



PONDICHERRY UNIVERSITY

School of Humanities

DEPARTMENT OF PHILOSOPHY

B.A (Hons) 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. From the implementation of NEP 2020, B.A. programme is started on the year 2024 which easily facilitates the fresh students in the path of 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:

In pursuing these objectives, B.A. Philosophy Programme aims at augmenting the ability to think critically, logically and analytically and hence use philosophical reasoning in practical situations. Pursuing a degree in philosophy will make students attain interesting careers in Film industry, education, law, politics, government etc.

The B. A. Philosophy programme deals with complete range of philosophy, from classical Indian Philosophy, to Modern Logic, Ethical theories of Mill, Kant and contemporary reflections on current debates in applied ethics, analytic philosophy, continental philosophy, philosophy of science, core courses in Indian and western philosophy. Current issues in feminist theory are also dealt with. Students have many choices which they can make. The students are trained to develop their own methodologies in understanding philosophical problems in general and the research problems in particular.

The department has introduced the contemporary relevant courses that reflect the immediate social reality such as gender equality, caste, culture and environment (Especially courses such as, Eco-philosophy, Philosophy of Indian Contemporary thinkers, Philosophical Counselling, Philosophy of language, Hermeneutics, and Structuralism).

The students are trained to identify the social problem and motivated to reflect on social experiences from their own philosophical perspective. This plays a crucial role in self-learning and knowledge production.

Medium Of Instruction

The medium of instruction in the classes is in English.

Learning Assessment

Continuous Assessment and End semester Examination marks and evaluation of skill based/vocational courses/ Internships and other hands on/field-based courses

All theory courses in a UG Programme shall carry a continuous assessment component of 40 marks and end semester assessment component of 60 marks.

In case of skill-based courses, vocational education courses, internships, practical, lab/field/project works, community service and related skill-based activities, the evaluation pattern may be decided by the respective Programme Committees/BOS and be approved in Academic Council. The evaluation methods need to be drawn based on the learning outcomes planned for such courses following the NEP guidelines of Pondicherry University.

Continuous Assessment Component (Sessional)

Evaluation will be based on continuous assessment carried out through activities spread over a complete semester based on the learning outcomes listed. Sessional work consists of class tests, at least one mid-semester examination, homework assignments, and any other innovative assessment methodology as determined by the faculty in charge of the course of study. Progress towards achievement of learning outcomes shall be assessed using the following: time constrained examinations; closed-book and open-book tests; problem-based assignments; practical assignments; laboratory reports; observation of practical skills; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerized adaptive assessments, examination on demand, modular certifications and other suitable assessments methods.

Total Marks from continuous assessments may be up to 40% of the total. Departments/Centers/Schools need to design suitable continuous assessment models splitting the 40 marks into 2 to 4 different components including at least one mid semester test, duly approved by the PC/BOS. This splitting may match the requirements/nature of courses taught.

Minimum Marks for Pass

A student shall be declared to have passed the course only if she/he gets,

- A minimum of 40% marks in end semester exam and
- A minimum of 50% marks in aggregate when continuous assessment and end semester examination marks are put together.

Supplementary Examination

- A student who gets F grade in a course shall be permitted to register for the supplementary examination in the following semester or in the subsequent semesters.
- A student who gets F grade in a course shall be given an option either to retain the previously awarded continuous assessment mark or to improve it, and the higher mark out of these two options will be considered for the supplementary examination.
- A student who gets Ab grade in a course / practicum / vocational course / internship / practicum or any other hands-on skill related course is mandated to repeat the course and undergo all the stages of assessment in subsequent semesters.

Span Period

The duration of the UG Programme is 4 years or 8 semesters. Students who desire to undergo a 3-year UG Programme will be allowed to exit after completion of the 3rd year. If a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits (as given in table below). Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree Programme. Students may be permitted to take a break from the study; they are allowed to reenter the degree Programme within 3 years and complete the Programme within the stipulated maximum period of seven years.

Awarding of Certificate, Diploma, And Degrees

UG Certificate:

Students who opt to exit after completion of the first year and have earned a minimum of 42 credits will be awarded a UG certificate if, in addition, they complete work based vocational course/internship of 4 credits during the summer vacation of the first year.

UG Diploma:

Students who opt to exit after completion of the second year and have earned a minimum of 84 credits will be awarded the UG diploma if, in addition, they complete work based vocational course/internship of 4 credits during the summer vacation of the second year.

3-year UG Degree:

Students who wish to discontinue after the 3- year UG programme will be awarded a UG Degree in the Major discipline after successful completion of three years, earning a minimum of 124 credits and satisfying the minimum credit requirements as mentioned in the table below.

4-year UG Degree (Honours):

A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme, earning a minimum of 164 credits and have satisfied the credit requirements as mentioned in table below.

4-year UG Degree (Honours with Research):

Students who secure a minimum of 7.5 CGPA in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University. The research project/dissertation will be in the major discipline. The students, who secure a minimum of 164 credits, including 12 credits from a research project/dissertation, will be awarded UG Degree (Honours with Research).

Description Of Courses

The following are the types of courses in the UG Programme.

S. No.	Component	3 Year UG	4 Year UG (Honours/Honours With research)
1	Major Disciplinary / Interdisciplinary Courses	60 Credits (15 Courses of 4 credits)	80 Credits (20 Courses of 4 credits)
2	Minor Disciplinary / Interdisciplinary Courses (Vocational programme included)	24 Credits (6 Courses of 4 Credits)	32 Credits (8 Courses of 4 credits)
3	Multi-Disciplinary Courses	9 Credits (3 courses of 3 credits)	9 Credits (3 courses of 3 credits)
4	Ability Enhancement Courses	12 Credits (4 courses of 3 credits)	12 Credits (4 courses of 3 credits)
5	Skill Enhancement Course	9 Credits (3 courses of 3 credits)	9 Credits (3 courses of 3 credits)
6	Value-added courses	8 Credits (4 courses of 2 credits)	8 Credits (4 courses of 2 credits)
7	Summer internship	(4 credits Included in Major courses of 60 credits)	(4 credits-Included in Major courses of 80 credits)
8	Community engagement and service	2 Credits (1 course)	2 Credits (1 course)
9	Research Dissertation Project	-	12 Credits
		124	124
Note: Honours students not undertaking research will do 3 courses for 12 credits in lieu of a research Project/Dissertation.			

i. Major Disciplinary Courses (60 to 80 Credits)

Major discipline is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (not less than 50% of the total credits) through core courses in the major discipline. The major discipline would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. A student may choose to change the major discipline within the broad discipline at the end of the second semester provided all the prerequisites of the respective degree Programme are fulfilled.

ii. Minor Disciplinary Courses (24 to 32 credits)

Minor discipline helps a student to gain a broader understanding beyond the major discipline. For example, if a student pursuing an Economics major obtains a minimum of 12 credits from a bunch of courses in Statistics, then the student will be awarded B.A. degree in Economics with a Minor in Statistics.

- 24 credits of minor courses in the 3-year Programme can be Disciplinary or Interdisciplinary courses or a mix of both. 50% of the total credits from minors must be secured in the relevant subject/discipline and another 50% of the total credits can be from any discipline of students' choice.
- 12 credits (50%) of the Minor (Disciplinary / Interdisciplinary) in the 3-year Programme should be related to vocational education/training courses.

iii. Multi-Disciplinary Courses (MD) (9 credits)

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are designed and developed by every department for the benefit of other discipline students and are pooled by SAMS under 5 baskets for students to choose any 3 courses from 3 broader areas (one each from any three broad areas from below) from the basket. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) under this category.

• Natural and Physical Sciences

Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, and other related subjects.

• Mathematics, Statistics, and Computer Applications

Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally and similar others. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

• Library, Information, and Media Sciences

Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)

- **Commerce and Management**

Courses include business management, accountancy, finance, financial institutions, fintech and other related subjects.

- **Humanities and Social Sciences**

The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology and other related subjects will enable students to understand the individuals and their social behaviour, society, and nation. Students are introduced to survey methodology and available large-scale databases for India. The list of Courses that can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's and Gender Studies and similar subjects, will be useful to understand society.

Note: As explained elsewhere in this regulation, all departments/centres/schools are mandated to participate in the conduct of these courses and offer at least one introductory course on the concerned subjects, in the above groups and the students can choose these subjects from the basket of courses.

iv. Ability Enhancement Courses (AEC) (12 credits)

Modern Indian Language (MIL) & English language focused on language and communication skills. Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and acquaint with the cultural and intellectual heritage of languages.

v. Skill Enhancement Courses (SEC) (9 credits)

These courses are aimed at imparting practical skills, hands-on training, soft skills, and other skills to enhance the employability of students. The institution may design courses as per the students' needs and available institutional resources. Skill based courses could be related to disciplinary/interdisciplinary minors and vocational education programmes chosen/offered.

vi. Value-Added Courses (VAC) Common to All UG Students (8 credits)

- **Understanding India**

This course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation

of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

- **Environmental Science/Education**

This course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.

- **Digital and Technological Solutions**

Courses in cutting edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

- **Health & Wellness, Yoga Education, Sports, and Fitness**

Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations.

vii. Vocational Training/Education (12 Credits)

These courses are meant to provide the students with adequate knowledge and skills for employment and entrepreneurship. Departments are expected to incorporate the requirements of related industries while designing these courses to groom the students to take up gainful employment or becoming entrepreneurs. Vocational education courses designed by each department should relate the skills provided with the content of general education in order to ready the students for work at each exit point of the Programme. A minimum of 12 credits will be allotted to the minor stream relating to vocational education and training.

viii. Summer Internship (4 Credits)

All students will undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term. Students will be provided with opportunities for internships to actively engage with the practical side of their learning and, as a by-product, further improve their employability. Summer internship shall be conducted for a minimum of 8 weeks.

ix. Community Engagement and Service (2 Credits)

The curricular component of ‘community engagement and service’ seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline. Community Engagement shall be conducted for a minimum of 2 weeks.

x. Research Project / Dissertation (12 Credits)

Students choosing a 4-Year Bachelor’s degree (Honors with Research) are required to take up research projects under the guidance of a faculty member. The students are expected to complete the Research Project in the eighth semester.

xi. Audit courses (0 credits)

Audit courses offered do not carry any credits. Evaluation will be based on continuous assessment. Students may be given a pass or fail(P/F) based on the assessment that may consist of class tests, homework assignments, and/or any other innovative assessment methodology suitable to the expected learning outcome, as determined by the faculty in charge of the course of study.

Year 1							
Semester 1							
S.No	Course Code	Nature of Course	Course Title	Credits	Division of Hours		
					Lecture (L)	Tutorial (T)	Practical (P)
1	PHLMJD-1	Major Disciplinary Courses (compulsory)	Classical Indian Philosophy – I	4	4	1	-
2	PHLMID-1	Minor Disciplinary Courses	Foundations of Philosophy	4	4	1	-
3	PHMLD-1	Multi-Disciplinary Courses (compulsory)	Introduction to Philosophy	3	3	1	-
4	AEC-1	Ability Enhancement Courses I and II (English or Indian Language)	AEC-1	3	4	-	-
5	AEC-2		AEC-2		4	-	-
6	PHLSEC-1	Skill Enhancement Course	Basics of Yoga	3	2	1	1
7	VAC-1	Value Added Common Courses I & II	Environmental Education	2	4	-	-
8	VAC-2		Understanding India	2	4	-	-
Total Credits / Total Hours of Work				21	30		

Year 1							
Semester 2							
S. No	Course Code	Nature of Course	Course Title	Credits	Division of Hours		
					Lecture (L)	Tutorial (T)	Practical (P)
1	PHLMJD-2	Major Disciplinary Courses (compulsory)	Western Philosophy – I	4	4	1	-
2	PHLMID-2	Minor Disciplinary Courses	Greek Philosophy	4	4	1	-
3	PHLMLD-2	Multi-Disciplinary Courses (compulsory)	Critical Thinking	3	2	1	1
4	AEC-3	Ability Enhancement Courses III and IV (English or Indian Language)	AEC-3	3	4	-	-
5	AEC-4		AEC-4		4	-	-
6	PHLSEC-2	Skill Enhancement Course	Creative Writing	3	2	1	1
7	VAC-3	Value Added Common Courses III & IV	Health and Wellness / Yoga Education	2	4	-	-
8	VAC-4		Digital Technology Education (Theory / Field based)	2	4	-	-
Total Credits / Total Hours of Work				21	30		
Exit Option: Certificate in Philosophy							

Year 2							
Semester 3							
S. No	Course Code	Nature of Course	Course Title	Credits	Division of Hours		
					Lecture (L)	Tutorial (T)	Practical (P)
1	PHLMJD-3	Major Disciplinary Courses (compulsory)	Classical Indian Philosophy – II	4	4	1	-
2	PHLMJD-4		Western Philosophy- II	4	4	1	-
3	PHLMID-3	Minor Disciplinary Courses	Eco-Philosophy	4	4	1	-
4	PHLMLD-3	Multi-Disciplinary Courses (compulsory)	Art of Debating	3	2	1	1
5	AEC-5	Ability Enhancement Courses V and VI (English or Indian Language)	AEC-5	3	4	-	-
	AEC-6		AEC-6		4	-	-
6	PHLSEC-3	Skill Enhancement Course	Art of Philosophical Counselling	3	2	1	1
Total Credits / Total Hours of Work				21	27		

Year 2							
Semester 4							
S. No	Course Code	Nature of Course	Course Title	Credits	Division of Hours		
					Lecture (L)	Tutorial (T)	Practical (P)
1	PHLMJD-5	Major Disciplinary Courses (compulsory)	Contemporary Indian Philosophy – I	4	4	1	-
2	PHLMJD-6		Contemporary Western Philosophy	4	4	1	-
3	PHLMJD-7		Traditional Western Logic	4	3	1	1
4	PHLMID-4	Minor Disciplinary Courses	Feminist Philosophy	4	4	1	-
5	AEC-7	Ability Enhancement Courses VII and VIII (English or Indian Language)	AEC-7:	3	4	-	-
	AEC-8		AEC-8:		4	-	-
6	Project	Winter Project / Internship	Community Engagement (15 days)	2	-	-	6
Total Credits / Total Hours of Work				21	30		
Exit Option: Diploma in Philosophy							
Note: Summer Internship is initiated during the summer vacation of the fourth semester and the Report of the internship to be submitted in the fifth semester.							

Year 3							
Semester 5							
S. No	Course Code	Nature of Course	Course Title	Credits	Division of Hours		
					Lecture (L)	Tutorial (T)	Practical (P)
1	PHLMJD-8	Major Disciplinary Courses (compulsory)	Modern Western Logic	4	3	1	1
2	PHLMJD-9		Western Ethics	4	4	1	-
3	PHLMJD-10		Socio-Political Philosophy (Western)	4	4	1	-
4	PHLMID-5	Minor Disciplinary Courses	Contemporary Indian Philosophy – II	4	4	1	-
5	SKD	Skill Development Course	Summer Internship (60 days) Report submission on completion	4	-	-	6
Total Credits / Total Hours of Work				20	26		

Year 3							
Semester 6							
S. No	Course Code	Nature of Course	Course Title	Credits	Division of Hours		
					Lecture (L)	Tutorial (T)	Practical (P)
1	PHLMJD-11	Major Disciplinary Courses (compulsory)	Indian Logic	4	4	1	-
2	PHLMJD-12		Indian Ethics	4	4	1	-
3	PHLMJD-13		Socio-Political Philosophy (Indian)	4	4	1	-
4	PHLMJD-14		Applied Philosophy	4	4	1	-
5	PHLMID-6	Minor Disciplinary Courses	Philosophy of Dr. B.R. Ambedkar	4	4	1	-
Total Credits / Total Hours of Work				20	25		
Exit Option: Bachelors of Arts in Philosophy							

Year 4							
Semester 7							
S. No	Course Code	Nature of Course	Course Title	Credits	Division of Hours		
					Lecture (L)	Tutorial (T)	Practical (P)
1	PHLMJD-16	Major Disciplinary Courses (compulsory)	Philosophy of Science	4	4	1	-
2	PHLMJD-17		Philosophy of Mind	4	4	1	-
3	PHLMJD-18		Philosophy of Language	4	4	1	-
4	PHLMID-7	Minor Disciplinary Courses	Philosophy of Sri Aurobindo	4	4	1	-
5	PHLMID-8	Minor Disciplinary Courses (choose any one)	Introduction to Indian Epistemology	4	4	1	-
Total Credits / Total Hours of Work				20	25		

Year 4							
Semester 8							
S. No	Course Code	Nature of Course	Course Title	Credits	Division of Hours		
					Lecture (L)	Tutorial (T)	Practical (P)
1	PHLMJD-19	Major Disciplinary Courses (compulsory)	Hermeneutics and Deconstruction	4	4	1	-
2	PHLMJD-20		Methodology of Research in Philosophy	4	4	1	-
(choose one)							
3	PHLMID-21	Research Project on Major Disciplinary Course	Research Project	12	15		
Or							
4	PHLMJD-22	3 (Major Disciplinary) Courses	An Extensive Study into Buddhist Philosophy	4	4	1	-
5	PHLMJD-23		A Comparative Study of Vedantic Schools of Philosophy	4	4	1	-
6	PHLMJD-24		Philosophy of Structuralism	4	4	1	-
Total Credits / Total Hours of Work				20	25		
Completion: Bachelors of Arts (Honours) in Philosophy							

PO Code	Programme Outcomes
PO1	Students will learn both Indian and Western philosophy, including topics like knowledge, reality, logic, ethics, society, politics, and modern issues. They will be able to read old texts and join in new debates with clear thinking.
PO2	Students will connect philosophy with other fields such as science, politics, ecology, psychology and art, and use it to understand present-day problems in the world and in their own society.
PO3	Students will study Indian schools of thought (Nyaya, Vedanta, Buddhism, Jainism) and Western traditions (like Analytic Philosophy, Existentialism, Pragmatism). They will see how these ideas help in living well, finding freedom (Mokṣa), and changing society for the better.
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, 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 – I

PHLMJD-1

Major Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Demonstrate comprehensive knowledge of the major schools of Classical Indian Philosophy and their core concepts.	3	2	3	3	3	2	3	3
CO2	Critically analyse and evaluate arguments in classical Indian philosophical texts with logical and interpretive skills.	3	2	3	2	3	2	2	2
CO3	Contextualise Indian philosophy within its broader cultural and historical background to enhance intercultural understanding.	3	2	3	2	3	2	2	3
CO4	Communicate complex philosophical ideas effectively in speech and writing, while reflecting on their ethical relevance to contemporary issues.	3	3	3	3	2	2	2	2

Unit I: Introduction

[10]

Common characteristics of Indian philosophy, Classification of *Darsanas*. *Vedic* and Upanishadic Philosophy *Vedas*: Four *Vedas* and parts of the *Vedas* – *Vedic* religion and philosophy. *Upanishads*: *Brahman*, *Jiva*, *Jagat* and their nature, function and inter-relation.

Unit II: *Carvaka*

[6]

Pratyaksha as the only *Pramāṇa*– Rejection of other *pramanas*. Materialism, Soul as an epiphenomenon, Denial of God, 'Pleasure' as the summum bonum.

Unit III: Jainism

[9]

Nature and kinds of knowledge, *Syad-vada*, *Saptabhanginayavada*, *Anekanta-vada* and Classification of Substances, *Jiva*- it's nature and classification, Bondage and liberation of *jiva*. Brief introduction to the schools of Jainism.

Unit IV: Buddhism

[10]

The Four-fold Noble Truths. World as constantly changing flux (*Kshanikavada*), *Anatmavada*. Bondage and liberation, Dependent Origination, Eight-fold Noble Path, Nirvana. Brief introduction to the schools of Buddhism.

Unit V: *Nyaya – Vaiśeṣika*

[10]

Nyaya: Four *pramanas*, Sixteen categories, Proofs for the existence of God. *Vaiśeṣika*: Seven categories, Atomic Theory, *Arambhavada*.

Essential Readings

- Hiriyanna, M. (2014). *Outlines of Indian philosophy*. New Delhi: Motilal Banarsidass Publishers Pvt. Ltd.

- Chatterjee, S., & Datta, D. M. (2016). *An introduction to Indian philosophy*. New Delhi: Motilal Banarsidass Publishers Pvt. Ltd.
- Sharma, C. (2013). *A critical survey of Indian philosophy*. New Delhi: Motilal Banarsidass Publishers Pvt. Ltd.

Further Readings

- Radhakrishnan, S. (2009). *Indian philosophy* (Vols. 1 & 2). New Delhi: Oxford University Press.
- Dasgupta, S. (2009). *A history of Indian philosophy* (Vol. 1). New Delhi: Motilal Banarsidass Publishers Pvt. Ltd.

FOUNDATIONS OF PHILOSOPHY

PHLMID-1

Minor Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understand the origin and nature of philosophy from both Indian and Western traditions.	3	3	3	3	3	3	3	3
CO2	Explain the meaning, scope, and significance of philosophy as a discipline.	2	2	3	2	3	2	3	2
CO3	Identify and accurately use key philosophical terms and concepts.	3	2	3	3	3	2	3	3
CO4	Analyse the connections between philosophy and other areas of knowledge such as science, religion, and art.	3	2	3	2	3	3	3	2

Unit I: What is Philosophy? Meaning, Nature, and Significance

[9]

Definition and etymology of "Philosophy". Philosophy as love of wisdom. Branches of philosophy: Metaphysics, Epistemology, Ethics, Logic, Aesthetics. The significance of philosophy in personal and social life. Practical uses of philosophical thinking.

Unit II: Philosophy and Other Disciplines

[9]

Philosophy and science: differences in method and aim. Philosophy and religion: faith vs reason. Philosophy and art: aesthetics and interpretation. Philosophy and social sciences: political science, psychology, sociology. Interdisciplinary and the role of critical thinking.

Unit III: Origin and Development of Indian Philosophy

[9]

Origin in the *Vedas* and *Upanishads*. *Astika* and *Nastika* systems. Key schools: *Nyaya*, *Vaiśeṣika*, *Samkhya*, *Yoga*, *Mimamsa*, *Vedanta*, Buddhism, Jainism.

Unit IV: Origin and Development of Western Philosophy

[9]

Greek beginnings, from myth to reason, Pre-Socratics, Socrates, Plato, Aristotle. Hellenistic and medieval periods. Modern turn: Descartes to Kant.

Unit V: Basic Philosophical Terminologies and Concepts

[9]

Substance, essence, existence, reality, appearance. Truth, belief, justification. Moral responsibility, virtue, duty. Theory of knowledge: Rationalism, Empiricism, Skepticism. Ethics: Utilitarianism, Deontology, Virtue Ethics. Metaphysics: Monism, Dualism, Materialism, Idealism.

Essential Readings

1. Masih, Y. (n.d.). *A critical history of Western philosophy*. New Delhi: Motilal Banarsidass.
2. Chatterjee, S. C., & Datta, D. M. (n.d.). *An introduction to Indian philosophy*. Calcutta: University of Calcutta / New Delhi: Motilal Banarsidass.

Further Readings

1. Lal, B. K. (n.d.). *Contemporary Indian philosophy*. New Delhi: Motilal Banarsidass.
2. Durant, W. (n.d.). *The story of philosophy*. New York: Simon & Schuster.

INTRODUCTION TO PHILOSOPHY

PHLMLD-1

Multi-Disciplinary Course

L	T	P	C		
3	1	-	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Thinking critically about philosophical questions and applying them to everyday life.	3	3	3	2	3	3	3	2
CO2	Analysing classical and contemporary philosophers' ideas in accessible ways.	3	2	3	2	3	2	3	3
CO3	Evaluate ethical, metaphysical, and epistemological questions through interactive exercises.	3	2	3	2	3	3	3	3
CO4	Cultivate habits of reflective thinking, dialogue, and reasoned decision-making.	3	2	3	3	3	3	3	2

Unit I: What Is Thinking?

[6]

Philosophy as the study of ideas that shape the way we think and live; Understanding why truth matters; The hidden value of concepts like justice, freedom, and responsibility; Thinking as questioning assumptions, daily decisions, and social norms.

Unit II: Reason and Faith

[7]

Classical debates between reason and belief; Philosophers introduced: Plato, Aristotle, Aquinas, Descartes, Locke; Questions explored: Can machines think?, Do persons have free will?, How do we justify our beliefs about God or the universe?

Unit III: Mind and Body

[7]

The mind-body problem and personal identity; Philosophers introduced: Descartes, Hume, Leibniz. Questions explored: How do you know you are not a brain-in-a-vat or living in a Matrix?, Are minds reducible to brains, or is there more to consciousness?

Unit IV: Knowledge and Reality

[7]

Nature of knowledge, skepticism, and reality; Philosophers introduced: Berkeley, Hume, Kant, Questions explored: How do we know what is real?, Can we trust our senses?, What is the role of reasoning in navigating reality?

Unit V: Ethics, Justice, and the Good Life

[7]

Exploration of moral reasoning, justice, and the good life; Philosophers introduced: Aristotle, Mill, John Rawls, Robert Nozick, Martha Nussbaum, Judith Thomson, Peter Singer. Questions explored: Why be good?, What's so bad about inequality?, If you had the choice, would you live forever?, Does life have meaning?, Application: ethical dilemma simulations, role-playing debates, personal reflection essays.

Essential Readings

1. Russell, Bertrand. *The Problems of Philosophy*. Oxford University Press, 2009.
2. Nagel, Thomas. *What Does It All Mean? A Very Short Introduction to Philosophy*. Oxford University Press, 1987.
3. Singer, Peter. *Practical Ethics*. Cambridge University Press, 2011 (selected chapters).
4. Rawls, John. *A Theory of Justice*. Harvard University Press, 1971 (selected excerpts).
5. Dennett, Daniel. *Consciousness Explained*. Back Bay Books, 1992 (selected chapters).
6. Searle, John. *The Rediscovery of the Mind*. MIT Press, 1994 (selected chapters).

BASICS OF YOGA

PHLM-LD-1

Skill Enhancement Course

L	T	P	C		
2	1	1	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Gain a comprehensive understanding of the historical and philosophical foundations of yoga and its cultural significance in India.	3	2	3	3	2	2	3	2
CO2	Develop awareness of the human psyche and consciousness through the study of macrocosmic and microcosmic aspects.	3	2	3	2	2	2	3	2
CO3	Acquire knowledge of different paths of yoga, their practices, and the spiritual attainments (siddhis) associated with them.	3	2	3	3	2	3	3	3
CO4	Apply principles and techniques of Asana and Pranayama to enhance physical, mental, and spiritual well-being.	3	2	2	3	2	2	3	2

Unit I: Introduction

[6]

Meaning of yoga – Origin and development of yoga, Place of yoga in Indian philosophy, Yoga school of Indian philosophy.

Unit II: Nature of Man

[6]

Macrocosm (*Maha-brahmanda*) and microcosm (*Ksudra-brahmanda*, *Panchakosha*, Four states of consciousness, *Trigunas*, *Yoga nadis*, *Chakras*.

Unit III: Yoga Margas

[6]

Karma yoga, Bhakti yoga, Jnana yoga, Raja yoga, Kundalini yoga, Hatha yoga, Mantra yoga, Laya yoga, Nadha yoga, Poorna yoga.

Unit IV: Yoga Siddhis

[6]

Eight major siddhis (*Ashtamasiddhi*), Minor *siddhis*.

Unit V: Practical Yoga

[6 + 15]

Asanas and *pranayama* (standing, sitting, and lying positions).

Essential Readings

1. Sharma, C. D. (2013). *A critical survey of Indian philosophy*. New Delhi: Motilal Banarsidass Publishers Pvt. Ltd.
2. Iyengar, B. K. S. (1966). *Light on yoga: Yoga dīpikā*. New Delhi: Harper Collins / Motilal Banarsidass.
3. Vivekananda, Swami. (1896/2016). *Raja yoga*. Kolkata: Advaita Ashrama.
4. Easwaran, E. (2007). *The Bhagavad Gita*. California: Nilgiri Press.

Further Readings

1. Saraswati, Swami Niranjanananda. (2001). *Yoga darshan*. Munger

◆.....◆

SEMESTER-II

WESTERN PHILOSOPHY - I

PHLMJD-2

Major Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Demonstrate an understanding of key philosophical doctrines from the medieval and rationalist periods.	3	2	3	2	3	3	2	3
CO2	Critically analyse theological and metaphysical arguments developed by medieval philosophers.	3	2	3	2	3	3	2	2
CO3	Comprehend the rationalist turn in Western philosophy and its emphasis on innate ideas, substance, and reason.	3	3	3	2	3	2	2	2
CO4	Engage in philosophical reasoning and identify the significance of systematic thought from Descartes to Leibniz.	2	2	3	3	3	2	3	2

Unit I: Medieval Philosophy

[12]

St. Augustine

Theory of knowledge (divine illumination), Doctrine of God and the soul. Problem of evil: evil as privation, role of free will

St. Anselm

Ontological argument for the existence of God. Faith seeking understanding

St. Thomas Aquinas

Relationship between faith and reason. Essence and existence; natural theology. Five ways to prove God's existence

Unit II: René Descartes

[10]

Conception of method, Criteria of truth, doubt and methodological scepticism, cogito ergo sum, innate ideas, Cartesian dualism: mind and matter, proofs for the existence of God, interactionism.

Unit III: Baruch Spinoza

[11]

Substance, Attribute and Mode, the concept of 'God or Nature', Intellectual love of God, parallelism, pantheism, three orders of knowing.

Unit IV: G.W. Leibniz

[12]

Monadology, truths of reason and fact, innateness of ideas, proofs for the existence of God, principles of non – contradiction, sufficient reason and identity of indiscernible, the doctrine of pre -established harmony, problem of freedom.

Essential Readings

1. Stace, W. T. (1920). A critical history of Greek philosophy. London: Macmillan.
2. Masih, Y. (2013). *A critical history of Western philosophy*. New Delhi: Motilal Banarsidass Publishers.
3. Russell, B. (1946). A history of Western philosophy. London: Routledge.

Further Readings

1. Plato. (1981). *Meno* (G. M. A. Grube, Trans.). Indianapolis: Hackett Publishing.
2. Plato. (1991). *The Republic* (A. Bloom, Trans.). New York: Basic Books.
3. Barnes, J. (Ed.). (1987). *Early Greek philosophy*. London: Penguin Classics.

GREEK PHILOSOPHY

PHLMID-2

Major Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

Course Outcome		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Demonstrate knowledge of the origins and historical development of Western philosophy in ancient Greece, from the Pre-Socratics to Aristotle.	3	2	3	2	3	3	2	3
CO2	Analyse and explain major themes of classical Greek philosophy, including reality, knowledge, virtue, and the soul.	3	2	3	2	3	3	2	2
CO3	Critically engage with fundamental philosophical questions through the study of original Greek texts in translation.	3	3	3	2	3	2	2	2
CO4	Develop skills to read, interpret, and discuss classical philosophical texts, fostering clear argumentation and reflective thought.	2	2	3	3	3	2	3	2

Unit I: Introduction to Greek Philosophy

[9]

Historical and cultural background of ancient Greece. The birth of philosophy in Ionia. Transition from myth to reason. The nature and significance of philosophical inquiry in Greece. Relationship between Greek philosophy and Western intellectual traditions.

Unit II: Pre-Socratic Philosophers

[9]

Thales, Anaximander, Anaximenes, Pythagoras and his metaphysical and ethical ideas, Eleatics: Xenophanes, Parmenides, Zeno, Pluralists: Empedocles, Anaxagoras, Atomists: Leucippus and Democritus. Philosophical problems of cosmology, substance, and change.

Unit III: Socrates and the Sophists

[9]

The Sophists: Protagoras and relativism, Gorgias and scepticism, Socratic method of dialectic, Ethics and virtue in Socratic thought, Socrates on knowledge, ignorance, and the examined life, Trial and death of Socrates.

Unit IV: Plato

[9]

Plato: Theory of knowledge, Knowledge and opinion, Theory of Ideas or Forms, Dialectical method, Doctrine of the soul, Justice and ideal state.

Unit V: Aristotle

[9]

Critique of Plato's Forms, The four causes, Substance and essence, Theory of soul (De Anima), Logic and syllogism, Ethics: The doctrine of the mean, Teleology.

Essential Readings

1. Stace, W. T. (1920). A critical history of Greek philosophy. London: Macmillan.
2. Masih, Y. (2013). *A critical history of Western philosophy*. New Delhi: Motilal Banarsidass Publishers.
3. Russell, B. (1946). A history of Western philosophy. London: Routledge.

Further Readings

1. Plato. (1981). *Meno* (G. M. A. Grube, Trans.). Indianapolis: Hackett Publishing.
2. Plato. (1991). *The Republic* (A. Bloom, Trans.). New York: Basic Books.
3. Barnes, J. (Ed.). (1987). *Early Greek philosophy*. London: Penguin Classics

CRITICAL THINKING

PHMLD-2

Multi-Disciplinary Course

L	T	P	C		
3	1	-	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Demonstrate understanding of the foundational principles of critical thinking by recognising and analysing different types of claims and arguments.	2	3	2	3	2	3	2	3
CO2	Evaluate the validity of premises, detect flawed arguments, construct counterarguments, and apply logical and analogical reasoning.	2	3	2	3	2	3	2	3
CO3	Apply critical thinking to models, numerical data, generalisations, and cause-effect relationships in order to draw sound conclusions.	2	3	2	3	2	3	2	3
CO4	Recognise common fallacies, assess reasoning processes, and construct clear, well-structured arguments for informed decision-making.	2	3	2	3	2	3	3	3

Unit I: What Is Critical Thinking?

[9]

Definition of critical thinking, qualities of a critical thinker, standards of critical thinking, benefits of critical thinking, barriers to critical thinking, reflective independence

Unit II: Critical Thinking and Logic

[9]

Arguments and non-arguments, recognising arguments, hidden premises, intermediate conclusions, truth and logical content, deductive validity, inductive strength

Unit III: Evaluating Arguments: Inferences and Fallacies

[9]

Linguistic pitfalls, relevance of premises, sufficiency of evidence, informal fallacies, fallacies of relevance, fallacies of presumption, fallacies of ambiguity, evaluating inferences

Unit IV: Information and Its Evaluation

[9]

Sources of information, reliability of testimony, perception and memory, cognitive limitations, biases in reasoning, social influences on belief, methods of critical evaluation

Unit V: Thinking, Reading, and Writing Critically

[9]

Reflective thinking, analytical reading, critical writing, constructing arguments, evaluating texts, clarity and precision in communication, critical learning habits

Essential Reading

1. Sen, M. (n.d.). *An introduction to critical thinking*.

Further Readings

1. Epstein, R. L. (2003). *The pocket guide to critical thinking*. Canada: Wadsworth.
2. Copi, I. M., & Cohen, C. (n.d.). *Introduction to logic* (Latest ed.). New Delhi: Pearson Education.

CREATIVE WRITING

PHLSEC-2

Skill Enhancement Course

L	T	P	C		
2	1	1	3	45	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Acquire a versatile set of writing skills applicable across genres.	2	3	2	3	2	3	2	3
CO2	Refine their writing through proofreading and editing techniques.	2	3	2	3	2	3	2	3
CO3	Gain insights into contemporary creative writing practices.	2	3	2	3	2	3	2	3
CO4	Engage with modern forms of expression such as: Digital content creation, Scriptwriting and screenwriting.	2	3	2	3	2	3	3	3

Unit I: Fundamentals

[6 + 2]

Fundamentals of Creative Writing. What is Creative Writing?

Meaning and Significance of Creative Writing.

Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms

Unit II: Fictions

[8 + 3]

Forms of Creative Writing. Fiction: short story, novella and novel, Drama. Poetry & Essay

Unit III: Narratives

[10 + 5]

Narrative Fiction. Elements of Narration, Story and Plot, Characterisation.

Choice of Medium of Narration – Point of View. Proof Reading and Editing

Unit IV: Contemporary Writing

[6 + 5]

Contemporary Creative Writing. Digital Content, Copywriting, Script Writing.

Essential Readings

1. King, S. (2000). *On writing: A memoir of the craft*. New York: Scribner.
2. Goldberg, N. (1986). *Writing down the bones: Freeing the writer within*. Boston: Shambhala.

Further Readings

1. Strunk, W., Jr., & White, E. B. (1999). *The elements of style* (4th ed.). New York: Longman.
2. Dillard, A. (1989). *The writing life*. New York: Harper & Row.

SEMESTER-III

CLASSICAL INDIAN PHILOSOPHY – II

PHLMJD-3

Major Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Demonstrate a nuanced understanding of Classical Indian Philosophy and articulate the key tenets of major philosophical schools.	3	2	3	3	3	2	3	3
CO2	Enhance communication skills through classroom discussions and written work on intricate philosophical concepts.	3	2	3	2	3	2	2	2
CO3	Reflect on ethical dimensions of classical Indian philosophy and apply these ideas to contemporary moral issues.	3	2	3	2	3	2	2	3
CO4	Engage thoughtfully with the rich and diverse heritage of Indian philosophical traditions.	3	3	3	3	2	2	2	2

Unit I: Sankhya – Yoga

[10]

Satkaryavada and arguments by *Sankhya* in support of *Satkaryavada*. *Sankhya* dualism of *Purusha* and *Prakrti* and arguments for their existence. *Sankhya*'s *Prakrtiparinamavada*. Yoga: Modifications of *Citta* and its nullification – *Ashtanga yoga*.

Unit II: Purva-Mimamsa

[7]

The authority of the *Vedas*. Sources of knowledge. *Dharma*, *Karma*, *Apurva*. Doctrine of *Adrsta*.

Unit III: Vedanta (Trans-theistic)

[9]

Advaita Vedanta: *Brahman*, *Jiva* and *Jagat*. Doctrine of *Maya*. *Anirvacaniyakhyati* – *Brahma-Vivartavada*. Doctrine of *Jivanmukti*.

Unit IV: Vedanta (Theistic)

[12]

Visishtadvaita Vedanta: The inter-relation of *Brahman*, *Jiva* and *Jagat*. *Bhakti* and *Prapatti* – *Sadhana Saptaka* – Doctrine of *Videhamukthi*. *Dvaita Vedanta*: *Brahman*, *Jiva* and *Jagat*. *Pancabheda* – Nature, function and classification of Souls – Doctrine of *Videhamukthi*.

Unit V: Saiva Siddhanta

[7]

The sources of knowledge. *Pati*, *Pasu* and *Pasa*. The thirty-six *tattvas*. Bondage and liberation.

Essential Readings

1. Chatterjee, S. C., & Datta, D. M. (2016). *An introduction to Indian philosophy*. New Delhi: Motilal Banarsidass Publishers Pvt. Ltd.
2. Sharma, C. (2013). *A critical survey of Indian philosophy*. New Delhi: Motilal Banarsidass Publishers Pvt. Ltd.

- Hiriyanna, M. (2014). *Outlines of Indian philosophy*. New Delhi: Motilal Banarsidass Publishers Pvt. Ltd.

Further Readings

- Dasgupta, S. (1922–1955). *A history of Indian philosophy* (Vols. 1–5). New Delhi: Motilal Banarsidass Publishers Pvt. Ltd.
- Radhakrishnan, S. (2009). *Indian philosophy* (Vols. 1–2). New Delhi: Oxford University Press.

WESTERN PHILOSOPHY – II

PHLMJD-4

Major Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understand the main ideas, arguments, and themes in modern Western philosophy.	3	2	3	2	3	3	2	3
CO2	Use philosophical reasoning to think about and respond to today's issues and debates.	3	2	3	2	3	3	2	2
CO3	Connect modern Western philosophy with other areas like science, religion, and ethics.	3	3	3	2	3	2	2	2
CO4	Appreciate the variety of philosophical thought in the modern period and its value for current discussions.	2	2	3	3	3	2	3	2

Unit I: Locke

[10]

Ideas and their classification, refutation of innate ideas, theory of substance, distinction between primary and secondary qualities, theory of knowledge, three grades of knowledge.

Unit II: Berkeley

[8]

Rejection of the distinction between primary and secondary qualities, immaterialism, critique of abstract ideas, esse est percipi, the problem of solipsism; God and self.

Unit III: Hume

[12]

Impressions and ideas, knowledge concerning relations of ideas and knowledge concerning matters of fact, induction and causality, the external world and the self, personal identity, rejection of metaphysics, scepticism, reason and the passions.

Unit IV: Kant

[10]

Immanuel Kant: Synthesis of Rationalism and Empiricism, Copernican Revolution – Judgments – a-priori, a-posteriori and synthetic a-priori, Phenomena and Noumena.

Unit V: Hegel

[5]

Hegel: Absolute Spirit, Reality and Actuality, Dialectics.

Essential Readings

- Masih, Y. (2013). *A critical history of Western philosophy*. New Delhi: Motilal Banarsidass.

- Russell, B. (2004). *History of Western philosophy*. Oxford: Oxford University Press.

Further Readings

- Thilly, F. (2015). *A history of philosophy*. New Delhi: SBW Publishers.
- Fuller, B. A. G. (1989). *A history of philosophy*. New Delhi: Oxford & IBH Publishing.

ECO PHILOSOPHY

PHLMID-3

Minor Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understand the philosophical foundations of eco-philosophy in relation to Indian cultural traditions.	3	2	3	3	2	2	3	2
CO2	Analyse ecological humanism and its implications for modern society.	3	2	3	2	2	2	3	2
CO3	Explore the relationship between spirituality, nature, and sustainability.	3	2	3	3	2	3	3	3
CO4	Apply eco-philosophical principles to contemporary ecological and ethical challenges.	3	2	2	3	2	2	3	2

Unit I: Introduction to Eco-Philosophy

[8]

Eco-philosophy, crisis of modernity, need for new paradigms, ecological consciousness, cultural context of *Dancing Shiva*, holistic worldview

Unit II: Symbols, Metaphors, and Foundations of Eco-Philosophy

[10]

Metaphors in ecological thought, dance of creation and destruction, cyclical time, harmony of opposites, interconnectedness of life, Indian cosmology, metaphysics of ecology

Unit III: Ecological Humanism

[9]

Concept of ecological humanism, human responsibility, ethical values, dignity of nature, community and ecology, critique of anthropocentrism

Unit IV: Technology, Development, and Ecological Limits

[9]

Modern technology, industrial growth, ecological degradation, sustainable alternatives, appropriate technology, science and spirituality, limits of growth

Unit V: Spirituality, Religion, and the Future of Humanity

[9]

Religion and ecology, sacredness of life, ecological spirituality, transformation of consciousness, future of humanity, eco-centric ethics, holistic living

Essential Reading

- Skolimowski, H. (1991). *Dancing Shiva in the Ecological Age*. New Delhi: Clarion Books.

Further Readings

- Skolimowski, H. (1981). *Eco-Philosophy: Designing New Tactics for Living*. London: Marion Boyars.

- Skolimowski, H. (1993). *A Sacred Place to Dwell: Living with Reverence upon the Earth. Australia*: Element Books.

ART OF DEBATE

PHLMLD-3 Multi-Disciplinary Course

L	T	P	C		
2	1	1	3	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understand the nature of debate and its essential elements to participate effectively.	2	3	2	3	2	3	2	3
CO2	Analyse evidence, build clear arguments, identify fallacies, and respond to opposing views.	2	3	2	3	2	3	2	3
CO3	Develop skills to construct cases, organise proofs, identify key issues, and prepare briefs.	2	3	2	3	2	3	2	3
CO4	Enhance persuasive abilities, speech composition, and strategic thinking for effective debating.	2	3	2	3	2	3	3	3

Unit I: Some basic principles

[8 + 3]

Nature of debate – Choosing the subject – Assembling the proof – Making the speech

Unit II: Elements of Proofs

[7 + 2]

Evidence – Argument – Fallacy – Refutation

Unit III: Case construction

[8 + 5]

Defining the terms – Surveying the proof – Finding the issues – Drawing the brief

Unit IV: Plea making

[7 + 5]

Conviction – Persuasion – Speech composition – Strategy

Essential Readings

- Shaw, W. C. (1922). *The art of debate*. Norwood, MA: Norwood Press.
- Atchison, J. (2017). *The art of debate – Course guidebook*. Chantilly, VA: The Great Courses.
- Hasan, M. (2023). *Win every argument: The art of debating, persuading and public speaking*. New York, NY: Henry Holt and Co.

Further Readings

- Seo, B. (2023). *How debate teaches us to listen and be heard*. London: Penguin Books.

ART OF PHILOSOPHICAL COUNSELLING

PHLMLD-3

Skill Enhancement Course

L	T	P	C		
2	1	1	3	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understand the basic principles of Philosophical Counselling and how it differs from traditional therapy.	2	3	2	3	2	3	2	3
CO2	Critically assess the strengths and limitations of Philosophical Counselling in comparison with Existential and Rogerian approaches.	2	3	2	3	2	3	2	3
CO3	Apply philosophical inquiry in personal consultation while recognising both its benefits and boundaries.	2	3	2	3	2	3	2	3
CO4	Gain an understanding of Buddhist psychology and its role in counselling, especially in mindfulness-based practices.	2	3	2	3	2	3	3	3

Unit I: The Efficacy of Philosophical Counselling

[6 + 3]

What is Philosophical Counselling? Five common philosophical criticisms of Psychiatry. The Relationship between Philosophical Counselling and Psychotherapy.

Unit II: Existential Psychotherapy

[6 + 3]

Philosophical Criticism of Existential Psychotherapy. Rogerian Therapy.

Unit III: The Life Examined in Philosophical Counselling

[7 + 3]

The Philosopher as Personal Consultant. What Philosophical Counselling Can't Do. How can Philosophy Benefit from Philosophical Practice?

Unit IV: Stages of Counselling

[5 + 3]

Unit V: An Introduction to Buddhist Psychology and Counselling

[6 + 3]

Pathways of Mindfulness-Based Therapies. Nature of Counselling and Theoretical Orientations in Psychotherapy

Personality: Philosophical and Psychological Issues. Mind–Body Relationship and Buddhist Contextualism. The principles of Buddhist psychology.

Essential Readings

1. Marinoff, L. (2001). *Philosophical practice*. New York, NY: City College, The City University of New York.
2. de Silva, P. (2014). *An introduction to Buddhist psychology and counselling* (5th ed.). Clayton, VIC: Monash University.
3. Bäckebach, G. (1995). *Philosophical praxis*. Amherst, NY: Prometheus Books.

Further Readings

1. Jones, R. N. (2014). *Theory and practice of counselling and therapy*. London: Sage.
2. Creel, R. (2001). *Thinking philosophically*. Malden, MA: Blackwell.
3. Hansen, J. T. (2003). *Philosophical issues in counselling and psychotherapy*. Lanham, MD: Rowman & Littlefield.

SEMESTER-IV

CONTEMPORARY INDIAN PHILOSOPHY – I

PHLMJD-5

Major Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understand the synthesis of Eastern and Western philosophical traditions in Contemporary Indian Philosophy.	3	2	3	3	3	2	3	3
CO2	Critically assess the philosophical ideas and contributions of prominent Indian thinkers.	3	2	3	2	3	2	2	2
CO3	Apply the principles of Practical Vedanta, Satyagraha, Integral Yoga, and Social Justice to personal and societal contexts.	3	2	3	2	3	2	2	3
CO4	Engage in interdisciplinary dialogue and reflection to deepen understanding of Indian philosophical concepts and their implications for modern life.	3	3	3	3	2	2	2	2

Unit I: Characteristics of Contemporary Indian Philosophy

[10]

East–West synthesis – Interpretative and creative – Faithful to the tradition – Monism – Reality of the world – Integral nature of man – Dignity of manness – Reality of human freedom – Importance of intuitive knowledge.

Unit II: Swami Vivekananda

[8]

Practical *Vedanta* – *Maya* – Ways of Self-realisation – Universal Religion.

Unit III: Rabindranath Tagore

[8]

Jivan-Devata – Humanism – Aesthetic mysticism – Surplus Man.

Unit IV: Mahatma Gandhi

[11]

Truth – *Ahimsa* – *Satyagraha* – *Sarvodaya* – Trusteeship – *Sarvadharm samobhava* – *Rama Rajya*.

Unit V: Jiddu Krishnamurti

[8]

Conception of thought – Freedom from the known – Analysis of self – Choiceless awareness.

Essential Readings

1. Lal, B. K. (1980). *Contemporary Indian philosophy*. New Delhi: Motilal Banarsidass.
2. Mahadevan, T. M. P., & Saroja, G. V. (1985). *Contemporary Indian philosophy*. New Delhi: Sterling Publishers.

Further Readings

1. Sarma, D. S. (1989). *Hinduism through the ages*. Mumbai: Bharatiya Vidya Bhavan.
2. Rao, P. N. (1970). *Contemporary Indian philosophy*. Bombay: Bharatiya Vidya Bhavan.

CONTEMPORARY WESTERN PHILOSOPHY

PHLMJD-6

Major Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Gain a clear understanding of the central ideas of major contemporary Western philosophers.	3	2	3	2	3	3	2	3
CO2	Critically engage with key philosophical debates on meaning, truth, language, and existence.	3	2	3	2	3	3	2	2
CO3	Develop the ability to explain and compare philosophical arguments in simple, structured ways.	3	3	3	2	3	2	2	2
CO4	Apply contemporary philosophical insights to modern intellectual and ethical issues.	2	2	3	3	3	2	3	2

Unit I: Bertrand Russell (Analytic Philosophy)

[10]

Logical Atomism, facts and propositions, theory of descriptions, science and philosophy.

Unit II: A.J. Ayer (Logical Positivism)

[8]

Verification principle, meaning and metaphysics, phenomenism, ethics and emotivism.

Unit III: Ludwig Wittgenstein (Philosophy of Language)

[10]

Early Wittgenstein: Picture theory of meaning (Tractatus). Later Wittgenstein: Language games, use-theory of meaning, private language argument.

Unit IV: Jean-Paul Sartre (Existentialism)

[9]

For-itself and in-itself, freedom and responsibility, bad faith, existential humanism.

Unit V: William James (Pragmatism)

[8]

Pragmatism as a method, theory of truth, the will to believe, pragmatism and religion.

Essential Readings

1. Thomas Baldwin (ed.), *Contemporary Philosophy: Philosophy in English since 1945*. Oxford University Press.
2. Nicholas Bunnin & E.P. Tsui-James (eds.), *The Blackwell Companion to Philosophy*. Blackwell Publishing.

Further Readings

1. Bertrand Russell, *The Problems of Philosophy*, Oxford University Press.
2. A.J. Ayer, *Language, Truth and Logic*, Dover Publications.
3. Ludwig Wittgenstein, *Philosophical Investigations*, Blackwell.
4. Jean-Paul Sartre, *Existentialism is a Humanism*, Yale University Press.
5. William James, *Pragmatism*, Hackett Publishing.

TRADITIONAL WESTERN LOGIC

PHLMJD-7

Major Disciplinary Course

L	T	P	C		
3	1	1	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Develop a strong understanding of both traditional and symbolic logic.	3	3	2	3	2	3	2	3
CO2	Identify and analyse common logical fallacies.	2	3	2	3	2	3	2	3
CO3	Enhance logical reasoning and critical thinking skills applicable across disciplines.	2	3	2	3	2	3	2	3
CO4	Gain practical insights into logical analysis through readings from prominent logicians.	3	3	3	3	2	3	3	3

Unit I: Introduction to Logic and Propositions

[10 + 3]

Definition and scope of logic – Logic as formal and normative science – Its relation to other sciences – Reduction of sentences to propositions – Categorical propositions – Distribution of Terms and the Euler's Circle – Hypothetical propositions – Disjunctive propositions.

Unit II: Deductive Inference

[10 + 3]

Immediate inference: Opposition of propositions and Education method (Obversion and Conversion only) – Mediate Inference: Categorical Syllogism – Formal Rules and Testing the Validity – Moods and Figures – Testing the validity of a categorical syllogism using Venn Diagram.

Unit III: Deductive Inference (continued)

[9 + 3]

Hypothetical Syllogism – Pure and Mixed Hypothetical Syllogisms – Finding the validity of hypothetical syllogisms - Disjunctive Syllogisms – Pure and Mixed Disjunctive Syllogisms – Finding the validity of disjunctive syllogisms – Fallacies.

Unit IV: Dilemma

[6 + 3]

What is a dilemma? – Simple constructive dilemma – Simple destructive dilemma – Complex constructive dilemma – Complex destructive dilemma – Taking the dilemma by horns – Escaping between the horns of a dilemma – Rebutting the dilemma.

Unit V: Inductive Inference

[10 + 3]

Meaning and nature of induction – Problem of induction – Inductive leap – Postulates of induction – Enumeration and Analogy – Fallacies - The concept of Cause – Observation and Experiment – Facts – Hypothesis – Theory – Law.

Essential Readings

1. Copi, I. M. (1990). *Introduction to Logic*. Macmillan, London.
2. Basantani, K. T. (1973). *Introduction to Logic*. A. R. Sheth & Co., Bombay.
3. Jain, K. (2009). *A Textbook of Logic*. D.K. Printworld (P) Ltd., New Delhi.

Further Readings

1. Cohen, M. R., & Nagel, E. (1989). *An Introduction to Logic and Scientific Method*. Allied Publishers Pvt. Ltd., New Delhi.

FEMINIST PHILOSOPHY

PHLMID-4

Minor Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Develop a critical understanding of major feminist philosophers and their foundational contributions.	3	3	3	3	2	3	2	3
CO2	Analyse philosophical arguments related to gender, equality, power, and liberation.	2	3	3	3	2	3	2	3
CO3	Examine the cultural and historical contexts shaping feminist thought.	3	3	2	3	2	3	2	3
CO4	Apply feminist philosophical perspectives to contemporary social and ethical issues.	3	3	3	3	3	3	2	3

Unit I: Mary Wollstonecraft

[8]

Historical context: Enlightenment and women's rights, *A Vindication of the Rights of Woman* – education, rationality, equality, critique of social structures and women's subjugation, Wollstonecraft's legacy in liberal feminism

Unit II: Simone de Beauvoir

[10]

The Second Sex – “One is not born, but rather becomes, a woman”, existentialism and the concept of “the Other”, critique of patriarchy and social construction of gender, influence on existentialist and later feminist philosophy

Unit III: Bell Hooks

[9]

Feminism is for Everybody – intersectionality and inclusive feminism, critique of white middle-class feminism, race class and gender as interlocking systems of oppression, feminism as a transformative political practice

Unit IV: Judith Butler

[9]

Gender Trouble – gender as performance, critique of essentialism and binary categories, queer theory and feminist philosophy, impact on postmodern and contemporary feminist thought

Unit V: Martha Nussbaum

[9]

Capabilities approach – human dignity and justice, feminist ethics and global justice, critique of cultural relativism in gender issues, role of philosophy in practical feminist politics

Essential Readings

1. Wollstonecraft, M. (1792). *A vindication of the rights of woman*. Penguin Classics.
2. De Beauvoir, S. (1949). *The second sex*. Vintage Books.
3. Hooks, B. (2000). *Feminism is for everybody: Passionate politics*. South End Press.
4. Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
5. Nussbaum, M. C. (2000). *Women and human development: The capabilities approach*. Cambridge University Press.

Further Readings

1. Beasley, C. (1999). *What is feminism? An introduction to feminist theory*. SAGE Publications.

SEMESTER-V

MODERN WESTERN LOGIC

PHLMJD-8

Major Disciplinary Course

L	T	P	C		
3	1	1	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understand the principles and advantages of symbolic logic in modern logical analysis.	3	3	2	3	2	3	2	3
CO2	Gain proficiency in symbolising propositions and using truth tables to evaluate arguments.	2	3	2	3	2	3	2	3
CO3	Assess the validity of arguments through direct and indirect methods, strengthening critical reasoning and applying decision procedures to test arguments, derive conclusions, and identify fallacies.	3	3	2	3	2	3	2	3
CO4	Demonstrate a clear understanding of quantifiers, analysing universal and existential statements with precision.	3	3	3	3	2	3	3	3

Unit I: Symbolic Logic

[8 + 3]

Advancement of symbolic logic over traditional / Aristotelian logic – Modern classification of propositions – Constants and Variables – Symbolising simple and compound propositions – Well-formed formula (wff) and Ill-formed formula (iff).

Unit II: Truth Tables

[8 + 3]

Propositional forms and Argument forms – Truth functions and the Basic Truth-tables.

Unit III: Validity of Arguments

[10 + 3]

Finding the validity of an argument using the Direct Truth-table method – Case Analysis method – Tautology, Contradiction and Contingency – Indirect Truth-table method.

Unit IV: Decision Procedures

[11 + 3]

Rules of Equivalence and Rules of Inference – Finding the validity of an argument by method of derivation by substitution – CNF (Conjunctive Normal Form) method – RAA (Reductio ad absurdum) method – Truth-tree technique.

Unit V: Quantifiers

[8 + 3]

What is a quantifier? – Universal and existential quantifiers

Essential Readings

1. Irwing M. Copi, *Introduction to Logic*, Macmillan, London, 1990.
2. Irwing M. Copi, *Symbolic Logic*, Prentice Hall Publications, New Delhi, 2009.

Further Readings

1. P. Balasubramanian, *An Invitation to Symbolic Logic*, University of Madras, 1977.
2. Krishna Jain, *A Textbook of Logic*, D.K. Printworld (P) Ltd, New Delhi, 2009.

WESTERN ETHICS

PHLMJD-9

Major Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

Course Outcome		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Gain an understanding of the central moral theories of Mill, Kant, and Sartre within their historical and philosophical contexts.	3	3	3	3	2	3	2	3
CO2	Analyse the foundational ideas of Utilitarianism, Deontological ethics, and Existentialist ethics.	2	3	3	3	2	3	2	3
CO3	Critically compare the approaches of Mill, Kant, and Sartre to questions of morality, freedom, and responsibility.	3	3	2	3	2	3	2	3
CO4	Apply these ethical theories to contemporary moral and social issues with clarity and critical insight.	3	3	3	3	3	3	2	3

Unit I: Introduction to Moral Philosophy

[5]

Nature and scope of ethics, types of ethical theories, relevance of ethics to human life and contemporary issues.

Unit II: John Stuart Mill

[12]

Principle of utility, happiness and higher/lower pleasures, individual liberty and moral responsibility, justice and utilitarian ethics.

Unit III: Immanuel Kant

[12]

Good will and duty, categorical imperative, autonomy and moral law, universalisability, critique of consequentialism.

Unit IV: Jean-Paul Sartre

[12]

Existentialist ethics, freedom and responsibility, authenticity and bad faith, morality without absolute foundations.

Unit V: Comparative Perspectives and Applications

[4]

Contrasting Mill, Kant, and Sartre, strengths and weaknesses of their moral theories, application to modern ethical problems (rights, justice, personal freedom, global challenges).

Essential Readings

1. Kerner, G. C. (1966). *Mill, Kant and Sartre*. Oxford University Press.

Further Readings

1. Mill, J. S. (1998). *Utilitarianism* (Edited by Roger Crisp). Oxford University Press.
2. Kant, I. (1996). *Groundwork of the Metaphysics of Morals* (Edited and translated by Mary Gregor). Cambridge University Press.
3. Sartre, J. P. (1993). *Existentialism and Humanism*. Methuen.

◆.....◆

SOCIO-POLITICAL PHILOSOPHY (WESTERN)

PHLMJD-10

Major Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understand the fundamental concepts and principles of socio-political philosophy in the Western tradition.	3	3	3	3	2	3	2	3
CO2	Analyse key themes such as justice, liberty, equality, rights, democracy, and sovereignty.	2	2	3	3	2	3	3	3
CO3	Critically evaluate the ideas of major Western political philosophers and their relevance to contemporary society.	3	3	2	3	3	3	2	3
CO4	Apply socio-political theories to modern issues of governance, justice, and social order.	3	3	3	3	3	3	2	3

Unit I: Introduction to Socio-Political Philosophy

[6]

Nature, scope and significance of socio-political philosophy, relation between political philosophy and political theory, relevance to contemporary social and political life.

Unit II: Liberty and Equality

[10]

Meaning and dimensions of liberty, negative and positive liberty, concepts of equality, equality of opportunity, justice and fairness, critiques of liberty and equality.

Unit III: Rights, Justice and Sovereignty

[10]

Nature and types of rights, human rights and their philosophical foundations, justice: distributive, retributive, procedural, sovereignty: meaning, characteristics, limitations.

Unit IV: Democracy and the State

[10]

Concept of democracy, liberal and participatory democracy, state: origin and nature, social contract theory, welfare state and its critiques.

Unit V: Contemporary Relevance

[9]

Relevance of Western socio-political thought in addressing contemporary issues: globalisation, multiculturalism, human rights, social justice, role of state and civil society.

Essential Readings

1. Gauba, O. P. (2019). An Introduction to Political Theory (8th ed.). Mayur Paperbacks.
2. Gauba, O. P. (2019). Socio-Political Philosophy. Mayur Paperbacks.

Further Readings

1. Cahn, S. M. (Ed.). (2011). *Political Philosophy: The Essential Texts* (2nd ed.). Oxford University Press.
2. Wolff, J. (2006). *An Introduction to Political Philosophy*. Oxford University Press.
3. Heywood, A. (2017). *Political Theory: An Introduction* (5th ed.). Palgrave Macmillan.
4. Swift, A. (2014). *Political Philosophy: A Beginner's Guide for Students and Politicians*. Polity Press.

CONTEMPORARY INDIAN PHILOSOPHY – II

PHLMID-5

Minor Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understand the philosophical underpinnings of contemporary Indian philosophers.	3	2	3	3	3	2	3	3
CO2	Evaluate the impact of their ideas on Indian society and culture.	3	2	3	2	3	2	2	2
CO3	Demonstrate critical thinking skills through engagement with primary texts and secondary literature.	3	2	3	2	3	2	2	3
CO4	Synthesise insights from various philosophical traditions to address contemporary challenges in Indian society.	3	3	3	3	2	2	2	2

Unit I: Muhammad Iqbal

[10]

Self – God – Man and Superman – Intellect and Intuition.

Unit II: Deendayal Upadhyaya

[8]

Integral Humanism – *Advaita Vedanta* – *Purusharthas*.

Unit III: Narayana Guru

[9]

The spiritual freedom and the social equality – One caste, one religion and one God.

Unit IV: M.N. Roy

[5]

Radical Humanism – Materialism.

Unit V: Periyar E.V. Ramasamy

[5]

Casteism – Rationalist Movement – Self-Respect Movement.

Unit VI: Thiruvalluvar

[8]

The ethical thoughts of Thiruvalluvar

Essential Readings

1. Lal, B. K. (1980). *Contemporary Indian philosophy*. Motilal Banarsidass.

Further Readings

1. Bali, D. R. (1980). *Modern Indian thought: (Rammohan Roy to M.N. Roy)*. Sterling Publishers Pvt Ltd.
2. Mahadevan, T. M. P., & Saroja, G. V. (1985). *Contemporary Indian philosophy*. Sterling Publishers.
3. Roy, M. N. (1975). *Modern Indian political thought: (Ram Mohan Roy to present day)*. Meenakshi Prakashan.

SEMESTER-VI

INDIAN LOGIC

PHLMJD-11

Major Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understand the relation between <i>pramāṇa</i> (means of knowledge), <i>pramā</i> (valid knowledge), and metaphysics in Indian philosophy.	3	3	2	3	2	3	2	3
CO2	Learn the definition, structure, and process of <i>anumāna</i> (inference) across Nyāya, Buddhist, and Jaina traditions.	3	3	2	3	2	3	2	3
CO3	Identify different <i>prakāras</i> (types) of inference and their role in debate.	3	3	2	3	2	3	2	3
CO4	Recognise <i>hetvābhāsa</i> (fallacies of reason) and appreciate their importance in philosophical reasoning.	3	3	3	3	2	3	3	3

Unit I: Foundations of Indian Logic

[10]

Logic (*anumāna*) as a *pramāṇa* in Indian philosophy, relation between *pramāṇa*, *pramā*, and *prameya*, debate methods (*pūrvapakṣa* and *siddhānta*), the concept of *anvīkṣikī* (science of reasoning).

Unit II: Definition and Structure of Anumāna

[10]

Meaning of *anumāna* in Nyāya and Buddhism, constituents of inference (*pakṣa*, *hetu*, *vyāpti*, *ḍṣṭānta*, *nigamana*), comparative perspectives of Nyāya, Buddhist, and Jaina logic.

Unit III: Types of Anumāna

[10]

Nyāya classification of inference, Buddhist inference for oneself (*svārthānumāna*) and for others (*parārthānumāna*), concept of *vyāpti* (universal concomitance), role of *tarka* (reasoning) in confirming inference.

Unit IV: Fallacies of Inference

[8]

Hetvābhāsa (fallacies of inference) in Nyāya

Unit V: Advanced Themes in Indian Logic

[7]

Dignāga's *Hetucakra* (wheel of reason), introduction to *Navya-Nyāya* logical tools, continuing significance of *anumāna* in philosophy and interdisciplinary thought.

Essential Readings

1. Sharma, C. (2000). *A Critical Survey of Indian Philosophy*. Motilal Banarsidass.
2. Chatterjee, S. C., & Dutta, D. M. (1984). *An Introduction to Indian Philosophy*. University of Calcutta.

Further Readings

1. Matilal, B. K. (1998). *The Character of Logic in India*. Oxford University Press.
2. Hiriyanna, M. (1993). *Outlines of Indian Philosophy*. Motilal Banarsidass.

3. Stcherbatsky, F. Th. (1998). *Buddhist Logic* (abridged edition). Dover Publications.

INDIAN ETHICS

PHLMJD-12

Major Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understand the fundamental principles and key concepts of Indian ethical thought, including <i>Puruṣārtha</i> , <i>Dharma</i> , <i>Karma</i> , and <i>Varnāśrama</i> .	3	3	3	3	2	3	2	3
CO2	Analyse major ethical frameworks within Hinduism, Buddhism, Jainism, and Cārvāka, appreciating their similarities, differences, and practical relevance.	2	3	3	3	2	3	2	3
CO3	Evaluate the metaphysical foundations of Indian ethics, such as the Law of Karma, <i>Apūrva</i> , <i>Adṛṣṭa</i> , and <i>Ṛta</i> , and their role in shaping moral responsibility.	3	3	2	3	2	3	2	3
CO4	Apply insights from Indian ethical traditions to contemporary moral questions, fostering critical reflection on personal, social, and global issues.	3	3	3	3	3	3	2	3

Unit I: Foundations of Indian Ethics

[9]

Concept of *Puruṣārtha* (Dharma, Artha, Kāma, Mokṣa), distinction between *Śreyas* (higher good) and *Preyas* (lower good), *Varṇāśrama* system and duties, *Sādhāraṇa Dharma* (universal duties), ideas of *Ṛṇa* (debt) and *Yajña* (sacrifice), concept of duty in Indian traditions.

Unit II: Karma and Ethical Life

[9]

Doctrine of Karma, *Karma-yoga* in the Bhagavad Gītā, qualities of the *Sthitaprajña* (man of steady wisdom), idea of *Svadharmā* (one's own duty), *Lokasaṃgraha* (welfare of the world), moral responsibility in Karma theory.

Unit III: Metaphysical Basis of Ethics

[9]

Concepts of *Apūrva* (unseen potency), *Adṛṣṭa* (unseen result), relation between *Sādhya-Sādhana* (ends and means), *Itikartavyatā* (sense of obligation), Law of Karma and ethical implications, *Ṛta* (cosmic order), *Satya* (truth), *Yoga-kṣema* (security and welfare).

Unit IV: Ethical Systems in Indian Traditions

[9]

Hinduism

Aṣṭāṅga Yoga and ethical discipline.

Jainism

Samvara-Nirjarā (restraint and purification), *Tri-ratna* (three jewels), *Pañca-vrata* (five vows).

Buddhism

Upāya-kauśalya (skillful means), *Brahma-vihāra* (maitrī, karuṇā, muditā, upekṣā), *Bodhisattva* ideal.

Cārvāka

Hedonism and materialist ethics.

Unit V: Comparative and Applied Indian Ethics

[9]

Comparative study of Hindu, Buddhist, Jain, and Cārvāka ethics, individual duty vs. social good, renunciation vs. enjoyment, spiritual freedom vs. material happiness, relevance of Indian ethical concepts in modern life (sustainability, social justice, personal ethics).

Essential Readings

1. Hiriyanna, M. *The Indian Conception of Values*. Motilal Banarsidass.
2. Dasgupta, S. *Development of Moral Philosophy in India*. Munshiram Manoharlal.
3. Aurobindo, Sri. *Essays on the Gita*. Sri Aurobindo Ashram Press.

Further Readings

1. Maitra, S. K. *The Ethics of the Hindus*. Motilal Banarsidass.
2. Prasad, R. Karma, *Causation and Retributive Morality*. Motilal Banarsidass.
3. Tilak, B. G. *Śrīmadbhagavadgītā Rahasya*. Tilak Bros.
4. Sharma, I. C. *Ethical Philosophies of India*. Harper & Row.
5. Jhingran, S. *Aspects of Hindu Morality*. Motilal Banarsidass.

SOCIO-POLITICAL PHILOSOPHY (INDIAN)

PHLMJD-13

Major Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understand the political and ethical principles of governance in the <i>Mahābhārata</i> , with a focus on <i>Danḍa-nīti</i> , <i>Rājadharma</i> , and their relevance to contemporary political dilemmas.	3	3	3	3	2	3	2	3
CO2	Analyse Kautilya's theories of sovereignty, statecraft, and administration, applying them to modern challenges of governance, economy, justice, and security.	2	2	3	3	2	3	3	3
CO3	Evaluate Kamandaki's perspectives on social order and state elements, and their implications for governance and social cohesion.	3	3	2	3	3	3	2	3
CO4	Critically assess modern constitutional values, including secularism, fundamental rights, and social justice, while exploring the impact of colonialism and strategies for post-colonial renewal.	3	3	3	3	3	3	2	3

Unit I: Political and Legal Thought in the Mahābhārata [12]

Daṇḍa-nīti, Rājadharmā, Law and Governance, Narada's questions to Yudhiṣṭhira

Unit II: Kautilya's Statecraft [13]

Sovereignty, Seven Pillars of State, State and society, Administration, Economy, Law and justice, Internal security, Welfare and foreign policy

Unit III: Kamandaki's Political Thought [5]

Social order, State elements, Governance and ethics

Unit IV: Constitutional Values and Modern Institutions [15]

Constitutional morality, Secularism, Fundamental rights, Constitutionalism, Social democracy, *Satyagraha*, *Sarvodaya*, State socialism, Affirmative action, Social institutions – family, marriage, property, education, religion

Essential Readings

1. Mehta, V. R. (1996). *Foundations of Indian Political Thought*. Manohar Publishers.
2. Austin, G. (1966). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.

Further Readings

1. *The Constitution of India* (1950).
2. Prasad, B. (1964). *The State in the Mahābhārata*. Munshiram Manoharlal.
3. Altekar, A. S. (1958). *State and Government in Ancient India*. Motilal Banarsidass.
4. Kamandaki. (Trans.). *Nītisāra of Kamandaki*. (Various editions).
5. Ambedkar, B. R. (1936). *Annihilation of Caste*. Self-published.
6. Baxi, U. (1980). *The Crisis of the Indian Legal System*. Vikas Publishing.
7. Gandhi, M. K. (1948). *Constructive Programme: Its Meaning and Place*. Navajivan Publishing House.

APPLIED PHILOSOPHY**PHLMJD-14****Major Disciplinary Course**

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Develop a deep understanding of moral philosophy, applied ethics, and human rights.	3	3	3	3	3	3	2	3
CO2	Gain the ability to critically analyse ethical issues across diverse contexts.	3	3	3	3	3	3	2	3
CO3	Learn to articulate well-reasoned ethical positions on complex moral questions.	3	3	3	3	2	3	3	2
CO4	Apply ethical principles to real-world decision-making and dilemmas.	3	3	3	3	3	3	2	3

Unit I: Applied Philosophy and Philosophy of Technology

[10]

Applied philosophy: Nature of applied philosophy – Value of applied philosophy. Philosophy of technology: Technology, dominance, power and social inequalities – Democratisation of technology – Ethical implications of information technology and bio-technology.

Unit II: Environmental Ethics

[8]

Environmental Ethics: Nature as means or end – Land ethics of Aldo Leopold – Deep ecology of Arne Naess – Animal rights of Peter Singer.

Unit III: Medical and Professional Ethics

[9]

Medical ethics: Surrogacy – Doctor–Patient relationship – Abortion – Euthanasia – Female infanticide. Professional ethics: Corporate governance and ethical responsibilities.

Unit IV: Media and Legal Ethics

[9]

Media ethics: Ethical issues in privacy – cyber space – pornography – representation and differences – Marginalisation. Legal ethics: Law and morality – Legal obligation – Authority and validity of law.

Unit V: Social Ethics and Theories of Punishment

[9]

Social ethics: Dowry – Subjugation of women – Increasing Old Age Homes – Caste and communalism – Corruption in public life – ‘Turn a blind eye’ towards social evils attitude. Theories of Punishment: Retributive, Deterrent and Reformatory.

Essential Readings

1. Frey, R. G., & Wellman, C. H. (Eds.). *A Companion to Applied Ethics*. Wiley-Blackwell.
2. Panchal, M. (2015). *Applied Ethics*. Pearson India.
3. Singer, P. (Ed.). (1986). *Applied Ethics*. Oxford University Press.

Further Readings

1. Andrew I. Cohen & Christopher Heath Wellman (Eds), *Contemporary Debates in Applied Ethics*, Blackwell Publishing Ltd, USA, 2005.
2. James E. White, *Contemporary Moral Problems*, Wadsworth Publishing Co., 1999.

◆.....◆

PHILOSOPHY OF DR. B. R. AMBEDKAR

PHLMID-6

Minor Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understand Ambedkar's alternative reading of Indian philosophy through a critical lens on dominant philosophical systems and texts.	3	2	3	3	3	2	3	3
CO2	Engage critically with social realities shaped by the caste system.	3	2	3	2	3	2	2	2
CO3	Explore the liberal and democratic potential of Ambedkar's philosophy in reconstructing the Indian nation.	3	2	3	2	3	2	3	3
CO4	Foster the development of responsible citizenship by studying indigenous democratic philosophical thought.	3	3	3	3	2	2	3	2

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

[11]

Philosophy of Religion and Hindu Social Order. Buddhism and Marxism.

Unit III: Socio-Political Philosophy

[12]

Annihilation of Caste and Ideal Society. State Socialism.

Unit IV: On Emancipation

[12]

Nation and Nationalism. Democracy.

Essential Readings

1. Ambedkar, B. R. *Annihilation of Caste*. Navayana Publishing.
2. Ambedkar, B. R. *The Buddha and His Dhamma*. Siddharth College Publications.
3. Rodrigues, Valerian (Ed.). *The Essential Writings of B. R. Ambedkar*. Oxford University Press.

Further Readings

1. Ambedkar, B. R. *Philosophy of Hinduism*. In *Dr. Babasaheb Ambedkar: Writings and Speeches*, Vol. 3. Government of Maharashtra.
2. Ambedkar, B. R. *Buddha or Karl Marx*. In *Dr. Babasaheb Ambedkar: Writings and Speeches*, Vol. 3. Government of Maharashtra.
3. Aloysius, G. (1997). *Nationalism without a Nation in India*. New Delhi: Oxford University Press.
4. Aloysius, G. (2009). *Ambedkar on Nation and Nationalism*. New Delhi: Critical Quest.

SEMESTER-VII

PHILOSOPHY OF SCIENCE

PHLMJD-16

Major Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understand the central themes, methods, and debates in philosophy of science, including scientific explanation, theory choice, and realism vs. anti-realism.	3	3	3	2	3	3	3	2
CO2	Critically evaluate different accounts of scientific progress, paradigms, and revolutions, drawing on classical and contemporary perspectives.	3	3	2	2	2	3	2	2
CO3	Analyse the nature of scientific reasoning, induction, confirmation, and the demarcation problem in relation to pseudoscience and metaphysics.	3	3	3	2	3	3	3	2
CO4	Apply insights from philosophy of science to contemporary debates in natural and social sciences, assessing the role of science in society and culture.	3	3	3	2	3	3	3	2

Unit I: Foundations of Philosophy of Science

[9]

Nature and scope of philosophy of science, Demarcation problem, Induction and problem of induction, Deductive-nomological model, Falsifiability, Explanation and prediction

Unit II: Scientific Realism and Anti-Realism

[9]

Realism vs. Instrumentalism, Theories and observation, Underdetermination of theory by evidence, Structural realism, Scientific objectivity and progress

Unit III: Theories, Models, and Methods

[9]

Nature of scientific laws, Theories and models, Reduction and unity of science, Probability, confirmation, Bayesian approaches, Causation in science

Unit IV: Scientific Change and Revolutions

[9]

Thomas Kuhn: paradigms and paradigm shifts, Normal science, Anomalies and crises, Scientific revolutions, Incommensurability debate, Critiques and extensions of Kuhn

Unit V: Contemporary Issues in Philosophy of Science

[9]

Science and values, Sociology of scientific knowledge, Feminist philosophy of science, Philosophy of social sciences, Philosophy of technology, Science and democracy

Essential Readings

1. Ladyman, J. (2002). *Understanding Philosophy of Science*. Routledge.
2. Kurt, M., & Cover, J. A. (1998). *Philosophy of Science: The Central Issues*. W. W. Norton & Co.

3. Kuhn, T. S. (1962/1996). *The Structure of Scientific Revolutions*. University of Chicago Press.

Further Readings

1. Popper, K. (1959). *The Logic of Scientific Discovery*. Routledge.
2. Feyerabend, P. (1975). *Against Method*. Verso.
3. Godfrey-Smith, P. (2003). *Theory and Reality: An Introduction to the Philosophy of Science*. University of Chicago Press.

PHILOSOPHY OF MIND

PHLMJD-17

Major Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understand the historical development and central questions of philosophy of mind, beginning with Descartes and continuing into contemporary debates.	3	3	3	2	3	3	3	2
CO2	Critically examine major theories of the mind-body relation, including dualism, behaviourism, materialism, and functionalism.	3	3	2	2	2	3	2	2
CO3	Assess philosophical perspectives on consciousness, intentionality, and personal identity, applying them to modern psychology and cognitive science.	3	3	3	2	3	3	3	2
CO4	Engage with classical and contemporary texts to analyse philosophical puzzles about the mind and its relation to the world.	3	3	3	2	3	3	3	2

Unit I: Introduction to Philosophy of Mind

[9]

Definition and scope of philosophy of mind, relation to psychology and neuroscience, taxonomy of mental phenomena: sensations, thoughts, propositional attitudes, key problems of consciousness, intentionality, and identity.

Unit II: Descartes and Dualism

[9]

René Descartes and the cogito, substance dualism, mind and body as *res cogitans* and *res extensa*, the problem of causal interaction, alternative dualist views: Malebranche's occasionalism, Leibniz's pre-established harmony, Spinoza's double-aspect theory, criticisms of dualism.

Unit III: From Behaviourism to Materialism

[9]

Gilbert Ryle and the critique of the ghost in the machine, logical behaviourism, methodological behaviourism, problems of behaviourism, mind-brain identity theory, central-state materialism, objections to materialism: qualia, knowledge argument, explanatory gap.

Unit IV: Functionalism and Cognitive Science

[9]

Functionalism and the mind as a functional system, computational theory of mind, Putnam and Fodor on mental representation, problems of inverted spectrum and absent qualia, Artificial Intelligence and Searle's Chinese Room, philosophy and psychology in cognitive science.

Unit V: Consciousness and Contemporary Debates

[9]

Phenomenal and access consciousness, the hard problem of consciousness, Chalmers on dual-aspect theory, Block on the explanatory gap, Dennett's eliminative materialism, naturalism about consciousness, contemporary debates in philosophy of mind and neuroscience.

Essential Readings

1. Churchland, P. M. (1998). *Matter and consciousness: A contemporary introduction to the philosophy of mind* (2nd ed.). MIT Press.
2. Descartes, R. (1996). *Meditations on first philosophy* (J. Cottingham, Trans.). Cambridge University Press. (Original work published 1641)
3. Lowe, E. J. (2000). *An introduction to the philosophy of mind*. Cambridge University Press.
4. Ryle, G. (2000). *The concept of mind*. University of Chicago Press. (Original work published 1949)
5. Chalmers, D. J. (1996). *The conscious mind: In search of a fundamental theory*. Oxford University Press.

Further Readings

1. Block, N., Flanagan, O., & Guzeldere, G. (Eds.). (1997). *The nature of consciousness: Philosophical debates*. MIT Press.
2. Dennett, D. C. (1991). *Consciousness explained*. Little, Brown and Co.
3. Wilkerson, T. E. (1974). *Minds, brains, and people*. Clarendon Press.

PHILOSOPHY OF LANGUAGE

PHLMJD-18

Major Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Critically analyse and articulate the significance of language in philosophical inquiry.	3	3	3	2	3	3	3	2
CO2	Demonstrate an understanding of key theories of meaning and their implications for communication and thought.	3	3	2	2	2	3	2	2
CO3	Evaluate central debates in philosophy of language, including issues of reference, meaning, truth, and communication.	3	3	3	2	3	3	3	2
CO4	Apply philosophical perspectives on language to address problems of vagueness, ambiguity, and linguistic analysis in contemporary contexts.	3	3	3	2	3	3	3	2

Unit I: Introduction to Philosophy of Language

[6]

Language and philosophy, metaphysical and logical dimensions of language, philosophy as linguistic analysis, reform of language in philosophy.

Unit II: Theories of Meaning

[6]

Referential and ideational theories of meaning, Frege on sense and reference, Russell on descriptions, Wittgenstein's picture theory, meaning as use.

Unit III: Language and Communication

[6]

Problems of communication, structure and meaning, barriers to communication, subjective experience and intersubjectivity, mutual understanding and presuppositions.

Unit IV: Signs, Symbols, and Conventions

[6]

The generic notion of a sign, Peirce's distinction between icon, index, and symbol, conventions and regularity, language as a symbolic system.

Unit V: Meaninglessness and Verification

[6]

The problem of meaningless sentences, verifiability as a criterion of meaning, logical atomism, semantic stratification of language.

Unit VI: New Horizons in Philosophy of Language

[9]

Vagueness and ambiguity, private language debate, language-games, speech act theory, generative grammar, deconstruction and critique of meaning.

Essential Readings

1. Alston, W. P. (1964). *Philosophy of language*. Englewood Cliffs, N.J.: Prentice-Hall.
2. Morris, M. (2007). *An introduction to the philosophy of language*. Cambridge University Press.
3. Devitt, M., & Hanley, R. (Eds.). (2006). *The Blackwell guide to the philosophy of language*. Blackwell Publishing.

Further Readings

1. Ayer, A. J. (1946). *Language, truth and logic*. Dover Publications.
2. Frege, G. (1948). *On sense and reference*. In P. Geach & M. Black (Eds.), *Translations from the philosophical writings of Gottlob Frege* (pp. 56–78). Blackwell.
3. Wittgenstein, L. (2009). *Philosophical investigations* (G. E. M. Anscombe, P. M. S. Hacker, & J. Schulte, Trans., 4th ed.). Wiley-Blackwell. (Original work published 1953)

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PHILOSOPHY OF SRI AUROBINDO

PHLMID-7

Minor Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Attain a profound grasp of Sri Aurobindo's integral philosophy.	3	2	3	3	3	2	3	3
CO2	Understand the core themes of his thought, such as evolution, consciousness, and the divine life.	3	2	3	2	3	2	2	2
CO3	Recognise the interconnectedness of spiritual and material realities in his philosophy.	3	2	3	2	3	2	2	3
CO4	Appreciate the relevance of Sri Aurobindo's philosophy to contemporary issues in ethics, politics, education, and spirituality.	3	3	3	3	2	2	3	2

Unit I: Sri Aurobindo's Integral Non-dualism (Poorna Advaita)

[9]

Life sketch. The philosophical background. Integration of the Matter and the Spirit. Reality as *Sat-Chit-Ananda*.

Unit II: Involution and Evolution

[9]

The world process as involution and evolution. Role of *lila* and *maya* in the world process. Nature of ignorance and the seven-fold ignorance. The two hemispheres in the realm of reality. The intermediary levels from Mind to Supermind.

Unit III: The Triple Transformation

[9]

The triple status of the Supermind. The triple transformation. Gnostic Being and its nature. Types of Gnostic Beings. Difference between Gnostic Beings and *Jivanmuktas*. The Divine life.

Unit IV: Integral (Poorna) Yoga

[9]

Meaning and aim of Yoga. Integral approach to yoga.

Unit V: Integral Education

[9]

Meaning and aim of integral education. Perfecting the physical, the vital, the psychic, the mental and the spiritual aspects of human.

Essential Readings

1. Reddy, V.M. *Sri Aurobindo's Philosophy of Evolution*. Sri Aurobindo Ashram, Pondicherry, 2004.
2. Banerjee, Aparna. *Integral Philosophy of Sri Aurobindo*. Decent Books, 2012.
3. Sanyal, Indrani & Roy, Krishna. *Understanding the Thoughts of Sri Aurobindo*. D.K. Printworld, 2007.
4. Maitra, S.K. *An Introduction to the Philosophy of Sri Aurobindo*. Sri Aurobindo Ashram, 1986.

Further Readings

1. Sri Aurobindo. *The Life Divine*. Sri Aurobindo Ashram, Pondicherry.

2. Sri Aurobindo. *The Synthesis of Yoga*. Sri Aurobindo Ashram, Pondicherry.
3. Chaudhuri, Haridas. *Sri Aurobindo: The Prophet of Life Divine*. Sri Aurobindo Ashram, 1973.
4. Choudhary, Haridas (Ed.). *The Integral Philosophy of Sri Aurobindo*. George Allen & Unwin Ltd, London, 1960.
5. Acharya, Keshava Deva. *Guide to Sri Aurobindo's Philosophy*. Divya Jivan Sahitya Prakashan, 1978.

INTRODUCTION TO INDIAN EPISTEMOLOGY

PHLMID-8

Minor Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understand the tripartite knowledge system and the diverse sources of knowledge in Indian philosophy.	3	3	3	2	3	3	3	2
CO2	Differentiate between different types of perception and inference, including their significance in epistemological discourse.	3	3	2	2	2	3	3	2
CO3	Critically assess theories of truth and error, such as self-evidence theory, correspondence theory, and various theories of error.	3	3	3	3	3	3	3	2
CO4	Apply the principles and methodologies of Indian epistemology to contemporary philosophical inquiries and debates.	3	3	3	2	3	3	3	2

Unit I: Introduction

[9]

Tripartite knowledge. Sources of Knowledge and the Schools of Indian philosophy.

Unit II: Perception

[9]

Perception. Indeterminate and Determinate perception. External and Internal perception. Normal and Supra normal perception.

Unit III: Inference

[9]

Inference. Inference for one's own sake and Inference for the sake of others.

Unit IV: Theories of Truth

[9]

The Self-Evidence Theory. The Correspondence Theory.

Unit V: Theories of Error

[9]

Asatkhyati. Atmakhyati. Anyathakhyati. Akhyati. Anirvacaniyakhyati. Yatharthakhyati. Abhinava-Anyathakhyati.

Essential Readings

1. Chatterjee, S.C. *The Nyāya Theory of Knowledge*. Motilal Banarsidass.
2. Chatterjee, S.C. and Datta, D.M. *An Introduction to Indian Philosophy*. University of Calcutta / Motilal Banarsidass.

3. Hiriyanna, M. *Outlines of Indian Philosophy*. Motilal Banarsidass.
4. Dasgupta, S.N. *A History of Indian Philosophy* (Vol. 1). Motilal Banarsidass.

Further Readings

1. Matilal, B.K. *Perception: An Essay on Classical Indian Theories of Knowledge*. Clarendon Press.
 2. Matilal, B.K. *The Navya-Nyāya Doctrine of Negation*. Harvard University Press.
 3. Mohanty, J.N. *Classical Indian Philosophy*. Oxford University Press.
 4. Tarkatirtha, S.C. Vidyabhusana. *A History of Indian Logic*. Motilal Banarsidass.
 5. Popper, Karl H. *Presuppositions of India's Philosophies*. Motilal Banarsidass.
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SEMESTER-VIII

HERMENEUTICS AND DECONSTRUCTION

PHLMJD-19

Major Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Understand the theories of interpretation proposed by Schleiermacher, Dilthey, Heidegger, and Gadamer.	3	3	3	2	3	3	3	2
CO2	Evaluate the significance of hermeneutics in understanding texts, cultural products, and historical contexts.	3	2	3	2	3	2	3	2
CO3	Critically engage with postmodernist thought, including the rejection of metaphysics and the deconstruction of traditional concepts.	3	3	3	2	3	3	3	3
CO4	Reflect on the implications of deconstruction for knowledge, power, language, and ethical practices in society.	3	3	3	2	2	3	3	2

Unit I: Foundations of Hermeneutics

[9]

Introduction to hermeneutics, Schleiermacher's theory of interpretation of the Bible, Dilthey's theory of meaning and interpretation, cultural products and the spirit of an age, the hermeneutic circle.

Unit II: Phenomenology and Hermeneutics

[9]

Heidegger: phenomenology as hermeneutics, Dasein and interpretative understanding, being-in-the-world and action. Gadamer: prejudices and fore-conceptions, effective-historical consciousness, fusion of horizons, tradition and dialogue.

Unit III: Transition to Postmodernism

[9]

From modernism to postmodernism, critique of depth and foundations, the "death of the author," incredulity towards metanarratives, the fall of the self as rational subject, the challenge to Enlightenment reason.

Unit IV: Deconstruction and Its Implications

[9]

Derrida: rejection of metaphysics of presence, logocentrism, difference, language as writing. Foucault: power and knowledge, archaeology of discourse, genealogy of power. Ethical questions in deconstruction: liberation and alienation.

Unit V: Contemporary Hermeneutics and Deconstruction in Context

[9]

Applications of hermeneutics in literature, history, and culture. Deconstruction and critical theory in contemporary society. Comparative perspectives: Indian philosophical approaches to text and meaning (e.g., Mimamsa and Nyaya theories of interpretation, B.K. Matilal and J.N. Mohanty's contributions). Relevance of hermeneutics and deconstruction to contemporary issues of identity, culture, and pluralism.

Essential Readings

1. Grondin, J. (1994). *Introduction to philosophical hermeneutics*. Yale University Press.
2. Gadamer, H.-G. (2004). *Truth and method* (2nd rev. ed.). Continuum.
3. Derrida, J. (1978). *Writing and difference*. Routledge & Kegan Paul.
4. Foucault, M. (2002). *The archaeology of knowledge*. Routledge.
5. Mohanty, J. N. (1992). *Reason and tradition in Indian thought*. Oxford University Press.

Further Readings

1. Matilal, B. K. (1990). *The word and the world: India's contribution to the study of language*. Oxford University Press.
2. Dilthey, W. (1986). *Selected writings* (H. P. Rickman, Ed.). Cambridge University Press.
3. Heidegger, M. (1982). *The basic problems of phenomenology*. Indiana University Press.
4. Norris, C. (1987). *Derrida*. Fontana Press / HarperCollins.
5. Guting, G. (Ed.). (1994). *The Cambridge companion to Foucault*. Cambridge University Press.

RESEARCH METHODOLOGY IN PHILOSOPHY

PHLMJD-20

Major Disciplinary Course

L	T	P	C		
3	1	1	4	60	H

Course Outcome		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Hone philosophical research skills, including analytical and critical thinking.	2	3	2	3	2	3	3	2
CO2	Gain proficiency in selecting research topics relevant to philosophical inquiry.	2	3	2	3	2	3	3	3
CO3	Learn effective strategies for project planning, organisation, and execution.	2	3	2	3	2	2	3	3
CO4	Develop the ability to present philosophical research clearly and coherently.	2	3	2	3	2	3	3	2

Unit I: Foundations of Philosophical Research

[12 + 3]

Definition and nature of research, aims and scope of research in philosophy, methods of philosophical inquiry, qualifications for research in philosophy, role of critical and reflective ability, originality and creativity in research.

Unit II: Choosing a Research Topic

[11 + 2]

Types of topics: thinker-based, text-based, concept-based, meta-philosophical, and interdisciplinary. Steps in choosing a topic. Scope and relevance. The nature of originality in philosophy. Identifying an area of inquiry.

Unit III: Sources, Organisation and Presentation

[11 + 5]

Sources of material: primary and secondary. Collection and classification of data. Organisation of research materials. Writing and structuring the thesis: introduction, chapters, footnotes, citations, bibliography. Styles of academic writing in philosophy

Unit IV: Methodological and Epistemological Issues

[11 + 5]

Critical edition and its significance in philosophical research. Epistemology and methodology of philosophical research. Epistemology as methodology of metaphysics. Distinction between methodology of philosophy and methodology of research. Contemporary debates on philosophical method.

Unit V: Practical Dimensions of Philosophical Research

[10]

Research ethics and academic integrity. Avoiding plagiarism. Use of libraries, archives, and digital databases. Preparing abstracts, book reviews, and research papers. Seminar presentations. Preparing for publication.

Essential Readings

1. Sharma, R. N. (2007). *Research methods in philosophy*. Kanishka Publishers.
2. Bhandari, D. R. (1989). *Research methodology in philosophy*. Central Institute of Higher Tibetan Studies.
3. Chakrabarti, A. (2001). *Philosophy: A popular introduction*. Oxford University Press.
4. Singh, Y. K. (2010). *Fundamental of research methodology and statistics*. New Age International.

Further Readings

1. Panthanmackel, J. (1999). *Philosophical method: A systematic and historical study*. Jeevanadam Publications.
2. Blackburn, S. (2001). *Think: A compelling introduction to philosophy*. Oxford University.
3. Gupta, S. P. (2008). *Research methodology and statistical techniques*. Deep & Deep Publications.
4. Turabian, K. L. (2018). *A manual for writers of research papers, theses, and dissertations*. University of Chicago Press.

AN EXTENSIVE STUDY INTO BUDDHIST PHILOSOPHY

PHLMJD-22

Major Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Attain general knowledge of key figures and issues in the Buddhist philosophical tradition.	3	3	3	2	3	2	2	2
CO2	Develop the ability to express and explain the views and presuppositions of Buddhist philosophers clearly and effectively.	3	2	3	2	3	2	3	3
CO3	Cultivate skills to critically understand and assess Buddhist philosophical concepts.	3	3	3	2	3	2	3	3
CO4	Learn to evaluate theories, arguments, and underlying assumptions in Buddhist philosophy.	3	3	3	2	3	3	2	3

Unit I: Introduction to Buddhist Philosophy and Textual Study

[5]

Historical background of Buddhist philosophy, Abhidharma traditions and the rise of logic and epistemology, role of Dharmakīrti and Nāgārjuna in Buddhist thought, introduction to the texts: *Nyāyabindu* and *Mūlamadhyamakakārikā*.

Unit II: Dharmakīrti's *Nyāyabindu* – Pratyakṣa Khanda

[10]

Nature of perception (*pratyakṣa*), distinction between *nirvikalpaka* (non-conceptual) and *savikalpaka* (conceptual) perception, criteria for valid perception, sources of error, Dharmakīrti's defense of perception as a reliable means of knowledge (*pramāṇa*), comparison with Nyāya and other schools.

Unit III: Dharmakīrti's *Nyāyabindu* – Anumāna Khanda

[10]

Nature and structure of inference (*anumāna*), elements of inference (*pakṣa*, *sādhya*, *hetu*), conditions for valid reasoning, role of *vyāpti* (invariable concomitance), discussion of *tarka* (hypothetical reasoning) and *upādhi* (conditions), Buddhist theory of inference in contrast with Nyāya.

Unit IV: Nāgārjuna's *Mūlamadhyamakakārikā* – Part I

[10]

Key ideas of the Madhyamaka: *śūnyatā* (emptiness), *pratītyasamutpāda* (dependent origination), rejection of *svabhāva* (intrinsic essence), critique of causality, arising, and substance. Use of the reductio method (*prasaṅga*). Philosophical implications for reality and knowledge.

Unit V: Nāgārjuna's *Mūlamadhyamakakārikā* – Part II

[10]

Further analysis of core chapters: self (*ātman*), time and motion, bondage and liberation. Two truths doctrine (*paramārtha-satya* and *saṃvṛti-satya*). Nāgārjuna's dialectical method and its influence on later Buddhist philosophy. Dialogue with Yogācāra and Advaita Vedānta.

Essential Readings

1. Dharmakīrti. (1929). *Nyāyabindu with Dharmottara's Nyāyabinduṭīkā*. Translated by S. M. Sastri. Theosophical Publishing House.
2. Nāgārjuna. (1986). *Mūlamadhyamakakārikā of Nāgārjuna: The Philosophy of the Middle Way*. Translated by David J. Kalupahana. State University of New York Press.
3. Nāgārjuna. (1995). *The Fundamental Wisdom of the Middle Way: Nāgārjuna's Mūlamadhyamakakārikā*. Translated by Jay L. Garfield. Oxford University Press.

Further Readings

1. Tillemans, T. J. F. (1999). *Scripture, Logic, Language: Essays on Dharmakīrti and His Tibetan Successors*. Wisdom Publications.
2. Dreyfus, G. (1997). *Recognizing Reality: Dharmakīrti's Philosophy and Its Tibetan Interpretations*. SUNY Press.
3. Siderits, M. (2007). *Buddhism as Philosophy: An Introduction*. Ashgate.
4. Williams, P. (1989). *Mahayana Buddhism: The Doctrinal Foundations*. Routledge.
5. Garfield, J. L. (2002). *Empty Words: Buddhist Philosophy and Cross-Cultural Interpretation*. Oxford University Press.

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A COMPARATIVE STUDY OF VEDANTIC SCHOOLS OF PHILOSOPHY

PHLMJD-23

Major Disciplinary Course

L	T	P	C		
4	1	-	4	60	H

	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Demonstrate a comprehensive understanding of the foundational texts and interpretive literature central to Vedāntic philosophy.	3	3	3	2	3	2	2	2
CO2	Critically evaluate the epistemological stances of Advaita, Viśiṣṭādvaita, and Dvaita Vedānta, analysing their implications for knowledge and truth.	3	2	3	2	3	2	3	3
CO3	Assess the metaphysical and soteriological frameworks of Vedāntic schools, identifying key concepts and evaluating inter-school debates.	3	3	3	2	3	2	3	3
CO4	Develop a nuanced understanding of the diversity within Vedāntic philosophy, including lesser-known schools, and their contributions to Indian philosophical discourse.	3	3	3	2	3	3	2	3

Unit I: Introduction

[8]

Vedānta in the wider context of Indian philosophy, its foundation in the *Upaniṣads*, *Bhagavad Gītā*, and *Brahmasūtra* of Bādarāyaṇa. The commentarial tradition. A brief comparison of Advaita, Viśiṣṭādvaita, and Dvaita Vedānta.

Unit II: Epistemology of Vedānta Schools

[8]

Sources of valid knowledge (*pramāṇa*). Theories of truth and error. The place of perception, inference, and scripture. Comparative criticisms of epistemological positions between the schools.

Unit III: Metaphysics of Vedānta Schools

[8]

Ultimate Reality (*Brahman*). Nature of the individual selves (*jīva*). World (*jagat*). The doctrine of *Māyā* in Advaita. Relationship among Brahman, self, and world in Advaita, Viśiṣṭādvaita, and Dvaita. Criticisms exchanged among schools.

Unit IV: Bondage and Liberation

[8]

Cause of bondage (*avidyā*, karma). Nature of the path to liberation: knowledge, devotion, action. The status of the liberated self (*mukti*). Ethical implications in each school. Comparative criticisms of ethical and soteriological positions.

Unit V: Other Vedānta Traditions

[8]

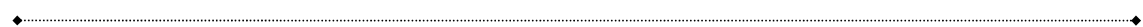
Overview of Nimbārka's Dvaitādvaita, Vallabha's Śuddhādvaita, and Caitanya's Acintya-bhedābheda. Their main doctrines and contributions to Vedāntic discourse.

Essential Readings

1. Śaṅkarācārya. (1973). *Brahmasūtra Bhāṣya of Śaṅkarācārya*. Translated by Swami Gambhirananda. Advaita Ashrama.
2. Rāmānuja. (1962). *Śrī Bhāṣya*. Translated by Swami Adidevananda. Sri Ramakrishna Math.
3. Madhva. (1960). *Brahmasūtra Bhāṣya of Madhvācārya*. Translated by S. Subba Rao. Dvaita Vedanta Studies & Research Foundation.
4. Deutsch, Eliot. (1969). *Advaita Vedānta: A Philosophical Reconstruction*. University of Hawaii Press.

Further Readings

1. Hiriyanna, M. (1994). *The Essentials of Indian Philosophy*. Motilal Banarsidass.
2. Nimbārka. (1956). *Vedānta-Parijāta-Saurabha*. Translated by S. S. Raghavachar. Adyar Library.
3. Vallabhācārya. (1968). *Subodhini: Vallabha's Commentary on the Bhagavad Gītā*. Translated by J. A. B. van Buitenen. Bharatiya Vidya Bhavan.
4. Sastri, B. N. K. (1961). *A Comparative Study of the Vedānta Schools*. Bharatiya Vidya Bhavan.
5. Sengupta, Indra. (1974). *Philosophy of Sri Ramanuja and Madhva*. Munshiram Manoharlal.



STRUCTURALISM

PHLMJD-24

Major Disciplinary Course

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	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	Demonstrate a comprehensive understanding of the foundational principles and key concepts of structuralism, including its treatment of language, signs, and social structures.	3	3	3	2	3	3	3	2
CO2	Critically analyse the works of major structuralist thinkers, assessing their contributions and their impact on later discourse.	3	3	3	2	3	2	3	3
CO3	Apply structuralist theories to interpret cultural texts, social phenomena, and ideologies.	3	3	3	2	2	3	3	3
CO4	Evaluate the transition to post-structuralism, identifying key critiques and philosophical developments.	3	3	3	2	3	3	3	2

Unit I: Foundations of Structuralism

[8]

Introduction to structuralism as an intellectual movement. Reality and knowledge. Binary oppositions. Synchrony and diachrony. Based on Richard Harland's *Superstructuralism*.

Unit II: Ferdinand de Saussure – Language and Structure

[8]

Concepts of *langue* and *parole*. Signifier and signified. Value and differentiation. Influence on later structuralist thought.

Unit III: Claude Lévi-Strauss – Structures of Myth and Society

[8]

Structural analysis of myth. Communication and social unity. Binary oppositions in kinship and culture.

Unit IV: Jacques Lacan – Psychoanalysis and the Unconscious

[8]

The unconscious as structured like a language. The “Other” and subject formation. The role of language in selfhood.

Unit V: Louis Althusser and Roland Barthes – Ideology and Culture

[8]

Althusser: Ideology and interpellation. Ideology and language.

Barthes: *Mythologies* and everyday culture. Structuralism applied to ideology and symbols.

Unit VI: From Structuralism to Post-Structuralism

[8]

Critiques of structuralism. Plurality of meanings. Instability of language. Rejection of fixed structures. Introduction to Derrida, Foucault, and beyond.

Essential Readings

1. Harland, R. (1991). *Superstructuralism: The Philosophy of Structuralism and Post-Structuralism*. Routledge.
2. Saussure, F. de. (1974). *Course in General Linguistics*. Translated by Wade Baskin. Fontana/Collins.
3. Sturrock, J. (Ed.). (1979). *Structuralism and Since: From Lévi-Strauss to Derrida*. Oxford University Press.
4. Kurzweil, E. (1980). *The Age of Structuralism: Lévi-Strauss to Foucault*. Columbia University Press.
5. Narang, G. C. (2004). *Structuralism, Post-Structuralism and Eastern Poetics*. Sahitya Akademi.
6. Belsey, C. (2002). *Poststructuralism: A Very Short Introduction*. Oxford University Press.

Further Readings

1. Sarup, M. (1989). *An Introductory Guide to Post-Structuralism and Postmodernism*. University of Georgia Press.
2. Barthes, R. (1991). *Mythologies*. Translated by Annette Lavers. Vintage.
3. Althusser, L. (1971). *Lenin and Philosophy and Other Essays*. Monthly Review Press.
4. Lévi-Strauss, C. (1969). *The Raw and the Cooked*. Harper & Row.

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