality

[11]

Hegel: Monism; Geist; Private Morality; Public Morality; State.

Unit II: Materialism and Dialectics

[12]

Marx: Critique of Hegel's Idealism; Historical Materialism; Bourgeois and Proletariat; Background and Laws of Materialist Dialectics; Surplus Value.

Unit III: Individual and Society

[10]

Robert Nozick: Relation between Individual and Society.

Unit IV: Democracy and Liberalism

[12]

Habermas: Democracy; Rational Discourse; Martha Nussbaum: Feminist Critique of Liberalism.

Essential Readings

1. McLellan, David. *The Thought of Karl Marx: An Introduction*. Macmillan Press Ltd., London, 1980.
2. Berbeshkina, Zoya; Yakoveva, Lyudmila; Zerkov, Dmitry. *What is Historical Materialism?* Progress Publishers, Moscow, 1987.
3. Marx, K., & Engels, F. *Communist Manifesto*, with explanatory notes by David Riazonov. National Book Agency Pvt. Ltd., Kolkata, 2011.
4. Habermas, J. *The Philosophical Discourse of Modernity*. Translated by F. Lawrence, MIT Press, Cambridge, 1987.
5. Habermas, J. *Knowledge and Human Interest*. Translated by J. Shapiro, Beacon Press, Boston, 1971.
6. Nozick, R. *Anarchy, State and Utopia*. Basil Blackwell, Oxford, 1974.
7. Nussbaum, M. "The Feminist Critique of Liberalism." In *Political Philosophy: The Essential Text*, edited by Steven M. Cahn, Oxford University Press, New York, 2005.

ADDITIONAL COURSES#

[The courses maybe offered in any semester depending on the availability of the resource faculty]

TWO METAPHYSICIANS: HEIDEGGER AND STRAWSON

(Hard-Core Course)

L	T	P	C		
3	1	-	4	60	H

Course Outcome		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain the significance of the Why-question and its role in understanding Being, as developed in Introduction to Metaphysics.	3	2	3	2	3	3	3	3
CO2	Analyse the relation between Being, Language, and Grammar, including the etymological and historical dimensions of Being.	3	2	3	2	3	2	3	3
CO3	Evaluate distinctions between Being and Becoming, Seeming, Thinking, and the Ought, as well as the identification and reidentification of Particulars.	2	2	2	2	3	3	3	3
CO4	Apply metaphysical insights to concepts such as Sounds, Persons, and Monads, integrating them into a broader inquiry into Being.	3	2	3	2	3	3	3	2

Unit I: Why?

[14]

The Why-question as the first of all questions; Philosophy as the asking of the Why-question; Phusis: the fundamental Greek word for beings as such; The meaning of Introduction to Metaphysics; Unfolding the Why-question by means of the Question of Nothing; The prior question: How does it stand with Being?

Unit II: Science of Linguistics

[10]

The superficiality of the Science of Linguistics; The Grammar of Being; The Etymology of Being.

Unit III: Being

[12]

The priority of Being over beings; The essential link between Being and the word; The inclusion of the various meanings of is within the Greek understanding of Being as Presence.

Unit IV: Becoming

[8]

Seven points of orientation for the investigation of the restriction of Being; Being and Becoming; Being and Seeming; Being and Thinking; Being and the Ought.

Unit V: Particulars

[16]

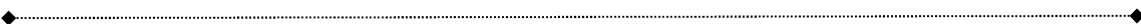
The Identification of Particulars; Reidentification; Basic Particulars; Sounds; Persons; Monads.

Essential Readings

1. Martin Heidegger. *An Introduction to Metaphysics*. Translated by Ralph Manheim. New Haven: Yale University Press, 1959.
2. P. F. Strawson. *Individuals: An Essay in Descriptive Metaphysics*. London: Macmillan, 1959. (Part I only).

Further Readings

1. William Blattner. *Being and Time by Martin Heidegger: An Introduction*. Edinburgh: Edinburgh University Press, 2005.
2. William Large. *Heidegger's Being and Time: A Reader's Guide*. London: Continuum, 2008.
3. Patricia Kitcher. *Strawson and Kant*. Oxford: Oxford University Press, 2011.
4. Thomas W. Polger. *Reading Strawson's Individuals: An Essay in Descriptive Metaphysics*. London: Continuum, 2008.



PHILOSOPHY OF LAW

(Hard-Core Course)

L	T	P	C		
3	1	-	4	60	H

Course Outcome		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Explain the nature, sources, and theories of law, including Legal Positivism, Natural Law, and Jurisprudence.	2	3	3	3	3	3	3	3
CO2	Analyse classical, analytical, and normative approaches to law, focusing on Authority, Obligation, and Legitimacy.	2	3	3	3	2	3	3	2
CO3	Evaluate legal concepts of Responsibility, Punishment, and distinctions between Civil, Criminal, and International Law.	2	3	2	3	3	3	3	3
CO4	Apply contemporary Indian Jurisprudence, landmark judgments, and principles of Legal Ethics to professional and societal contexts.	2	3	2	3	2	3	2	3

Unit I: Introduction

[11]

Introduction to Law and Legal Positivism; Natural Law Theory; Jurisprudence; What is Law?; Sources of Law from Ancient to Modern Societies; Difference between Law and Command; Moral Content of Laws and Interpretation.

Unit II: Jurisprudence

[12]

Jurisprudence: Classical, Analytical, and Normative Approaches; Is it Obligatory to Obey Law?; Authority, Obligation, and Legitimacy.

Unit III: Responsibility and Punishment

[10]

Responsibility and Punishment; Civil Law; Criminal Law; International Law.

Unit IV: Indian Law and Development

[12]

Recent Developments in Indian Jurisprudence; Landmark Judgments which Changed the Course of Law Interpretation in India; Legal Ethics and Professional Responsibility.

Essential Readings

1. Hart, H. L. A. *Problems of the Philosophy of Law*, in *Essays in Jurisprudence and Philosophy*, Oxford University Press, 1983.
2. Culver, Keith Charles, and Giudice, Michael (eds.). *Readings in the Philosophy of Law*, Peterborough, Ontario: Broadview Press, 2017.



A STUDY OF *ARTHAŚĀSTRA*

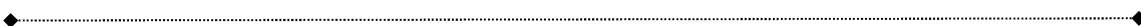
(Hard-Core Course)

L	T	P	C		
3	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Introduce the students to the philosophy of Kautilya's Arthaśāstra through a textual study of the work translated by Sri Shama Sastri.	3	3	3	3	3	3	3	3
CO2	The limbs of the State, the duties of a King, Ministers, spies, taxation, agriculture, construction of forts, defence strategies etc. will be examined.	3	3	3	3	2	3	3	2
CO3	Appreciating the political thought of ancient Indian philosophy which blends <i>Artha, Kama & Dharma</i> .	3	3	2	3	3	3	3	3
CO4	Study of the work has significance for individuals & those aspiring for administrative offices in the state & governing institutions.	3	3	2	3	2	3	2	3

Essential Readings

1. *Arthaśāstra*- Translated by Sri Shama Sastri, Mysuru: Oriental Research Institute, 1909.



RESEARCH METHODOLOGY IN PHILOSOPHY

(Hard-Core Course)

L	T	P	C		
3	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understanding of research methodology, including research design, data collection methods, and ethical considerations.	2	3	2	3	2	3	3	3
CO2	Analyse different research methods in philosophy for various branches, which paves a way for smooth research.	2	3	2	3	2	3	3	3
CO3	Develop practical skills in designing research projects, selecting appropriate methodologies, and addressing ethical concerns.	2	3	2	3	2	3	3	3
CO4	Enhance the ability to critically evaluate research methodologies and contribute to the advancement of knowledge in their respective fields.	2	2	2	3	2	3	3	3

Unit I: What is Research Methodology?

[6]

The term “research” - The methodology of research - The finished products of research - Methods of philosophy

Unit II: Qualifications for Research in Philosophy

[6]

General qualifications for research - Heuristic motivation - Reflective ability - Special qualifications for research in philosophy - Capacity for high degree of generalization

Unit III: Topics for Research

[6]

Types of topics - Thinker or text-based topics - Concept-based topics - Meta-philosophical topics - Inter-disciplinary topics

Unit IV: Principles and Steps in Choosing a Topic

[6]

How to choose a topic? - Scope of topic for original contribution - The nature of originality in philosophy - Identifying an area

Unit V: Stages in the Execution of a Research Project

[6]

The source of material - Classification of data - Organization of materials - Methods of organization - Kinds of synthesis required for research

Unit VI: Presentation of thesis

[6]

Form of the thesis and contents - Introduction - Chapters - Titles, sub-titles, foot or end-notes - Citation of quotations - Transliteration and bibliography

Unit VII: Critical Edition of Works

[6]

The meaning of critical edition - material required for critical edition - Equipment for a critical editor

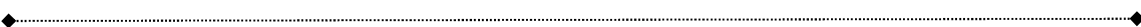
Unit VIII: Epistemology and Methodology of Research in Philosophy

[6]

Epistemology as the methodology of metaphysics - The distinction between epistemology and the methodology of research in philosophy

Essential Readings

1. T.P. Ramachandran, *The Methodology of Research in Philosophy* (Madras: University of Madras)
2. Berel Lang (ed.), *Philosophical Style an Anthology about the Reading and Writing in Philosophy* (Chicago: Nelson-Hall, 1980)

**FOUNDATIONS OF INDIAN CULTURE****(Hard-Core Course)**

L	T	P	C		
4	-	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Examining the foundations of Indian culture, providing an in-depth examination of its historical, philosophical, and cultural dimensions.	3	3	3	3	3	2	2	2
CO2	Appreciating the rich diversity and foundational principles that have shaped Indian culture over the millennia.	3	3	3	2	3	2	2	2
CO3	Understanding of the foundations of Indian culture, including its historical development, classical literature, and philosophical roots.	3	3	3	2	3	2	3	2
CO4	Critically analyse and appreciate the diverse aspects of Indian cultural heritage.	3	3	3	3	3	3	2	2

Essential Readings

1. G. C. Pande, *Foundations of Indian Culture* (Motilal Banarsidass, Delhi, 1990) Vol. I
2. G. C. Pande, *Foundations of Indian Culture* (Motilal Banarsidass, Delhi, 1990) Vol. II Chapters 1, 8, 9, 10, 11.

NORMATIVE AND METAETHICS

(Hard-Core Course)

L	T	P	C		
4	-	-	4	60	H

Course Outcome		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Examining the difference and connection between metaethics and normative ethics.	3	3	2	3	2	3	3	3
CO2	Understanding of the major philosophical positions in metaethics to grasp the basic conceptual framework of analytic philosophy that is necessary for moral inquiries.	3	3	3	3	3	2	3	3
CO3	Enhance their decision-making capabilities with the help of these ethical theories.	2	3	2	3	3	3	3	3
CO4	Achieve clarity and creative approach in a given situation.	2	3	3	3	3	3	3	3

Unit I: Ethical Theory: Its nature and purpose

[9]

What is an ethical statement?, The branches of ethical theory-Normative and meta-ethics, deontic, consequential and virtue theories, The use of ethical theory

Unit II: Ethical Theories

[8]

Subjectivism, Naturalism, Super-naturalism, Cultural-relativism

Unit III: The Intuitionist Theory

[9]

Moore and the rejection of ethical naturalism, Good as indefinable, The naturalistic fallacy, The intuitionism of Prichard and Ross

Unit IV: The Emotive Theory

[8]

The rejection of non-naturalism, Origins of Emotivism, Ayer's Emotivism, Stevenson's account of Emotivism

Unit V: Prescriptivism

[9]

The rejection of Emotivism, Hare's account of prescriptivism, Is prescriptivism possible, Value-words and speech-acts.

Unit VI: Descriptivism

[8]

Hume on 'is' and 'ought', Searle's attempt to derive 'ought' from 'is', Criticism of Searle, Austin's distinction between 'ought' and 'can'

Unit VII: Action and Responsibility

[9]

Rights and duties, Theories of punishment, Philosophy of law

Essential Readings

1. Richard. B. Brandt, *Ethical Theory* (London: Prentice – Hall, 1959), Chapters: 1 & 2.
2. W.D. Hudson, *Modern Moral Philosophy* (London: Macmillan, 1970).

Further Readings

1. Howard P. Kainz, *Ethics in Context* (London: Macmillan Press, 1988).
2. G.J. Warnock, *Ethics since 1900* (London & New York: Oxford University Press, 1978), Third edition.
3. Harry J. Gensler, *A Contemporary Introduction to Ethics* (London and New York: Routledge, 1998).
4. R.M. Hare, *Language and Morals* (Oxford: Oxford University Press, 1952)
5. William Lilee, *Introduction to Ethics* (Delhi: Allied Publishers Limited, 1990).

PHILOSOPHICAL PSYCHOLOGY

(Soft-Core Course)

L	T	P	C		
3	-	-	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Demonstrating knowledge and understanding of the ethical implications of psychological theories, including arguments for and against these theories regarding perception and ethical issues in psychology.	3	3	2	3	3	3	2	3
CO2	Critically analyse the implications of these theories for the status of psychology as a science and explore various theories of the mind and methods of studying the mind.	2	3	2	3	3	3	2	3
CO3	Developing a nuanced understanding of the interdisciplinary relationship between psychology, neuroscience, sociology, and ethics.	2	3	3	3	3	3	3	3
CO4	Engaging with complex ethical dilemmas posed by advancements in autonomous systems and psychological research.	2	3	2	3	2	3	2	3

Unit I: Introduction to Philosophy of Psychology

[9]

The Mind-Body Problem - Different approaches to Mind - Body problem

Dualist, materialist, idealist perspectives on Consciousness, Free Will and Determinism

Empiricism vs. Rationalism, Role of perception Reason and experience in knowledge acquisition

Unit II: Constructivism and Realism

[12]

Study of perception, cognition, and reality Philosophical Theories of Perception

Unit III: Approaches to Psychology

[12]

Hermeneutics and Phenomenological approach to Human Beings.

Ethics and Values in Psychology

Ethical Principles in Psychological Research, ethical reasoning skills in addressing moral challenges in psychology. Cultural Diversity and Psychology.

Values and the Good Life, psychological constructs of happiness, meaning, and fulfilment.

Unit IV: Behaviourism

[12]

Critiques of Behaviourism, Ontology of the Mind, Personal Identity and Persistence, Causality, States and Mental Events

Essential Readings

1. Churchland, Paul M. *Neurophilosophy: Toward a Unified Science of the Mind - Brain*. MIT Press, 1986.
2. Dennett, Daniel C. *Consciousness Explained*. Little, Brown and Company, 1991.
3. Feyerabend, Paul K. *Against Method*. Verso, 1975.
4. Kuhn, Thomas S. *The Structure of Scientific Revolutions*. University of Chicago Press, 2012.
5. Nagel, Thomas. *The View from Nowhere*. Oxford University Press, 1986.
6. Searle, John R. *Intentionality: An Essay in the Philosophy of Mind*. Cambridge University Press, 1983.
7. Solomon, Robert C. *Doing Philosophy: An Introduction Through Thought Experiments*. Pearson, 2004.
8. Ayer, A.J. "The Argument from Illusion." *Foundations of Empirical Knowledge*, sections 2-3 St. Martin's Press, 1940.
9. Moore, G.E. "Visual Sense Data." *Some Main Problems of Philosophy*, edited by James Paul, 39-50. Routledge, 2000.
10. Austin, J.L. *Sense and Sensibilia*. Oxford University Press, 1962.

VIDURA NITI

(Soft-Core Course)

L	T	P	C	
3	-	-	3	45 H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Introducing Vidura's views on ethics & codes of conduct for individuals through a textual study of <i>Vidura Niti</i> .	3	3	3	3	3	3	3	3
CO2	Appreciating the relation between one's actions, social responsibility, & the significance of karma & dharma for attaining <i>Mokṣa</i> .	3	2	3	3	3	3	2	3
CO3	Critically analysing the codes and conduct stated in the text.	3	3	3	3	3	2	3	3
CO4	Application of theoretical morality of Vidura's counsel to the characters in the <i>Mahabharata</i> in practical growth.	3	3	2	3	3	3	3	3

Essential Reading

1. *Vidura Niti* - Translated by Dr. Sir C.P. Ramaswamy Aiyar, Palghat: The Scholar Press, 1955.

INDIAN PHILOSOPHY OF BEAUTY

(Soft-Core Course)

L	T	P	C		
3	-	-	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Appreciating of beauty for capturing the essence amidst all beautiful phenomena.	3	3	2	2	3	3	2	3
CO2	Understanding the relation between the beautiful object as a whole and its parts.	2	3	2	2	3	3	2	3
CO3	Hedonist conceptions visualize a necessary connection between pleasure and beauty & argue that for an object to be beautiful it should generate or caused is interested pleasure.	3	3	2	2	3	3	3	2
CO4	Defining beautiful objects in terms of their value, of a loving attitude towards them or their function.	2	3	2	2	3	3	2	3

Unit I: Introduction

[10]

The Place of a Philosophy of Beauty in the Indian Philosophy of Values
The Indian Approach to the Subject matter of Aesthetics

Unit II: Characteristics

[11]

Beauty in Parts of Nature, its Character and Significance Beauty in Art, its Character

Unit III: Cosmic Beauty

[12]

The Problem of Cosmic Beauty
Divisions in the Philosophy of Beauty and their Configuration in India

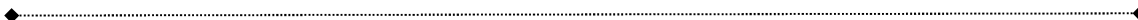
Unit IV: Art

[12]

The Significance of Art Creation
The Significance of Art Appreciation
The Artist, the Work of Art, and the Aesthete

Essential Readings

1. Ramachandran, T. P. [part 1] *The Indian Philosophy of Beauty*. Dr. S. Radhakrishnan Institute for Advanced Study in Philosophy, University of Madras, 1979.
2. Ramachandran, T. P. [part 2] *The Indian Philosophy of Beauty*. Dr. S. Radhakrishnan Institute for Advanced Study in Philosophy, University of Madras, 1979.



INDIAN PSYCHOLOGY

(Soft-Core Course)

L	T	P	C		
3	-	-	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Introducing the Ancient Indian concept of Psychology through the philosophical Study.	3	3	2	2	3	2	3	3
CO2	Realizing the purpose of human birth & appreciate the holistic Classical Indian philosophy which through psychology bestows bliss - posited as the highest goal of human life.	3	3	3	2	2	2	2	3
CO3	Understanding the praxis of Classical Indian philosophy is beneficial both for the individual & society, is secular & spiritual, for here & the hereafter.	3	2	3	2	3	2	3	3
CO4	Analysing different schools of Indian Philosophy for their Psychological views to differentiate the understandings.	3	3	3	2	3	3	3	3

Unit I: Features of Indian Philosophy

[11]

Vedas - Based - Combination of Religion & Philosophy - 4 *Asramas*, 4 *Purusarthas*, 3 *Rnas* & 5 *Yajnas* - *Varna* - *Jati* & Distinction - *Moksa* - Oriented - *Astika* & *Nastika* Traditions - Lower & Higher Knowledge [*Apara* & *Para* Knowledge] - *Vidyadadativinayam* - *Yavidyasavimucyate* - *Avasthatraya Vicara* & *Yoga* - Classification of Mental States - *Maya* - *Antah karana* & *Avidya Vrttis*

Unit II: Pramanas

[12]

Pratyaksa - *Anumana* - *Upamana* - *Sabda-Sruti* - *Smrti* & *Apta-Vakya* - *Arthapatti* & *Anupalabdhi*
Brahman [*Sat-Cit-Ananda*] - *jivas, jagat* - nature & inter-relation: *Advaita* - *abheda* model - *Visistadvaita* - *bhedabheda* model & *Dvaita* - *bheda* model - *Antahkarana* - *Indriyas* - *Anatmavada* - *Pancaskandhas*

Unit III: Criteria for Truth & Theories of Error

[10]

Asat Khyati - *Sat Khyati* - *Atma, Anyatha* & *Akhyati* - *Yathartha* & *Anyatha Khyati* - *Anirvacaniya Khati*
 Bondage - *Karma*: 4 Kinds of Action & 3 Kinds of Destiny - *Samskaras* in Jainism, Buddhism, *Nyaya*, *Yoga*, *Advaita*, *Visistadvaita* & *Dvaita*.

Unit IV: Liberation

[12]

Daivi & *Asuri Sampat* - *Ratna-traya* of Jainism - *Astanga* - *marga* of *Yoga* & Buddhism - *Sadhana Catustaya* & *Sadhana Saptaka* - Kinds - *Krama*, *Sadyo*, *Jivanmukti*, *Videhamukti* & *Sarvamukti* - *Salokya*, *Samipya*, *Sayujya* & *Sarupya* - Nature of a *Jivmanmukta*.

Essential Readings

1. S.Chatterjee & D.M.Datta, *An Introduction to Indian Philosophy*, Kolkatta: University of Calcutta, 1984.
2. M. Hiriyanna, *Outlines of Indian philosophy*, New Delhi: Blackie & Son Ltd., 1979.
3. S. Radhakrishnan, *Indian philosophy*, vols.1 & 2, London: George Allen & Unwin, 1962.

VAISNAVISM

(Soft-Core Course)

L	T	P	C		
3	-	-	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understanding of Vaiṣṇavism, its theological principles and historical development by analysing the philosophical aspects of deity worship, <i>bhakti</i> and <i>prapatti</i> , the pursuit of <i>Mokṣa</i> within the Vaisnavite tradition.	3	2	3	2	3	2	2	2
CO2	Through in-depth study of the primary texts and discussions, students will enhance their interpretative skills.	3	2	2	2	3	3	2	2
CO3	Understanding the distinctions between the major Vaisnavite schools: <i>Viśiṣṭādvaita</i> and <i>Dvaita</i> .	3	3	3	2	3	3	2	2
CO4	Contributing to a nuanced appreciation of <i>Vaiṣṇavism</i> within the broader landscape of Hindu philosophy and religious traditions and practices.	3	2	3	2	3	3	2	2

Unit I: Introduction

[7]

Major Schools of *Vedānta* - Schools of *Vaiṣṇavism* - Life & Works of Rāmānuja and Madhva

Unit II: Epistemology Of *Viśiṣṭādvaita*

[7]

Means of Knowledge [Perception, Inference & Scripture] - Stages of Knowledge - Criteria for Truth - Theory of Error

Unit III: Metaphysics Of *Viśiṣṭādvaita*

[7]

Nature of & Inter Relation between Brahman Souls & World *Sapta-vidha Anupappati*

Unit IV: Ethics Of *Viśiṣṭādvaita*

[5]

Cause & Nature of Bondage and Liberation - Means to Liberation - Devotion & Surrender

Unit V: Epistemology Of *Dvaita*

[7]

Means of Knowledge [*Anu pramanas* & *Kevala pramanas*] - Stages of Knowledge - Criteria for Truth - Theory of Error

Unit VI: Metaphysics Of *Dvaita*

[7]

Nature of & Inter-relation between *Brahman* - Souls & World - Classification of Souls - Difference & Dependence

Unit VII: Ethics Of *Dvaita*

[5]

Cause and Nature of Bondage & Liberation - Means to Liberation - Grace

Essential Readings

1. Anima Sen Gupta, *Critical Philosophy of Viśiṣṭādvaita* (Patna): Patna University
2. Srinivasachari's *Yatindramatadipika* Chennai: Ramakrishna Math
3. S.M Srinivasachari, *Vaisnavism: Its Philosophy, Theology and Religious Discipline* (Delhi): Motilal Banarsidass, 1994
4. Sharma, B.N.K., *History of the Dvaita Schools of Vedanta and its Literature*
5. Ramachandran, T.P.: *Dvaita Vedanta*, New Delhi. Arnold Hememann Publishers (India) Pvt. Ltd., 1976.

PHILOSOPHY OF TIME

(Soft-Core Course)

L	T	P	C		
3	-	-	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understanding of key concepts in the philosophy of time, including various theories and perspectives on temporal existence.	2	3	3	2	3	3	3	2
CO2	Analyse and critique major theories of time, evaluating their strengths, weaknesses, and implications.	3	3	3	2	3	2	2	3
CO3	Explore the intricate relationship between time and space, gaining insights into how these fundamental dimensions of reality intersect philosophically.	3	3	3	3	3	3	2	2
CO4	Demonstrate good writing skills and the ability to think critically and reflectively about complex philosophical issues related to time and its philosophical implications.	2	2	2	3	3	3	3	2

Unit I: Introduction

[12]

Introduction to Time and space, Nature of Change, temporal becoming Mc Taggart and the Unreality of Time, Time without Change, bringing about Past

Unit II: Theories of Time

[10]

A-Theory vs. B-theory of Time, Paradoxes of Time Travel Fatalism, Time and Well being

Unit III: Approaches to Time

[12]

Eternalism vs. Presentism, Reasons and persons, Arrow of Time, Duration of Time and perception of Time

Unit IV: Data from Time

[11]

Memory and Time

Essential Readings

1. Schlesinger, George N. *Aspects of Time*. Hackett Pub Co Inc, 1980.e. Ludlow, Peter, ed.
2. *The Philosophy of Time: A Collection of Essays*. New York: Oxford University Press, 2001.
3. Le Poidevin, Robin. *The Images of Time: An Essay on Temporal Representation*. New York: Oxford University Press, 2007.
4. MacBeath, Murray, and Robin Le Poidevin. *Philosophy of Time*. Oxford University Press, 1993.

◆.....◆

CRITICAL THINKING

(Soft-Core Course)

L	T	P	C		
3	-	-	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Analysing the fundamentals of critical thinking, identify its applications, and recognize obstacles to effective reasoning.	2	3	2	3	3	3	2	3
CO2	Apply common fallacies, assess the strength of inferences, and apply principles of relevance and sufficiency in their analytical work.	2	3	2	3	3	3	2	2
CO3	Critically evaluate sources and discernment of information reliability, students will recognize the impact of social factors on decision-making.	3	3	2	3	2	3	2	3
CO4	Developing decision-making skills by weighing various factors and making informed choices aligned with personal values, while internalizing intellectual standards and applying them to enhance the quality of their critical thinking processes.	3	3	2	3	3	3	2	3

Unit I: What is Critical Thinking?

[6]

Introduction - Standards of critical thinking - Critical thinking: benefits and barriers

Unit II: Critical Thinking and Logic

[7]

What is an argument? - Truth content and logical content - Validity - Deductive arguments and validity - Inductive arguments and strength

Unit III: Evaluating Arguments: Inference and Fallacies

[7]

Linguistic phenomena - Fallacies - The relevance of relevance - Sufficiency

Unit IV: Information and Its Evaluation

[6]

Sources of information - Testimony as a source of information - Reason and Basic human limitations - Reason and social influences - Means of social influences

Unit V: Thinking, Reading and Writing Critically

[7]

Introduction - Critical thinking, and critical reading and learning - Critically thinking, reading and writing

Unit VI: Decision Making

[6]

Options - Consequences - Values - Risks

Unit VII: Universal Intellectual Standards

[6]

Clarity - Accuracy - Precision - Breadth - Depth

Essential Readings

1. Alec Fisher, *Critical Thinking: An Introduction* [London: Cambridge University Press, 2001].
2. Madhucchanda Sen, *An Introduction to Critical Thinking* [Delhi: Pearson, 2010].

◆.....◆

EXPLORING MODERNITY & POST MODERNITY

(Soft-Core Course)

L	T	P	C		
3	-	-	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Critically analyse the foundational concepts and key characteristics of modern and postmodern thought.	3	3	3	2	3	3	2	2
CO2	Developing the ability to evaluate the implications of modernity and post modernity for contemporary society and culture, including their impact on politics, art, literature, and technology.	3	3	3	2	3	2	2	2
CO3	Fostering a deeper appreciation for the complexities of historical and intellectual developments shaping the modern and postmodern world views.	3	3	3	2	3	3	3	2
CO4	Empowering students to navigate and contribute to ongoing debates surrounding these important periods in human history.	3	3	3	2	3	3	3	3

Unit I: Foundations of Modernity

[16]

Introduction to Modernity Enlightenment and Critique
The Modern Condition

Unit II: Postmodernism and Society

[16]

Postmodernism in Context Deconstruction and Margins
Political Theory in Post modernity

Unit III: Critiques and Applications

[13]

Critiques of Modernity
Philosophical Reflections on Post modernity

Essential Readings

1. Berger, Peter. *Facing upto Modernity*. New York, 1977.
2. Boyne, R. and A. Rattansi [eds.]. *Postmodernism and Society*. London: MacMillan, 1990.
3. Derrida, Jacques. *Margins of Philosophy*. Trans. Alan Bass. Chicago: University of Chicago Press, 1985.
4. Foucault, M. "What is Enlightenment?" In Paul Rabinow [ed.], *Foucault Reader*. New York: Pantheon Books, 1984, pp. 32-50.
5. Lyotard, F. *Postmodern Condition: A Report on Knowledge*. Oxford: OUP, 1980.
6. Singh, R.P. *Modernity and Postmodernity*. New Delhi: Om Publications, 2002.
7. White, S.K. *Political Theory and Postmodernism*. Cambridge: Cambridge University Press, 1991.