

PONDICHERRY UNIVERSITY



NEP REGULATIONS FOR AFFILIATED COLLEGES

2023–2024



Pondicherry University

(School of Humanities)

DEPARTMENT OF PHILOSOPHY

COURSE STRUCTURE AND SYLLABUS

(For Affiliated Colleges)

B.A. PHILOSOPHY (HONOURS – FOUR YEARS COURSE)

(Effective from Academic Year 2023–2024)

OBJECTIVES OF THE PROGRAMME AND OUTCOMES

- 1. Name of the Department:** PHILOSOPHY
- 2. Name of the Programme:** B.A. / B.A. (Honours) / B.A. (Honours with Research) in Philosophy
- 3. Objectives of the Programme:**
 - i. Training the students rigorously in logical reasoning and thereby developing their critical thinking skill.
 - ii. Nurturing the students to become integrated human beings.
 - iii. Providing the students with appropriate ambiance to know the thoughts of the philosophers (Indian as well as Western) along with the factors (historical, social, cultural, economic, political, etc.) that shaped their thoughts.
- 4. Outcomes of the Programme:**
 - i. Students will be acquainted with the epistemological, metaphysical, axiological and social issues.
 - ii. Students will develop interest in philosophy.
 - iii. Students will capacitate themselves to observe the happenings in and around them, and to arrive at proper solutions and act accordingly for the betterment of the society.
 - iv. Students will develop logical reasoning and critical thinking so as to face any real life-situation.
 - v. Students will gain the art of articulation with philosophical arguments.
 - vi. Students will realize their inner strength and make efforts to actualize their hidden potentials.
 - vii. Students will become conscious of their social responsibilities and their leadership qualities.
 - viii.** Students will learn to appreciate their life and values: To put in the words of Francis Bacon, “Seek ye first the good things of the mind, and the rest will either be supplied or its loss will not be felt.”

PONDICHERRY UNIVERSITY

NEP-AFFILIATED COLLEGES REGULATIONS FOR 2023–2024

MAJOR HIGHLIGHTS

1. These NEP Regulations are applicable to all Arts and Science Colleges affiliated to Pondicherry University from the Academic Year 2023-24.
2. Multi-Disciplinary 4 years UG programmes with award of Hons degrees are proposed.
3. Exiting students may be considered for award of a Certificate (after 1 year of study), Diploma (after 2 years of study)
4. Existing CBCS system is replaced with NEP Curriculum framework.
5. Along with Major, Minor disciplinary courses all students are expected to learn Multi-disciplinary subjects, ability enhancement courses, skill focused vocational courses
6. Course work shall focus on learning outcomes expected by NEP.
7. Learning through Internships/Field studies/Community service, etc is embodied in Curriculum.
8. Activity based learning for increased employability skills is the focus of Teaching-Learning process.
9. Colleges/Institutions shall develop network/MoUs with Industry, Natural Institutes for Training.
10. Dual degree programme with Foreign Universities is encouraged.

1. Programmes of Study, Eligibility

Programmes to be offered at Colleges:

The Curriculum Framework designed by UGC for implementing NEP 2020 specifies that all Undergraduate (UG) degree programmes are to be for a period either for 3 years or for 4 years leading to award of UG or UG (Hons) Degrees.

All UG courses shall focus on conceptual understanding and development of critical thinking in a given field of Study, incidentally the skills such as communication, team work and leadership shall have embodied in Teaching-learning process to facilitate for career option in the given field of specialization.

Degrees, Diplomas and Certificates:

NEP 2020 introduces the facility to breakdown the Programme of study at Undergraduate (UG) level after completion of every year of study. The students will be awarded the following:

- An UG Certificate after completion of 1 Year (2 Semesters) of study in the chosen field of study. (After completing specific number of courses and 4-week internship)
- An UG Diploma after completing 2 years (4 Semesters) of Study and an Internship.
- A Bachelor Degree after completing 3 Years (6 Semesters) of Programme of Study.
- A 4-year Bachelor Degree with Honours after completion of 8 Semesters (4 Years) of Programme of Study and a Research Project in final semester).

2. Structure of Academic Programmes:

All Academic Programmes offered under NEP shall be stylised in terms of credits. Each course/subject in a given Programme of study shall carry certain number of credits which will be awarded on completion of the said course.

a. Breakup of Credits and Courses:

Every Undergraduate (UG) programme offered by a College shall confirm to the Structure specified by the UGC's Framework, 2023. A student of 3-year UG programme is mandated to complete a minimum of 120 credits and the student of 4-year Honors degree shall complete 160 credits.

A UG student shall complete the following courses under different Heads as listed below:

1. Major Disciplinary Courses
2. Minor Disciplinary Courses
3. Multi-Disciplinary Courses
4. Ability Enhancement Courses
5. Skill Enhancement Courses
6. Value Added / Common Courses
7. Internships and Community Service based projects
8. Research Project work (for Honours degree)

NEP Framework has specified the minimum number of credits that a Bachelor student has to earn in $\frac{3}{4}$ year period. Table I specifies the number of credits and number of courses that a 3-year UG student and a 4-year UG (Hons) Degree student is expected to complete in 3 and 4-year duration respectively.

Table 1
Breakup of Credits and Courses

Sl. No.	Component	3-Year Degree	4-Year Honours Degree
1	Major Disciplinary Courses	60 Credits (15 Courses of 4 credits each)	80 Credits (20 Courses of 4 credits each)
2	Minor Discipline Courses	24 Credits (6 Courses of 4 Credits each)	32 Credits (8 Courses of 4 credits each)
3	Multi-Disciplinary Courses	9 Credits (3 courses of 3 credits each)	9 Credits (3 courses of 3 credits each)
4	Ability Enhancement Courses	8 Credits (4 courses of 2 credits each)	8 Credits (4 courses of 2 credits each)
5	Skill Enhancement Course	9 Credits (3 courses of 3 credits each)	9 Credits (3 courses of 3 credits each)
6	Common Value-Added courses	8 Credits (4 course of 2 credits each)	8 Credits (4 course of 2 credits each)
7	Community Service	2 Credits (1field-based course)	2 Credits (1field-based course)
8	Research Dissertation Project	-	12 Credits (Project report & background subjects)
	Total Credits required	120 Credits	160 Credits
<p>Note: Honours students not undertaking research will do 3 courses for 12 credits in lieu of Research Project / Dissertation.</p>			

b. NEP Classification of Courses:

i) Major Disciplinary courses (MJD):(60/80credits)

Major disciplinary courses are subject specific compulsory subjects that a student has to complete to obtain the UG/UG (Hons) Degree in the given discipline. Major disciplinary courses shall constitute 50% of the total credits.

All discipline specific major courses shall be designed for 4 credits each with one/two additional hours or guidance of teaching at Tutorials/Practicals.

UG programmes may be offered in a single major discipline or in Multiple Major disciplines giving equal weightage in credits. For example, a B.Sc. course may be in a single discipline like B.Sc. (Maths) or with multiple major disciplines like B.Sc. (Maths, Physics & Chemistry).

ii) Minor Disciplinary Course (MID): (24/32 credits)

Minor disciplinary courses refer to those subjects which are Allied/Specialisation/Elective subjects to the Major discipline. These allied courses are expected to provide additional understanding of the subject in a specific focused area. For example, a B.A. (Political Science) student shall study allied subjects like Public Administration, Sociology as these subjects have inter linkages with the Major Disciplinary subjects.

Minor disciplinary courses (MID) may also be designed by the parent department or collaborated with sister departments. Parent departments may introduce minor specialisations to students by offering a set of 6 to 8 courses in one/two streams as electives or specialisation subjects. A BBA/MBA programme may have electives in HR, marketing, finance, etc. with a set of 6 to 8 subjects in each.

In order to provide choice to the students to choose a particular specialisation/elective, the BOS may develop 2 to 3 streams of minor specialisation courses to focus on such trades for better placement of students. Each stream of 6/8 specialisation/elective subjects may facilitate award of two/three unique degrees in

a given major Eg. B.Sc. (Physical Chemistry), B.Sc. (Pharmaceutical chemistry), etc.

iii) Multi-Disciplinary courses(MLD): (9 Credits)

All undergraduate students are mandated to pursue 9 credits worth of courses in such Multi-disciplinary areas/Courses out of 9/10 NEP defined subjects. Colleges may identify any 3 multiple disciplinary streams listed below based on availability of resources and manpower.

- a) Natural Sciences
- b) Physical Sciences
- c) Mathematics & Statistics
- d) Computer Science/Applications
- e) Data Analysis
- f) Social Sciences
- g) Humanities
- h) Commerce & Management
- i) Library Science
- j) Media Sciences, etc.

Students are expected to learn basic/introductory courses designed by other departments for this purpose. Colleges may list any 3 introductory courses (one each in natural Sciences, Physical Sciences, Humanities) for uniform adoption of all UG students.

iv) Ability Enhancement (AEC)courses: (8 Credits)

All Undergraduate (UG) students are mandated to complete at least 8 Credits worth of Courses which focus on Communication and Linguistic skills, Critical reading, writing skills. These courses are expected to enhance the ability in articulation and presentation of their thoughts at workplace. Colleges may design these ability enhancement courses tuned to the requirements of given major

discipline. Eg. A course in Business Communication is more appropriate in place of literature/prose/poetry.

Ability Enhancement Course	
I. English Language	II. Indian Language (two courses)
a) English Language & Literature–1 & 2	a) Indian language& Literature–1 & 2

b) Functional English– 1and 2 c) Communicative English–1 and 2	b) Functional language– 2 c) Communicativelanguage-1 & 2
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v) Skill Enhancement Course: (9 Credits)

These courses focus at imparting practical skills with hands- on Training. In order to enhance the employability of students, Colleges are expected to design such courses that they deem fit for their students for better employment/entrepreneurship/career development, etc. Colleges may also outsource the Skill Enhancement Courses to AICTE approved agencies for conducting short term Training Workshops, Skill India initiatives of GOI and approved Trades by Skill development of corporation are to be considered. short term courses.

vi) Value Added Common courses(VAC): (8 credits)

Under NEP, the UGC has proposed for 6 to 8 credits worth of common courses which are likely to add value to overall knowledge base of the students. These courses include:

- a) Understanding India
- a) Environmental Sciences/Education
- b) Digital and Technological solutions
- c) Health, Wellness, Yoga Education, Sports &Fitness

The course structure and coverage of topics are suggested by UGC in its draft documents, colleges/UG Boards of Studies may design the methodology for conducting these value added courses.

Summer Internship (2 to 4 Credits)

As per the UGC guidelines all UG students should be exposed to 4 to 6-week Summer Internship in an industrial organisations/Training Centres/Research Institution, etc. Such Summer Internship is to be conducted in between 4th Semester and 5th semester. A review of report and award of grade based on Work based learning by students is to be recorded during the 5th Semester.

a) Community Engagement and Service (CES) (2 credits)

All UG students are also mandated to participate in a 15days community engagement activity during their winter vacation between 5th and 6th Semesters. This Community engagement activity is expected to expose the students to social problems of neighbourhood village students may prepare a report on the activities carried out for a award of 2 credits.

vii) Research Project (12 Credits)

All UG (Hons) Degree students are expected to conduct a semester long Research work - during their 8th Semester and submit a Research Report. Students may be given necessary guidance by faculty members in identifying the research problem, conduct of study and preparation of a Project Report.

All these Research Reports are evaluated by a Jury of external experts. A presentation of Results and Viva may also be part of evaluation. A Publication out of findings of the Research Project may also be encouraged.

3. Eligibility, Admissions, Lateral Entry

a. Eligibility:

All students who have completed their Higher Secondary School Certificate are eligible for admission into an undergraduate degree

programme, subject to securing specified percentage of marks at 12th standard fixed by the respective Universities/State Govts for each UG Programme.

b. Admissions:

As per the NEP, students shall be admitted to Undergraduate Programmes on basis of merit order in an All-India Admission Test like CUET, NEET, etc. However, the respective State/UT Govts shall decide the order of merit for admission of students for different courses offered at Colleges.

c. Lateral Entry:

As per NEP, students have a choice of exit and entry into the Programme of Study multiple number of times. UGC specifies that about 10% of seats over and above the sanctioned strength shall be allocated to accommodate the Lateral Entry students. Detailed guidelines for lateral Entry would be finalized by the University shortly.

Evaluation

TotalMarks:100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End Semester University exam is for 75 marks. In case of Practicals, Project work etc., it is 50:50 marks for Internal and End-Semester Exams.

Breakup of Internal Assessment marks:

Total Internal Assessment mark for a theory subject is 25 marks. The breakup is:

a)	Mid Semester Exam(one)-20Marks
b)	PercentageofAttendance-5Marks
Total-25 Marks	

Marks for Attendance is as follows:

Below 75%	0
75%-80%	1
80%-85%	2
85%-90%	3
90%-95%	4
95%-100%	5

Internal Test Scheme:

Principal of the College schedules the Mid-Semester Exam for all courses during 8/9th week of start of classes. All faculty members are expected to conduct this Mid-Semester exam for 1.30 hr duration and evaluate, upload the marks to Controller of Examinations of University. Colleges are also requested to preserve the answer books of Mid-Semester exams until declaration of results by the University.

Internal Assessment marks for Practicals/Project work/ Internships subjects:

Faculty member in-charge of Lab practicals shall evaluate the practical subjects for 50 marks. The break up is as follows:

a) Observation note/Demo note/Work diary	20
b) Practical Record/Internship Report	30
Total	50

End-Semester University Exam:

Controller of Examinations (COE) of Pondicherry University schedules the End-Semester exams for all theory and practical subjects based on University calendar.

A detailed Exam Time Table shall be circulated to all Colleges at least 15 days before the start of exams mostly during 15/16th week of the Semester. Question Papers shall be set externally based on BOS approved syllabus. All students who

have a minimum of 70% attendance are eligible to attend the end- semester exams.
The breakup of end semester marks:

a) Theory subjects (Sec A, Sec B and Sec C) Question formal units of syllabus	75 marks
b) Practical/Internship Project Work subjects (Based on Practical Exams/Presentation/Viva)	50 marks

Consolidation of Marks and passing Minimum

Controller of Examinations of the University consolidates the Internal Assessment marks uploaded by the Colleges and marks secured by students in end-semester examination. The total marks will be converted into letter grades as shown in the following Table

2. As per NEP Regulations, the passing minimum is 50% marks (IA + End semester put together) However, Pondicherry University considers 40% marks as pass during first 3 years of study and students who secured less than 50 will be awarded 'P'(Pass Grade)

Arrear Exam:

A student who failed to secure 50% marks in aggregate is declared as Failed and he is eligible to take up supplementary examination by registering to the said course in the following Semester. All other candidates who failed due to shortage of attendance, those who are seeking to improve the grade shall repeat the course.

Letter Grades and Calculation of CGPA:

Total Marks Secured by a student in each subject shall be converted into a letter grade. UGC Framework has suggested a Country wide uniform letter grades for all UG courses. The following Table shows the seven letter grades and corresponding meaning and the grade points for calculation of CGPA.

TABLE-II

Equivalent Letter Grade	Meaning	Grade Points for Calculation of CGPA
O	Outstanding	10
A+	Excellent	9
A	Very Good	8
B+	Good	7
B	Above Average	6
C	Average	5
P	Pass	4
F	Fail	0
Ab	Absent	0

In order to work out the above letter grades, the marks secured by a student (Total of IA and Semester End) would be categorized for relative grading.

The ranges of marks for each grade would be worked as follows:

Highest marks in the given subject: X

Cutoffmarksforgradingpurpose:50marks Passing
mark (for 3 year of UG) = 40 Number of grades
(excepting P grade) (O, A+,A,B+,B,C)= 6

Range of marks =K

$$K = \frac{X - 50}{G}$$

The following table given the range of marks and letter grades.

According to K value, one of the following grading scheme will be followed.

(i) If $K \geq 5$, then the grades shall be awarded as given in Table II.

Table II		
Range of Marks in%	Letter Grade Points for	Letter Grade Points for
X to(X-K)+1	O	10
(X-K)to(X-2K)+1	A+	9
(X-2K)to(X-3K)+1	A	8
(X-3K)to(X-4K)+1	B+	7
(X-4K)to(X-5K)+1	B	6
(X-5K)to50	C	5
40 –49	P	4
Below 40	F	0
Absent(Lack of Attendance)	Ab	0

(ii) If $K < 5$, then the grades shall be awarded as given in Table III.

Table III		
Range of Marks in%	Letter Grade Points for	Letter Grade Points for
80-100	O	10
71-79	A+	9
66-70	A	8
61-65	B+	7
56-60	B	6
50-55	C	5
40-49	P	4
Below40	F	0
Absent(lack of attendance)	Ab	0

Calculation of Semester Grade Point average and CGPA:

Semester Grade Point Average(SGPA)is calculated by taking a

weighted average of all grade points secured by a candidate from all subjects registered by him/her in the given Semester. The weights being the number of credits that each subject carries.

Cumulative Grade Point Average (CGPA) CGPA shall be calculated as the weighted average of credits that course carries and the value of Grade points averaged for all subjects.

Computation of SGPA and CGPA

The following procedure shall be followed to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e. **SGPA**
$$(S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i}$$

Where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course.

(i) Example for Computation of SGPA where candidate has not failed in any course.

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3X8=24
I	Course 2	4	B+	7	4X7=28
I	Course 3	3	B	6	3X6=18
I	Course 4	3	O	10	3X10=30
I	Course 5	3	C	5	3X5=15
I	Course 6	4	B	6	4X6=24
		20			139
	SGPA				139/20=6.95

(ii) Example for Computation of SGPA where candidate has failed in one course.

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3X8=24
I	Course 2	4	B+	7	4X7=28
I	Course 3	3	B	6	3X6=18
I	Course 4	3	O	10	3X10=30
I	Course 5	3	C	5	3X5=15
I	Course 6	4	F	0	4X0=00
		20			115
	SGPA				115/20=5.75

(iii) Example for Computation of SGPA where candidate has failed in two courses.

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3X8=24
I	Course 2	4	B+	7	4X7=28
I	Course 3	3	F	0	3X0=00
I	Course 4	3	B	6	3X6=18
I	Course 5	3	C	5	3X5=15
I	Course 6	4	F	0	4X0=00
		20			85
	SGPA				85/20=4.25

The CGPA shall also be calculated in similar way as shown in examples (i), (ii) and (iii) of SGPA for all subjects taken by the students in all the semesters. However, if any student fails more than once in the same subject, then while calculating CGPA, the credit and grade point related to the subject in which the student fails in multiple attempts will be restricted to one time only. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

In case of audit courses offered, the students may be given (P) or (F) grade without any credits. This may be indicated in the mark sheet. Audit courses will not be considered towards the calculation of CGPA.

Declaration of Results:

Controller of Examinations (COE) of the University shall declare the results of given UG programme following the CGPA secured by students by the end of 6thSemester and 8thSemester.

PASSCLASSES

Range of CGPA	Result
9.0above	First Class with distinction
6.0above	First Class
5.0Below 5.99	Second Class
4.04.99	Pass Class

B.A. / B.A. (Honours) / B.A. (Honours with Research) in Philosophy

Semester-wise distribution of Courses and Credits

Certificate in Philosophy					
I Year (Semester – I)					
No. of Papers	Code No.	Nature of Course	Title of the Course	Credits	Hours of Teacher
1	PHLMJD-1	Major Disciplinary Courses (compulsory)	PHLMJD-1: Classical Indian Philosophy – I	4	5
2	PHLMID-1	Minor Disciplinary Courses (choose any one)	PHLMID-1(A): Principles of Philosophy – I	4	5
			PHLMID-1(B): Philosophy of Social Institutions		
			PHLMID-1(C): Philosophy of Tamil Siddhas		
3	PHLMLD-1	Multi-Disciplinary Courses (compulsory)	PHLMLD-1: Logical Reasoning for Competitive Exams	3	4
4	AEC-1	Ability Enhancement Courses I and II (English or Indian Language)	AEC-1:	2	4
	AEC-2		AEC-2:		
5	PHLSEC-1	Skill Enhancement Course (Any one)	PHLSEC-1(A): Basics of Yoga	3	4
			PHLSEC-1(B): Academic Writing		
			PHLSEC-1(C): Film Reviewing		
6	VAC-1	Value Added Common Courses I & II	VAC-1: Environmental Education	2	4
7	VAC-2		VAC-2: Understanding India	2	4
Total Credits / Total Hours of Work				20	30

B.A. / B.A. (Honours) / B.A. (Honours with Research) in Philosophy

Semester-wise distribution of Courses and Credits

Certificate in Philosophy					
I Year (Semester – II)					
No. of Papers	Code No.	Nature of Course	Title of the Course	Credits	Hours of Teacher
1	PHLMJD-2	Major Disciplinary Courses (compulsory)	PHLMJD-2: Western Philosophy – I (Ancient and Medieval)	4	5
2	PHLMID-2	Minor Disciplinary Courses (choose any one)	PHLMID-2(A): Principles of Philosophy – II	4	5
			PHLMID-2(B): Philosophy of Social Changes		
			PHLMID-2(C): Information Ethics		
3	PHMLD-2	Multi-Disciplinary Courses (compulsory)	PHMLD-2: Critical Thinking	3	4
4	AEC-3	Ability Enhancement Courses III and IV	AEC-3:	2	4
	AEC-4	(English or Indian Language)	AEC-4:		
5	PHLSEC-2	Skill Enhancement Course (Any one)	PHLSEC-2(A): Soft Skills Development	3	4
			PHLSEC-2(B): Creative Writing		
			PHLSEC-2(C): Temple Management		
6	VAC-3	Value Added Common Courses III & IV	VAC-3: Health and Wellness / Yoga Education	2	4
7	VAC-4		VAC-4: Digital Technology Education (Theory / Field based)	2	4
Total Credits / Total Hours of Work				20	30
Exit Option: Certificate in the field of learning / discipline					

B.A. / B.A. (Honours) / B.A. (Honours with Research) in Philosophy

Semester-wise distribution of Courses and Credits

Diploma in Philosophy					
II Year (Semester – III)					
No. of Papers	Code No.	Nature of Course	Title of the Course	Credits	Hours of Teacher
1	PHLMJD-3	Major Disciplinary Courses (compulsory)	PHLMJD-3: Classical Indian Philosophy – II	4	5
2	PHLMJD-4		PHLMJD-4: Western Philosophy – II (Modern Period)	4	5
3	PHLMID-3	Minor Disciplinary Courses (choose any one)	PHLMID-3(A): Eco-Philosophy	4	5
			PHLMID-3(B): Philosophy of Education		
			PHLMID-3(C): Morals in Indian Tales		
4	PHLMLD-3	Multi-Disciplinary Courses (compulsory)	PHLMLD-3: Art of Debating	3	4
5	AEC-5	Ability Enhancement Courses V and VI (English or Indian Language)	AEC-5:	2	4
	AEC-6		AEC-6:		
6	PHLSEC-3	Skill Enhancement Course (Any one)	PHLSEC-3(A): Art of Philosophical Counselling	3	4
			PHLSEC-3(B): Basics of Computer		
			PHLSEC-3(C): Critical Thinking for Philosophy Major		
Total Credits / Total Hours of Work				20	27

B.A. / B.A. (Honours) / B.A. (Honours with Research) in Philosophy

Semester-wise distribution of Courses and Credits

Diploma in Philosophy					
II Year (Semester – IV)					
No. of Papers	Code No.	Nature of Course	Title of the Course	Credits	Hours of Teacher
1	PHLMJD-5	Major Disciplinary Courses (compulsory)	PHLMJD-5: Contemporary Indian Philosophy – I	4	5
2	PHLMJD-6		PHLMJD-6: Contemporary Western Philosophy	4	5
3	PHLMJD-7		PHLMJD-7: Traditional Western Logic	4	5
4	PHLMID-4	Minor Disciplinary Courses (choose any one)	PHLMID-4(A): Feminist Philosophy	4	5
			PHLMID-4(B): Philosophy of Human Rights		
			PHLMID-4(C): Philosophy of Mahatma Gandhi		
5	AEC-7	Ability Enhancement Courses VII and VIII (English or Indian Language)	AEC-7:	2+1	4
	AEC-8		AEC-8:		
6	Project	Winter Project / Internship	Community Engagement (15 days)	2	6
Total Credits / Total Hours of Work				20	30
Exit Option: Diploma in the field of learning / discipline					
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.					

B.A. / B.A. (Honours) / B.A. (Honours with Research) in Philosophy

Semester-wise distribution of Courses and Credits

Degree in Philosophy					
III Year (Semester – V)					
No. of Papers	Code No.	Nature of Course	Title of the Course	Credits	Hours of Teacher
1	PHLMJD-8	Major Disciplinary Courses (compulsory)	PHLMJD-8: Modern Western Logic	4	5
2	PHLMJD-9		PHLMJD-9: Western Ethics	4	5
3	PHLMJD-10		PHLMJD-10: Socio-Political Philosophy (Western)	4	5
4	PHLMID-5	Minor Disciplinary Courses (choose any one)	PHLMID-5(A): Contemporary Indian Philosophy – II	4	5
			PHLMID-5(B): Introduction to Indian Aesthetics		
			PHLMID-5(C): Philosophy of Rabindranath Tagore		
5	SKD	Skill Development Course	PHLMJD-15: Summer Internship (60 days) Report submission on completion	4	6
Total Credits / Total Hours of Work				20	26

B.A. / B.A. (Honours) / B.A. (Honours with Research) in Philosophy

Semester-wise distribution of Courses and Credits

Degree in Philosophy					
III Year (Semester – VI)					
No. of Papers	Code No.	Nature of Course	Title of the Course	Credits	Hours of Teacher
1	PHLMJD-11	Major Disciplinary Courses (compulsory)	PHLMJD-11: Indian Logic	4	5
2	PHLMJD-12		PHLMJD-12: Indian Ethics	4	5
3	PHLMJD-13		PHLMJD-13: Socio-Political Philosophy (Indian)	4	5
4	PHLMJD-14		PHLMJD-14: Applied Philosophy	4	5
5	PHLMID-6	Minor Disciplinary Courses (choose any one)	PHLMID-6(A): Yoga Sutra of Patanjali (Textual Study)	4	5
			PHLMID-6(B): Comparative Religion		
			PHLMID-6(C): Philosophy of Dr. B.R. Ambedkar		
Total Credits / Total Hours of Work				20	25
Exit Option: Basic UG Degree in the field of learning / discipline					

B.A. / B.A. (Honours) / B.A. (Honours with Research) in Philosophy

Semester-wise distribution of Courses and Credits

Honours in Philosophy					
IV Year (Semester – VII)					
No. of Papers	Code No.	Nature of Course	Title of the Course	Credits	Hours of Teacher
1	PHLMJD-16	Major Disciplinary Courses (compulsory)	PHLMJD-16: Philosophy of Science	4	5
2	PHLMJD-17		PHLMJD-17: Philosophy of Mind	4	5
3	PHLMJD-18		PHLMJD-18: Philosophy of Language	4	5
4	PHLMID-7	Minor Disciplinary Courses (choose any one)	PHLMID-7(A): Philosophy of Sri Aurobindo	4	5
			PHLMID-7(B): Indian Materialism		
			PHLMID-7(C): Philosophy of Artificial Intelligence		
5	PHLMID-8	Minor Disciplinary Courses (choose any one)	PHLMID-8(A): Indian Culture	4	5
			PHLMID-8(B): Philosophy of Vira Saivism		
			PHLMID-8(C): Introduction to Indian Epistemology		
Total Credits / Total Hours of Work				20	25

B.A. / B.A. (Honours) / B.A. (Honours with Research) in Philosophy

Semester-wise distribution of Courses and Credits

Honours in Philosophy					
IV Year (Semester – VIII)					
No. of Papers	Code No.	Nature of Course	Title of the Course	Credits	Hours of Teacher
1	PHLMJD-19	Major Disciplinary Courses (compulsory)	PHLMJD-19: Hermeneutics and Deconstruction	4	5
2	PHLMJD-20		PHLMJD-20: Methodology of Research in Philosophy	4	5
3	PHLMID-21	Research Project on Major Disciplinary Course (choose one) <i>Or</i>	Research Project (Alternatively)	12	15
	PHLMID-22	3 MJD (Major Disciplinary) Courses	PHLMID-22: An Extensive Study into Buddhist Philosophy	12 (4 × 3)	15 (5 × 3)
	PHLMID-23		PHLMID-23: A Comparative Study of Vedantic Schools of Philosophy		
	PHLMID-24		PHLMID-24: Philosophy of Structuralism		
Total Credits / Total Hours of Work				20	25
Completion: UG (Honours / Honours with Research) Degree in the field of learning / discipline					

Certificate in Philosophy

I Year (Semester – I)

PHLMJD-1: Classical Indian Philosophy – I

(4 Credits)

Course Objectives

The course aims to provide students with a foundational understanding of Classical Indian Philosophy. Through exploration of key concepts and historical context, students will develop critical thinking skills for analyzing philosophical arguments. Emphasis is placed on fostering a comparative approach, enabling students to appreciate the interconnectedness of classical Indian philosophical ideas with global philosophical traditions.

Learning Outcomes

Upon completion, students will possess a comprehensive knowledge of major philosophical schools in Classical Indian Philosophy. The course hones analytical skills, allowing students to critically assess arguments in classical Indian philosophical texts. Cultural awareness is a key outcome, with students gaining insights into the deep connection between philosophical thought and classical Indian culture. Effective communication skills are developed through articulate discussion and written expression of complex philosophical ideas. Additionally, students will reflect on the ethical implications of classical Indian philosophical theories and their relevance to contemporary ethical dilemmas.

UNIT – 1

Introduction

Common characteristics of Indian philosophy
Classification of Darsanas.

Vedic and Upanishadic Philosophy

Vedas: Four Vedas and the parts of the Vedas – Vedic religion and philosophy.

Upanishads: Brahman, Jiva and Jagat and their nature, function and inter-relation.

UNIT – 2

Carvaka

Pratyaksha as the only *pramana*– Rejection of other *pramanas*.

Materialism– Soul as an epi-phenomenon – Denial of God.

‘Pleasure’ as the *summum bonum*.

UNIT – 3

Jainism

Nature and kinds of knowledge – *Syad-vada* – *Saptabhanginaya-vada*.

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 – 4

Buddhism

The Four-fold Noble Truths.

World as constantly changing flux (*Kshanikavada*)– *Anatma-vada*.

Bondage and liberation –Dependent Origination – Eight-fold Noble Path – *Nirvana*.

Brief introduction to the schools of Buddhism.

UNIT – 5

Nyaya – Vaisesika

Nyaya:Four *pramanas*

Sixteencategories according Nyaya

Proofsfor the existence of God.

Vaisesika:Seven categories – AtomicTheory – *Arambhavada*.

Essential Readings

1. Satischandra Chatterjee & Dhirendramohan Datta, *An Introduction to Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2016.
2. Chandradhar Sharma, *A Critical Survey of Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2013.
3. T.M.P. Mahadevan, *Invitation to Indian Philosophy*, Arnold-Heinemann, New Delhi, 1982.

4. M. Hiriyanna, *Outlines of Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2014.
5. M. Hiriyanna, *The Essentials of Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2015.

Further Readings

1. Surendranath Dasgupta, *History of Indian Philosophy* (Vols. 1–5), Motilal Banarsidass Publishers Pvt. Ltd, New Delhi.
2. S. Radhakrishnan, *Indian Philosophy*, (Vols. 1& 2), Oxford University Publishers, New Delhi, 2009.
3. _____ (Edr), *History of Philosophy – Eastern and Western* (Vol. 1), George Allen & Unwin Ltd, London, 1952.
4. Jadunath Sinha, *Indian Philosophy*, (Vols. 1–3), Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 1999.
5. P.T. Raju, *Structural Depths of Indian Thought*, South Asian Publishers Pvt. Ltd, New Delhi, 1985.

PHLMID-1(A): Principles of Philosophy – I

(4 Credits)

Course Objectives

This course aims to elucidate philosophy's significance, its ties to ontology and metaphysics, and its impact on human life. It examines how philosophy intersects with science, religion, art, and other disciplines, fostering interdisciplinary understanding. Analysis of logic, epistemology, and theories of truth, alongside exploration of judgment and reality interpretation, provide a comprehensive understanding. This exploration covers diverse philosophical frameworks, including realism, idealism, and pragmatism, within a concise framework.

Learning Outcomes

Students will demonstrate a solid grasp of philosophy's foundational concepts, including ontology, metaphysics, and the value of inquiry. They'll critically analyze philosophy's links to other disciplines, fostering interdisciplinary understanding. Evaluating theories of knowledge origin and skepticism will enhance critical thinking. Proficiency in analyzing experiences through judgment and inference will develop logical reasoning. Through critical reflection on

reality and truth theories, students will assess philosophical frameworks' implications for understanding existence and truth.

UNIT – 1

Meaning, scope and value of philosophy: Meaning and scope of philosophy – Ontology, metaphysics and philosophy – Origin of philosophical enquiry – Philosophy and life – Value of the study of philosophy.

Philosophy and other cognate studies: Philosophy and science – Philosophy, religion and art – Philosophy and epistemology – Philosophy and metaphysics.

UNIT – 2

Problems of logic and epistemology: Psychology, logic and epistemology – Theories of origin of knowledge – Empirical theory – Rational theory – Critical theory – Intuitionism – Empiricism and scepticism – Value of scepticism.

UNIT – 3

Interpretation of experience: Knowledge and judgment – Definition and analysis of judgment – Propositions and its constituents – Affirmative and negative judgments – Judgements of fact and judgments of value – Characteristics of judgment – Judgments and construction of Reality – Inference – Meaning and forms of inference.

UNIT – 4

Theories of Reality: Reality and its types: Monistic, dualistic and pluralistic Realisms – Idealism and its types: Platonic idealism, Idealism of Berkeley, Idealism of Kant, Pluralistic spiritualism of Leibnitz and Absolute Idealism of Hegel.

UNIT – 5

Truth and Reality: Knowledge, Truth and Reality in Realism, in Subjective Idealism, Objective Idealism and in Pragmatism – Theories of Truth: Correspondence theory, Coherence theory, Pragmatic theory and Self-evidence theory.

Essential Readings

1. Hari Mohan Bhattacharyya, *The Principles of Philosophy*, University of Calcutta, 1959.
2. A.C. Ewing, *The Fundamental Questions of Philosophy*, Allied Publishers Pvt. Ltd., New Delhi, 1951.
3. Dev Raj Bali, *Introduction to Philosophy*, Sterling Publishers Pvt. Ltd., New Delhi, 1989.
4. Avrum Stroll & Richard H. Popkin, *Philosophy Made Simple*, Heinemann, London, 1981.
5. David Stewart, H. Gene Blocker & James Petrik, *Fundamentals of Philosophy*, Pearson, Delhi, 2013.

Further Readings

1. Samuel Enoch Stump, *Socrates to Sartre: A History of Philosophy*, McGraw-Hill Book Company, New Delhi, 1982.
2. Michael Scriven, *Primary Philosophy*, McGraw-Hill Book Company, New York, 1966.

PHLMID-1(B): Philosophy of Social Institutions

(4 Credits)

Course Objectives

This course aims to provide students with a comprehensive understanding of social institutions, focusing on marriage, religion, and political structures. The objectives include exploring the theoretical frameworks that underpin sociological perspectives on these institutions, examining philosophical foundations that have influenced societal organization, and delving into the historical evolution of marriage and major religions. Furthermore, the course aims to foster critical thinking by analyzing the ethical dimensions inherent in these institutions and promoting an awareness of diverse perspectives on marriage and religion.

Learning Outcomes

Upon completion of the course, students should be equipped with the ability to analyze and differentiate various social institutions within different cultural and historical contexts. They will gain insights into major sociological and philosophical theories, enabling them to apply these frameworks to critically assess the functions and impacts of social institutions. Additionally, students will develop the skills to evaluate diverse perspectives on marriage and religion, demonstrating a nuanced understanding of the ethical considerations within these societal structures. Overall, the course seeks to cultivate a well-rounded comprehension of the philosophy behind social institutions, empowering students to engage in thoughtful analysis and discourse on these critical elements of human societies.

UNIT – 1

Introduction

Definition and scope of social philosophy – Importance of social institutions and its relation to politics and economics.

UNIT – 2

Social Institutions

Family and marriage – Groups – Community – Society – Association – Educational Institutions – Religions.

UNIT – 3

Social Group

Nature, types and functions of Social Groups – Primary, Secondary and Reference Groups.

UNIT – 4

Social Stratification

The Caste and Class systems in society – Social, Cultural and Economic factors of stratification – Merits and demerits of stratification.

Essential Readings

1. J.S. Mackenzie, *Outlines of Social Philosophy*, George Allen & Unwin Ltd., London, 1927.
2. *An Introduction to Social Philosophy*, James Maclehose & Sons, Glasgow, 1895.
3. Harold H. Titus, *Living Issues in Philosophy*, Harold H. Titus, Marilyn S. Smith and Richard T. Nolan, Wadsworth Publishing Co., California, 1986.
4. Ajit Kumar Sinha, *Outlines of Social Philosophy: A Prolegomena to the Philosophical Foundations of Society*, Sinha Publishing House, Calcutta, 1965.
5. N.V. Joshi, *Social and Political Philosophy*, Current Book House, 1964.
6. O.P. Gauba, *Social and Political Philosophy*, National Paperbacks, New Delhi, 2016.
7. P. Jain, *Social and Political Philosophy*, Lakshmi Narain Agarwal, 2020.
8. R.N. Sharma, *Socio-Political Philosophy*, Surjeet Publications, 2019.

Further Readings

1. John Christman, *Social and Political Philosophy – A Contemporary Introduction*, Routledge, New York, 2018.
2. John Somerville & Ronald E. Santoni (Eds), *Social and Political Philosophy – Readings from Plato to Gandhi*, Anchor Books, New York, 1963.
3. Will Durant, *Philosophy and the Social Problem*, 2014.

PHLMID-1(C) - Philosophy of Tamil Siddhas

(4 Credits)

Course Objectives

This course introduces students to Tamil Siddha tradition's philosophical foundations and spiritual practices. It delves into its historical development, cultural context, and intersections with other traditions. Key concepts like Kundalini Yoga and Siddha Medicine are analyzed, alongside mystical and alchemical dimensions such as the Siddha body. Students critically evaluate the tradition's contemporary relevance and societal impact, bridging ancient wisdom with modern challenges.

Learning Outcomes

This course offers a deep dive into Tamil Siddha tradition's philosophical roots, historical context, and cultural importance. Students analyze primary texts, engage with intricate concepts like Kundalini energy, and explore practical applications like Siddha Medicine. They assess its contemporary relevance in health and spirituality, fostering critical thinking and personal reflection. Through assignments and discussions, students develop a nuanced understanding and appreciation for Tamil Siddha philosophy's global impact and spiritual legacy.

Unit – 1

Determination of visible and in-visible things (Porul Nirnayam), Siddhantham, vedantam and other philosophical concepts of Porul Nirnayam. i.e., Arusamyam and their literatures.

Unit – 2

Deekai (Initiation towards the highest goal of life).

a) Samaya Deekai b) Vishesha Deekai c) Niruvana Deekai.

Unit – 3

Siddha Margamkal (Ways to attain Salvation).

1) Sarya 2) Kriya 3) Yoga 4) Gnana.

Unit – 4

Epistemology (Alavai): Perception (kandal) – Inference (Karuthal) – Testimony (Urai) – Non-existence (Abavam) – Deduction (Porul) – Analogy (Oppu) – Inference by exception (Ozhibu) – Co-existence (Unmai) – Tradition (Iytheekam) – Natural inference (Iyalbu).

Unit – 5

Different schools of thought regarding the creation of Universe – Relation between macrocosm and microcosm (Andathil Ullathe Pindam).

Unit – 6

Fundamental Principles (Thathuvas) and its different concepts: Sivaprakasa Kattalai – Thiruvallavai Kattalai – Siddhanta Kattalai – Vedantha Kattalai Thathuva Deepikai – Yugimuni's concept. Bootham – 5 (five elements) – Pori – 5 (Sense organs) – Pulan – 5 (Perception by the sense organs) – Karmendriyam – 5 (Motor organs) – Gnana Indriyam (The inner mechanism responsible for the perception of five senses) – Karanam – 4 (four intellectual faculties) – Arivu – 1 – (Self-realization) – Nadi – 10 (Vital channel) – Vayu – 10 (Vital forces) – Aasayam – 5 (Visceral cavities) – Kosam – 5 (five sheaths) – Aatharam – 6 (Six stations of soul) – Mandalam – 3 (Three regions) – malam 3 (Three principles of moral evil) – Thodam – 3 (Three humours) – Eadanai – 3 (Three physical bindings) – Gunam – 3 (Three cosmic qualities) – Vinai – 2 (Acts) – Ragam – 8 (Eight passions) – Avasthai – 5 (Five states of consciousness).

Essential Readings

1. T.N. Ganapathy, *The Philosophy of the Tamil Siddhas*, Indian Council of Philosophical Research, New Delhi, 1992.
2. K. Narayanan, *The Philosophy of Siddhas* (in Tamil), Thamizh Puthagalayam, Chennai, 1988.
3. Ananda Balayogi Bhavanani, *A Primer of Yoga Theory*, Puducherry, 2004.
4. Sir John Woodroffe, *Introduction to Tantra Sastra*, Ganesh & Co., Chennai, 2008.
5. Uttamarayan (HPIM), *Thotrakirama Aaraichiyum, Siddha Maruthuva Varalarum*.
6. Uttamarayan (HPIM), *Siddha Maruthuvanga Churukkam*.

Further Readings

1. Swami Niranjananandha Saraswati, *Yoga Darshan*, Yoga Publications Trust, Munger, Bihar, 2005.
2. Sir John Woodroffe, *The Serpent Power*, Ganesh & Co. Chennai, 1992.

PHLMLD-1: LOGICAL REASONING FOR COMPETITIVE EXAMS

(3 Credits)

Course Objectives:

Students will grasp proposition fundamentals, structure, and classification for logical statement analysis. They'll master deductive reasoning, covering inference, syllogism, truth,

validity, and fallacy identification for improved logical skills. Exploring inductive reasoning principles, including postulation, aids in evidence evaluation and real-world conclusion drawing. Insight into symbolic logic, proposition classification, truth tables, and argument validity testing enhances understanding. Essential readings deepen comprehension and prepare for competitive exam applications in logic.

Learning Outcomes:

Students will achieve conceptual clarity in logical concepts, precisely identifying and analyzing propositions, inferences, and fallacies. They'll develop analytical skills to assess deductive argument validity, construct proofs, and discern reasoning patterns. Proficiency in inductive reasoning enables systematic evidence evaluation and sound conclusion formulation. Mastery of symbolic logic techniques, like truth-table analysis, enhances problem-solving efficiency. Engagement with logical reasoning principles fosters critical thinking skills, preparing students for success in exams and beyond.

UNIT – 1

Propositions

Proposition – Parts of a proposition – Classification of propositions into Unconditional and Conditional propositions – Euler's Circle and distribution of terms in the categorical propositions.

UNIT – 2

Deductive Logic

Inference – Classification of inference – Immediate inference by the method of opposition and by the method of eduction – Syllogism – Truth and validity – Proposition and propositional form – Argument and argument form – Classification of syllogisms – Validity of a pure categorical syllogism – Venn Diagram – Validity of hypothetical and disjunctive syllogisms – Fallacies.

UNIT – 3

Inductive Logic

Inductive reasoning – Postulation – Kinds of induction into scientific and imperfect inductions – Stages in a scientific induction – Fallacies.

UNIT – 4

Symbolic / Modern Logic

Classification of propositions – Constants and variables – Basic Truth-tables – Tautology, contradiction and contingency – Testing the validity of an argument using direct and indirect truth-table methods

Essential Readings

1. K.T. Basantani, *Introduction to Logic*, A.R. Sheth & Co., Bombay, 1973.
2. James E. Creighton & Harold R. Smart, *An Introductory Logic*, Macmillan, London, 1957.
3. Morris R. Cohen & Ernest Nagel, *An Introduction to Logic and Scientific Method*, Allied Publishers Pvt Ltd, New Delhi, 1989.
4. P. Balasubramanian, *An Invitation to Symbolic Logic*, University of Madras, 1977.
5. P. Balasubramanian, *Symbolic Logic and Its Decision Procedures*, University of Madras, 1980.

Further Readings

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

PHLSEC-1(A): Basics of Yoga

(3 Credits)

Course Objectives

The course offers an understanding of yoga's meaning and historical development within Indian philosophy. It explores the macrocosmic and microcosmic nature of humanity, covering concepts like Panchakosha, consciousness states, trigunas, nadis, and chakras. Students are introduced to various yoga paths, including Karma, Bhakti, Jnana, Raja, Kundalini, and Hatha yoga. The concept of yoga siddhis, encompassing major and minor abilities, is explained. Practical aspects include various asanas and pranayama techniques in different positions.

Learning Outcomes:

Students will grasp yoga's historical and philosophical foundations, understanding its significance in Indian culture. They'll explore the human psyche through macrocosmic and microcosmic aspects. Knowledge of various yoga paths will empower them to choose a suitable path for personal growth. Understanding potential attainments (siddhis) in yoga practice will

aid their spiritual journey. They'll apply learned principles and techniques to cultivate well-being through yoga asanas and pranayama.

UNIT 1

Introduction: Meaning of Yoga – Origin and the development of yoga – Place of yoga in Indian philosophy – Yoga school of Indian philosophy.

UNIT 2

Nature of Man: Macrocosm ((*Maha-brahmanda*) and microcosm (*Ksudra-brahmanda*) – *Panchakosha* – Four states of Consciousness – *Trigunas* – *Yoga Nadis* – *Chakras*.

UNIT 3

Yoga Margas: *Karma yoga* – *Bhakti yoga* – *Jnana yoga* – *Raja yoga* – *Kundalini yoga* – *Hatha yoga* – *Mantra yoga* – *Laya yoga* – *Nadha yoga* – *Poorna yoga*.

UNIT 4

Yoga Siddhis: Eight major *siddhis* (*Ashtamasiddhi*) – Minor *siddhis*.

UNIT 5

Asanas and Pranayama (Standing, Sitting, and Lying postures)

Essential Readings

1. Swami Satyanandha Saraswati, *Meditations from the Tantras*, Yoga Publications Trust, Munger, Bihar, 2000.
2. Swami Sivananda, *Kundalini Yoga*, The Divine Life Society, Uttaranchal, 2001.
3. Sir John Woodroffe, *Introduction to Tantra Sastra*, Ganesh & Co., Chennai, 2008.
4. T.N. Ganapathy, *The Philosophy of the Tamil Sidhas*, Indian Council of Philosophical Research, New Delhi, 1992.
5. K. Narayanan, *Siddhar Tattvam* (in Tamil), Tamizhpathagalayam, Chennai, 1988.

Further Readings

1. Swami Niranjanananda Saraswati, *Yoga Darshan*, Yoga Publications Trust, Munger, Bihar, 2005.
2. Sir John Woodroffe, *The Serpent Power*, Ganesh & Co. Chennai, 1992
3. Makarand Madhukar Gore, *Anatomy and Physiology of Yogic Practices*, New Age Books, Delhi, 2008.
4. Ananda Balayogi Bhavanani, *A Primer of Yoga Theory*, Puducherry, 2004

PHLSEC-1(B): Academic Writing

(3 Credits)

Course Objectives

This course aims to provide participants with a solid foundation in academic writing by focusing on key aspects in four modules. In Module I, participants will grasp the definition and significance of academic writing, understand the importance of identifying audience and purpose, and learn to structure and organize their writing effectively. Moving to Module II, emphasis will be placed on cultivating formal and clear language in academic writing, as well as gaining proficiency in different citation styles. In Module III, participants will develop the skills to construct clear and coherent arguments, using examples while prioritizing logic and coherence. Finally, Module IV will focus on refining academic writing through editing and revision techniques, ensuring academic integrity, and encouraging peer review and feedback.

Learning Outcomes

Upon completing this course, participants will have a comprehensive understanding of academic writing essentials. They will be able to articulate the significance of academic writing, identify target audiences and purposes, and proficiently structure their work. Participants will develop a formal and clear writing style, master various citation styles, and construct compelling arguments while avoiding logical fallacies. Additionally, they will acquire practical skills in editing and revising their work, maintaining academic integrity, and engaging in constructive peer review to enhance the overall quality of their academic writing.

Unit – 1: Understanding Academic Writing Basics

Introduction to Academic Writing- Definition, significance

Identifying the audience and purpose in academic writing

Structure and Organization

Unit – 2: Academic Language and Style

Formality and tone in academic writing

Effective use of language for clarity

Different Citation styles

Unit – 3: Building Strong Arguments

Developing Clear and Coherent Arguments, Using examples

The importance of logic and coherence in academic writing

Avoiding fallacies in arguments

Unit – 4: Refining Academic Writing

Editing and Revision Techniques

Avoiding plagiarism and academic integrity

Peer review and feedback

Essential Readings

1. Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: The Moves That Matter in Academic Writing*. W.W. Norton & Company, 2018.
2. Zinsser, William. *Writing with Power: Techniques for Mastering the Writing Process*. Harper Perennial, 1998.
3. Strunk Jr., William, and E.B. White. *The Elements of Style*. Pearson, 2000.
4. Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. University of Chicago Press, 2018.

Further Readings

1. Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Routledge, 2015.
2. Clark, Roy Peter. *Writing Tools: 55 Essential Strategies for Every Writer*. Little, Brown and Company, 2006.
3. Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. University of Chicago Press, 2008.

PHLSEC-1(C): FILM REVIEWING

(3 Credits)

Course Objectives

This course aims to deepen students' appreciation of film by introducing early film history, cinematography, and various film movements. It elucidates film genres and their structural components while also discussing film as an art form and the significance of auteurs. Additionally, the course explores new methods for understanding film ideology through

spectatorship theory, providing students with a comprehensive understanding of film-making processes and the broader cultural context of cinema.

Course Outcomes

Upon completing the Film Appreciation Course, students are expected to exhibit heightened proficiency in film analysis and writing, with a focus on identifying film vocabulary and filmmaking techniques. They will possess an understanding of cinematographic innovations and contemporary styles, appreciating film's influence on personal and cultural identity. Additionally, students will demonstrate knowledge of film history, production processes, and the broader impact of cinema as a visual medium.

Unit – 1

Introduction: Early film history, development of film as a form, narrative structure in film making from the point of view of specific film clips - Technological innovations in cinema, directorial interventions, development of narrative

Unit – 2

Social Perspectives in Film Critique

Social Commentary in Cinema

Marxist and Feminist Film Criticism

Cultural Representation in Cinema

Unit – 3

Artistic Exploration in Film Critique

Auteur Theory and Directorial Influence

Formalism and Expressionism

Genre Theory and Film Styles

Unit – 4

Critical Perspectives

Contemporary Film Criticism

Film Festivals and Critical Reception

Developing a Personal Critical Voice

(Film review with Discussion as a part of the Internal Assessment)

Essential Readings

1. Hagener, Malte, and Thomas Elsaesser. *Film Theory: An Introduction Through the Senses*. Routledge, 2010.
2. Arnheim, Rudolf. *Film as Art*. University of California Press, 1957.
3. Cahir, Linda. *Literature into Film: Theory and Practical Approaches*. McFarland & Company, 2006.
4. Chatterjee, Shoma. *A Hundred Years of Jump-cuts and Fade-outs: Tracking the History of Indian Cinema*. Sage Publications, 2007.
5. Bordwell, David, and Kristin Thompson. *Film Art: An Introduction*. McGraw-Hill, 2008.
6. Giannetti, Louis. *Understanding Movies*. Pearson, 2013.
7. Grant, Barry Keith, editor. *Film Genre Reader IV*. University of Texas Press, 2012.

I Year (Semester -II)

PHLMJD-2: Western Philosophy – I (Ancient and Medieval)

(4 Credits)

Course Objectives

This course traces the origins of philosophy in the Western tradition in the thinkers of Ancient Greece. It begins with the Pre-Socratic natural philosophers like Thales and Anaximander. Then it moves on to Heraclitus and Parmenides of Elea. Then, it discusses the counter position of Sophists and Socrates. Finally, there is discussion on Plato's theory of virtue and Forms.

Learning Outcomes

This course facilitates a comprehension of early Greek tradition. A comprehensive understanding of it is like a foundation course in the Classics. The two great classical traditions, viz., Greek and Indian have left a rich legacy of philosophic knowledge that can be pragmatically and scholastically contextualized in the present-day times. Students of Delhi University read Indian Philosophy, this course in Greek Philosophy complements it fairly well for understanding of the classics.

Unit-1

Naturalism (Cosmos, Arche & Logos, Being & Becoming)

Thales, Anaxagoras, Anaximenes, Ionians, Pythagoras, Parmenides, Heraclitus and Democritus.

Unit-2

The Sophists and Socrates

Sophists (Protagoras): Relativism and Scepticism

Socrates: Critical Enquiry and Virtue is Knowledge

Unit-3

Plato – Theory of knowledge, knowledge and opinion, theory of Ideas, the method of dialectic, soul and God.

Unit -4

St. Augustine: Theory of knowledge – Theology – Problem of evil.

St. Anselm: Ontological Proof

St. Thomas Aquinas: Philosophy and theology – Theory of knowledge – Proofs for the existence of God.

Essential Readings

1. Y. Masih, *A Critical History of Western Philosophy*, Motilal Banarsidass, New Delhi, 2013.
2. B.A.G. Fuller, *A History of Philosophy*, Oxford and IBH Publication, 1989.
3. Frank Thilly, *A History of Philosophy*, SBW Publishers, 2015.
4. Bertrand Russell, *History of Western Philosophy*, Oxford University Press, 2004. John Cottingham, *The Rationalists*, Oxford University Press, Oxford, 1988.

Further Readings

1. J. Barnes, *Early Greek Philosophy*. Harmondsworth: Penguin Books, 1981. p.xi-xxv.
2. Curd, Patricia. *A Presocratic Reader: Selected Fragments and Testimonia* Second Edition Edited, with Introduction. Translations by Richard D Mckirahan and Patricia Curd (Hackett Publishing Company, Inc, 2011), p.13-19, p.39-65.
3. Warren, James & Frisbee Sheffield (eds.). *The Routledge Companion to Ancient Philosophy*. Routledge: London and New York, 2014. Part-1., 94-124, Part-II, chapters 13-16.
4. Kirk, G.S and Raven, J.E, *The Presocratic Philosophers: A Critical History with Selection of Texts* (Cambridge; At The University Press, 1957) pp74-99
5. G. S Kirk and J.E. Raven, *The Presocratic Philosophers*, Chapters vi and x

PHLMID-2(A): Principles of Philosophy – II

(4 Credits)

Course Objectives:

The course aims to explore fundamental philosophical inquiries about the world, including Aristotle's views on causality and evolution. It delves into the mind-body problem and the evolution of self-consciousness. Critical evaluation of arguments regarding self-immortality and transcendence is emphasized. Diverse conceptions of God and the problem of evil, along with arguments for God's existence, are examined. The course also investigates theories of reality and value, covering monistic, dualistic, and pluralistic perspectives on realism and idealism.

Learning Outcomes:

Students will grasp philosophical perspectives on causality, materialism, and evolution. They'll critically analyze the mind-body problem and theories of self-consciousness, understanding the self's nature. Evaluation of arguments about self-immortality and transcendence will be emphasized. Diverse conceptions of God and responses to the problem of evil will be explored. Students will engage in critical reflection on theories of reality and value, discerning philosophical frameworks' implications for existence and ethical decision-making.

UNIT – 1

Philosophy of the world: Aristotle's views of cause – Problem of matter and motion – Problem of space and time – Materialism – World as creation – World as evolution – Theories of evolution.

UNIT – 2

Philosophy of the Self: Body, Mind and the Soul – Mind–Body problem – Evolution of self-consciousness.

UNIT – 3

Problem of immortality of the Self: Man's desire for immortality – Arguments in favour of the immortality of the Self.

Unit – 4

Problem of God: God-idea – Origin of the consciousness of a God – God and the world – 'Isms' on God: Deism, Pantheism, Panentheism and Polytheism – Arguments for the existence of God – Problem of evil.

UNIT – 5

Theories of Reality: Reality and its types: Monistic, dualistic and pluralistic Realisms – Idealism and its types: Platonic idealism, Idealism of Berkeley, Idealism of Kant, Pluralistic spiritualism of Leibnitz and Absolute Idealism of Hegel.

UNIT – 5

Philosophy of value: Meaning of value – Fact and value – Value and Reality – Types of values: Physical value, Economic value and Psychical value – Extrinsic and intrinsic values, Subjective and objective values, Relative and Absolute values.

Essential Readings

1. Hari Mohan Bhattacharyya, *The Principles of Philosophy*, University of Calcutta, 1959.
2. A.C. Ewing, *The Fundamental Questions of Philosophy*, Allied Publishers Pvt. Ltd., New Delhi, 1951.
3. Dev Raj Bali, *Introduction to Philosophy*, Sterling Publishers Pvt. Ltd., New Delhi, 1989.
4. Avrum Stroll & Richard H. Popkin, *Philosophy Made Simple*, Heinemann, London, 1981.
5. David Stewart, H. Gene Blocker & James Petrik, *Fundamentals of Philosophy*, Pearson, Delhi, 2013.

Further Readings

1. Samuel Enoch Stump, *Socrates to Sartre: A History of Philosophy*, McGraw-Hill Book Company, New Delhi, 1982.
2. Michael Scriven, *Primary Philosophy*, McGraw-Hill Book Company, New York, 1966.

PHLMID-2(B): PHILOSOPHY OF SOCIAL CHANGES (4 Credits)

Course Objectives:

This course will delve into the essence of social change, discerning its impact on individual-societal dynamics. They'll dissect the factors driving social change, discerning disparities between open and closed societies, and dissect mechanisms governing social evolution. Additionally, they'll scrutinize social values, distinguishing subjective from objective values, and assess their pivotal role in nurturing societal ideals. Examining Modern Theories: Study key theories of social change proposed by influential thinkers such as August Comte, Herbert Spencer, Karl Marx, and Max Weber, understanding their perspectives on human progress and societal dynamics.

Learning Outcomes:

Students will attain a lucid grasp of social change concepts, honing critical thinking abilities. They'll cultivate analytical prowess, assessing factors driving social change and implications of diverse social values. Through theoretical exploration, they'll apply modern social change theories to practical scenarios. By integrating insights from multiple disciplines, students will analyze intricate social phenomena. Additionally, they'll develop research skills, conducting independent scholarly inquiries drawing from foundational and supplementary social philosophy texts.

UNIT – 1

Introduction

Meaning of Social change – Individual and the society – Mutual influence.

UNIT – 2

Social Change

Factors of social change – Meaning of open society and closed society – Social evolution and social control – Instruments of social control – Custom, law, religion and education – Xenocentrism and ethnocentrism.

UNIT – 3

Social values and ideals

Meaning and nature of values – Subjective versus Objective – Intrinsic versus Extrinsic – Ideals and social change – Aristocratic and Democratic ideals – Equality and Fraternity – Spiritual unity.

UNIT – 4

Modern Theories

August Comte: The Law of human progress – Herbert Spencer: Evolutionary and organic theories – Karl Marx: Class struggle – Max Weber: Authority and Bureaucracy.

Essential Readings

1. J.S. Mackenzie, *Outlines of Social Philosophy*, George Allen & Unwin Ltd., London, 1927.

2. *An Introduction to Social Philosophy*, James Maclehose & Sons, Glasgow, 1895.
3. Harold H. Titus, *Living Issues in Philosophy*, Harold H. Titus, Marilyn S. Smith and Richard T. Nolan, Wadsworth Publishing Co., California, 1986.
4. O.P. Gauba, *Social and Political Philosophy*, National Paperbacks, New Delhi, 2016.
5. P. Jain, *Social and Political Philosophy*, Lakshmi Narain Agarwal, 2020.
6. R.N. Sharma, *Socio-Political Philosophy*, Surjeet Publications, 2019.

Further Readings

1. John Christman, *Social and Political Philosophy – A Contemporary Introduction*, Routledge, New York, 2018.
2. John Somerville & Ronald E. Santoni (Eds), *Social and Political Philosophy – Readings from Plato to Gandhi*, Anchor Books, New York, 1963.
3. Will Durant, *Philosophy and the Social Problem*, 2014.

PHLMID 2(C): Information Ethics

(4 Credits)

Learning Objectives

This course aims to provide students with a comprehensive understanding of information ethics, encompassing its philosophical foundations and practical applications. Through exploration of ethical theories, students will delve into issues such as social justice, surveillance, privacy, and digital access. By analyzing these topics within the context of information and communication technology, students will gain insights into the ethical, legal, and social dimensions of information use.

Learning Outcomes

This course offers students a deep dive into ethical theories shaping information ethics, empowering them to make informed decisions in information technology contexts. Through exploration of ethical frameworks, students engage with issues in information production, management, and use. By applying diverse ethical theories, students critically analyze contemporary ethical challenges posed by advancements in information and communication technology, fostering a holistic understanding of ethical decision-making in this field.

UNIT 1: Introduction to Information Ethics

1. Historical root of Information Ethics
2. What is Information Ethics?
3. Nature and scope of information ethics

4. Ethical issues of Information Age

UNIT 2: Privacy, Accountability, and Surveillance Capitalism

1. Privacy, Security and Information Ethics
2. Transparency and Information Ethics
3. Surveillance Capitalism

UNIT 3: Data, Digital Divide, and Information Ethics

1. Access to Information
2. Social justice
3. Digital divide

Unit 4: Plurality in Information Ethics

1. Global Information Ethics
2. Inter-cultural Information ethics
3. Future of Information Ethics

Essential Readings:

1. Hongladarom, S. (2005). The digital divide, epistemology and global justice. In *National Conference on IT for Silk Industry*, Vol. 28, Issue 12, 5-6.
2. Johnson, J. A. (2014). From open data to information justice. *Ethics and Information Technology*, 16(4), 263-274.
3. Tavani, H. T. (2003). Ethical reflections on the digital divide. *Journal of Information, Communication and Ethics in Society*. MCB UP Ltd, pg 99-108
4. Brey, P. (2007). Ethical Aspects of Information Security and Privacy. *Security, Privacy, and Trust in Modern Data Management*, 21-36
5. Turilli, M., & Floridi, L. (2009). The Ethics of Information Transparency. *Ethics and Information Technology*, 11(2), 105-112.

Further Readings

1. Fuchs, Christian. (2016). Information Ethics in the Age of Digital Labour and the Surveillance-Industrial Complex. In *Information Cultures in the Digital Age: A Festschrift in Honor of Rafael Capurro* edited by Matthew Kelly & Jared Bielby, pp. 173 - 190. Springer
2. Floridi, L. (2002). Information ethics: an environmental approach to the digital divide. *Philosophy in the Contemporary World*, 9(1), 39-45.
3. Webster, F. (2007). Information and democracy: Jürgen Habermas. In *Theories of the Information Society* (pp. 169-210). Routledge.
4. Bynum, T. W. (2010). The Historical Roots of Information and Computer Ethics. In *Cambridge Handbook of Information and Computer Ethics* edited by Luciano Floridi, pp. 20 – 38. New York: Cambridge University Press.

PHLMLD 2: Critical Thinking

(3 Credits)

Course Objectives:

The course introduces critical thinking basics: claims, concealed claims, and arguments. Students learn premise evaluation, logical deduction, and argument repair. They develop skills in compound claim analysis, counterargument construction, and analogy comprehension. Critical thinking applications cover modeling, numerical analysis, generalization, cause and effect, and population dynamics. Students also explore explanations, fallacy identification, reasoning evaluation, coherent argument writing, and informed decision-making.

Learning Outcomes:

Students will grasp critical thinking basics, recognizing and analyzing claims and arguments. They'll learn to evaluate premises, conduct experiments, and draw logical conclusions. Proficiency in identifying and repairing flawed arguments, constructing counterarguments, and using analogical reasoning will be developed. Practical skills in analyzing models, interpreting data, generalizing findings, and understanding cause and effect will be gained. Competence in recognizing fallacies, evaluating reasoning, constructing structured arguments, and making informed decisions will be demonstrated.

UNIT – 1

Introduction – Claims – Concealed claims – Arguments.

UNIT – 2

Evaluating premises – Experiments – The conclusion follows.

UNIT – 3

Repairing arguments – Compound claims – Counter arguments – General claims – Analogies.

UNIT – 4

Models – Numbers – Generalizing – Cause and effect – Cause in populations.

UNIT – 5

Explanations – Fallacies – Evaluating reasoning – Writing good arguments – Making decisions.

Essential Readings

1. Richard L. Epstein, *The Pocket Guide to Critical Thinking*, Wadsworth, Canada, 2003.
(Question paper must be set only from this book).

Further Readings

1. Alec Fisher, *Critical Thinking: An Introduction*, Cambridge University, 2011.
2. David A. Hunter, *A Practical Guide to Critical Thinking – Deciding what to do and Believe*, Wiley India Pvt. Ltd, 2012.
3. Madsen Pirie, *The Book of the Fallacy: A Training Manual for Intellectual Subversives*, Routledge & Kegan Paul, London, 1985.
4. Zygmunt Ziembski, *Practical Logic*, D. Reidel Publishing Co., U.S.A.,

PHLSEC2(A): SOFT SKILLS DEVELOPMENT **(3 Credits)**

Course Objectives:

This Course fosters self-discovery and positive attitudes through SWOT analysis, crucial for personal and professional growth. It hones artistic communication skills, including email etiquette, to enhance interpersonal interactions and confident idea conveyance. Participants develop proficiency in non-verbal communication, group dynamics, and presentation, enhancing teamwork effectiveness. Interview skills, stress, and time management techniques prepare individuals for professional settings. Access to essential readings and resources empowers participants to maximize their potential.

Learning Outcomes:

This program cultivates self-awareness and confidence through SWOT analysis, facilitating value-driven decision-making. Participants master communication skills for articulate idea conveyance and rapport building. Proficiency in body language, etiquette, and teamwork enhances professional presence and fosters collaboration. Interview skills and stress management techniques ensure successful interview navigation and effective time management. Further readings and resources support ongoing personal and professional growth, promoting adaptability.

UNIT – 1

Prerequisites for developing soft skills

Soft Skills – Self-Discovering through SWOT analysis –Positive in attitude – Value formation – Improving one’s perception – Career planning.

UNIT – 2

Soft skills as an art

Art of listening – Art of reading – Art of speaking – Art of writing – Art of writing E-mails – Preparing Curriculum vitae and Resumes.

UNIT – 3

Presentation part of the soft skills

Body language – Etiquette and manners – Group discussion – Team building and teamwork.

UNIT – 4

Interview and management

Interview skills – Time management – Stress management.

Essential Readings

1. K. Alex, *Soft Skills – Know Yourself and Know the World*, S. Chand & Company Ltd., New Delhi, 2014.
2. Seema Gupta, *Soft Skills – Interpersonal and Intrapersonal Skills Development*, V& S Publishers, New Delhi, 2019.
3. Sabina Pillai and Agna Fernandez, *Soft Skills and Employability Skills*, Cambridge University Press, 2017.
4. Gajendra Singh Chauhan and Sangeeta Sharma, *Soft Skills: An Integrated Approach to Maximise Personality*, Wiley, 2015.
5. Soma Mahesh Kumar, *Soft Skills: Enhancing Personal and Professional Success*, McGraw Hill, Uttar Pradesh, 2023.
6. M.S. Rao, *Soft Skills: Enhancing Employability*, Dreamtech Press, India, 2019.
7. K.M. Bawge and Uttam B. Sapate, *Soft Skills Master*, Edu creation Publishing.

Further Readings

1. Jeff Butterfield, *Soft Skills for Everyone*, Cengage India Private Limited, Delhi, 2020.
2. Diana Kawarsky, *Soft Skills*, Vol. I, Lulu Publishing Services, India, 2016

PHLSEC-2(B) - Creative Writing

(3 Credits)

Course Objectives:

The Creative Writing course aims to provide participants with a foundational understanding of creative writing, exploring its various genres, including poetry, fiction, non-fiction, drama, and more. Participants will diversify their writing skills across different forms of creative expression and learn essential elements of crafting narratives, such as plot development and characterization. The course also intends to familiarize participants with contemporary writing practices, including digital content creation, copywriting, and scriptwriting.

Learning Outcomes:

By the end of the course, participants will have acquired a versatile set of writing skills applicable across genres. They will be able to identify and employ key elements of narrative fiction, choose effective points of view, and refine their work through proofreading and editing. Additionally, participants will gain insights into contemporary creative writing practices, enabling them to engage with modern forms of expression, such as digital content creation and scriptwriting.

Unit-1

Fundamental 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 -2

Forms of Creative Writing

Fiction: short story, novella and novel, Drama

Poetry & Essay

Unit -3

Narrative Fiction

Elements of Narration – Story and Plot – Characterization

Choice of Medium of Narration – Point of View

Proof Reading and Editing

Unit -4

Contemporary Creative Writing

Digital Content, Copywriting, Script Writing

Essential Readings

1. LaPlante, Alice. *The Making of a Story: A Norton Guide to Creative Writing*. W.W. Norton & Company, 2007.
2. King, Stephen. *On Writing: A Memoir of the Craft*. Scribner, 2000.
3. Gardner, John. *The Art of Fiction: Notes on Craft for Young Writers*. Vintage Books, 1991.
4. Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. Anchor Books, 1995.
5. Goldberg, Natalie. *Writing Down the Bones: Freeing the Writer Within*. Shambhala Publications, 2005.

Further Readings

1. Dillard, Annie. *The Writing Life*. Harper Perennial, 1990.
2. Bell, Julia, and Paul Magrs, editors. *The Creative Writing Coursebook: Forty Authors Share Advice and Exercises for Fiction and Poetry*. Macmillan, 2001.
3. Sellers, Heather. *The Practice of Creative Writing: A Guide for Students*. Bedford/St. Martin's, 2012.
4. Brooks, Larry. *Story Engineering: Mastering the 6 Core Competencies of Successful Writing*. Writer's Digest Books, 2011.

PHLSEC2(C): TEMPLE MANAGEMENT

(3 Credits)

Course Objectives:

This course delves into the societal, cultural, and spiritual significance of temples. Participants explore Hindu temple philosophy, architecture, and rituals, alongside mosque and church structures and worship practices. Principles of temple management, including administrative structures and funding sources, are analyzed. The course highlights temples' role in promoting religious harmony and preserving cultural heritage, fostering a deeper understanding of their multifaceted importance in society.

Learning Outcomes:

This course provides a comprehensive understanding of temples' societal and cultural roles, analyzing their architecture, rituals, and festivals. It evaluates temple management principles, including governance and financial aspects, to address contemporary challenges effectively. Participants gain an appreciation for the rich heritage and religious diversity reflected in temple practices. Through this multifaceted exploration, students develop insights into the significance and management of temples in society.

UNIT – 1

Temple and its meaning – The value of temples in society – Cultural, communal and spiritual values of temples.

UNIT – 2

Hindu temples – The philosophy behind agamic Hindu temple plan and architecture – Different styles of Hindu temple architecture in India – Shanmatas – Hindu temple rituals – Major festivals of Hindu temples.

UNIT – 3

Mosque – General plan and architecture – Worship – Major festivals.

UNIT – 4

Church – General plan and architecture – Worship – Major festivals.

UNIT – 5

Temple management – Administrative Board – Temple property – Sources of income – Administration – Role of the Tamil Nadu State in Temple Administration.

Essential Readings

1. Swami Harshananda, *All About Hindu Temples*, Sri Ramakrishna Math, Chennai.
2. Sri Swami Sivananda, *Temples in India*, A Divine Life Society Publications, UP, 1999.
3. Swami Jyotirmayananda, *The Significant Role of Temples and Religious Institutions*.
4. K.R. Srinivasan, *Temples of South India*, National Book Trust, New Delhi, 1971.
5. Krishnadeva, *Temples of North India*, National Book Trust, New Delhi, 1990.

Further Readings

1. Stella Kramrisch, *The Hindu Temple*, Vol. I, University of Calcutta, 1946.
2. Percy Brown, *Indian Architecture (Buddhist and Hindu Periods)*, D.B. Taraporavela Sons & Co. Private Limited, Bombay, 1959.

3. Percy Brown, *Indian Architecture (Islamic Period)*, D.B. Taraporavela Sons & Co. Private Limited, Bombay, 1959.
4. James Fergusson, *History of Indian and Eastern Architecture*, John Murray, London, 1891.

Diploma in Philosophy

II Year (Semester –III)

PHLMJD-3: CLASSICAL INDIAN PHILOSOPHY – II (4 Credits)

Course Objectives:

This course seeks to provide students with a comprehensive understanding of Classical Indian Philosophy. Objectives include delving into the foundational concepts of major philosophical schools such as Vedanta, Samkhya, Nyaya, and Vaisheshika. Students will explore the historical and cultural context that shaped these philosophical traditions, gaining insights into the interconnectedness of classical Indian thought. Emphasis will be placed on developing critical analysis skills for examining the intricate philosophical arguments present in classical texts. Additionally, students will engage in comparative studies, contrasting Classical Indian Philosophy with other philosophical traditions to foster a well-rounded perspective.

Course Outcomes:

Upon completion of the course, students will have acquired a nuanced knowledge of Classical Indian Philosophy, allowing them to articulate the key tenets of major philosophical schools. They will possess analytical skills to critically evaluate the complex arguments presented in classical Indian philosophical texts. Cultural awareness will be a prominent outcome, as students gain insights into the profound connection between philosophical thought and classical Indian culture. Effective communication skills will be honed through discussions and written expressions of intricate philosophical ideas. Furthermore, students will reflect on the ethical implications embedded in classical Indian philosophical theories and apply these insights to contemporary ethical dilemmas. This course prepares students for a thoughtful engagement with the rich and diverse heritage of Classical Indian Philosophy.

UNIT – 1

Sankhya – Yoga

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 – 2

Purva-Mimamsa

The authority of the Vedas.

Sources of knowledge.

Dharma, Karma, Apurva.

Doctrine of *Adrsta*.

UNIT – 3

Vedanta (Trans-theistic)

Advaita Vedanta: *Brahman, Jiva* and *Jagat*.

Doctrine of *Maya*.

Anirvacaniyakhyati – Brahma-Vivartavada.

Doctrine of *Jivanmukti*.

UNIT – 4

Vedanta (Theistic)

Visishtadvaita Vedanta: The inter-relation of *Brahman, Jiva* and *Jagat*.

Bhakti and *Prapatti* – *Sadhana Saptaka* – *Doctrines of Videhamukthi*.

Dvaita Vedanta: *Brahman, Jiva* and *Jagat*

Pancabheda – Nature, function and classification of Souls – *Doctrines of Videhamukthi*.

UNIT – 5

Saiva Siddhanta

The sources of knowledge.

Pati, Pasu and *Pasa*.

The thirty-six tattvas.

Bondage and liberation.

Essential Readings

1. Satischandra Chatterjee & Dhirendramohan Datta, *An Introduction to Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2016.
2. Chandradhar Sharma, *A Critical Survey of Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2013.
3. T.M.P. Mahadevan, *Invitation to Indian Philosophy*, Arnold-Heinemann, New Delhi, 1982.
4. M. Hiriyanna, *Outlines of Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2014.

Further Readings

1. Surendranath Dasgupta, *History of Indian Philosophy* (Vols. 1–5), Motilal Banarsidass Publishers Pvt. Ltd, New Delhi.
2. S. Radhakrishnan, *Indian Philosophy*, (Vols. 1 & 2), Oxford University Publishers, New Delhi, 2009.
3. _____ (Edr), *History of Philosophy – Eastern and Western* (Vol. 1), George Allen & Unwin Ltd, London, 1952.
4. Jadunath Sinha, *Indian Philosophy*, (Vols. 1–3), Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 1999.
5. P.T. Raju, *Structural Depths of Indian Thought*, South Asian Publishers Pvt. Ltd, New Delhi, 1985.

PHLMJD-4: Western Philosophy – II (Modern Period)

(4 Credits)

Course Objectives:

This Course will grasp key modern philosophers' foundational ideas and methodologies, including Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume. They'll analyse and evaluate each philosopher's arguments and concepts concerning truth, knowledge, existence, and metaphysics. Understanding modern philosophy's development and its impact on subsequent thought, students will critically engage with diverse perspectives on fundamental questions about reality, consciousness, God, and human knowledge. They'll explore connections between Western philosophy and broader intellectual, cultural, and historical contexts.

Learning Outcomes:

Students will demonstrate a thorough grasp of major themes in modern Western philosophy, critically analyzing texts and arguments. They'll apply philosophical reasoning to contemporary debates, fostering interdisciplinary perspectives linking philosophy with science, religion, and ethics. Developing an appreciation for philosophical diversity, students will understand modern thought's relevance to contemporary inquiries. Through written and verbal communication, they'll engage deeply with philosophical concepts, enhancing their analytical skills and understanding of complex philosophical ideas.

UNIT – 1

Descartes: 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.

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

UNIT – 2

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

UNIT – 3

Locke: 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 – 4

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

Hume: 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 – 5

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

Hegel: Absolute Spirit, Reality and Actuality, Dialectics.

Books for Study

1. Y. Masih, *A Critical History of Western Philosophy*, Motilal Banarsidass, New Delhi, 2013.
2. B.A.G. Fuller, *A History of Philosophy*, Oxford and IBH Publication, 1989.
3. Frank Thilly, *A History of Philosophy*, SBW Publishers, 2015.

4. Bertrand Russell, *History of Western Philosophy*, Oxford University Press, 2004.
5. John Cottingham, *The Rationalists*, Oxford University Press, Oxford, 1988.

Books for Reference

1. Frederick Copleston. S.J., *A History of Philosophy* (Vols I, II & IV), Image Books, New York, 1994.
2. Anthony Kenny, *A New History of Western Philosophy* (Vols I, II & III), Clarendon Press, Oxford, 2006.
3. Nicholas Bunnin & E.P. Tsui-James (Eds), *The Blackwell Companion to Philosophy*, Blackwell Publishing Company, USA, 2003.
4. Richard H. Popkin, *The Columbia History of Western Philosophy*, Columbia University Press, New York, 1998.

PHLMID 3(A): ECO-PHILOSOPHY (4 Credits)

Course Objectives:

The course delves into the historical evolution of philosophical thought concerning knowledge, values, and ecological concerns. It critically analyzes contemporary philosophy's limitations in addressing ecological issues and explores eco-philosophy's distinct characteristics. Investigating ecological humanism's ethical implications, including co-defined ethics and cosmology, it examines architecture's relationship with eco-philosophy, showcasing how design reflects ecological values. Additionally, the course highlights religion's role in promoting a life-enhancing ethos and fostering reverence for the Earth.

Learning Outcomes:

Students will gain insight into the historical development and philosophical foundations of eco-philosophy. They'll critically assess contemporary philosophical paradigms' limitations in addressing ecological challenges, proposing alternative perspectives. Analyzing the ethical dimensions of ecological humanism, they'll consider its impact on individual and societal values. Applying eco-philosophical principles to architecture and spatial planning, students will emphasize sustainability and environmental stewardship. They'll also reflect on religion's role in promoting holistic approaches to ecological sustainability and well-being.

UNIT – 1

Knowledge and Values: Basic Historical Positions – The Eclipse of Values in the Nineteenth Century – Information, Knowledge and Wisdom.

UNIT – 2

Eco-Philosophy Versus Contemporary Philosophy: The Debacle of Contemporary Philosophy – The Characteristics of Eco-Philosophy.

UNIT–3

Ecological Humanism: At the Next Watershed – Ethics and Cosmology Co-Define Each Other – Three Alternatives: Kant, Marx, Schweitzer – The Promethean Heritage – The New Cosmology – The New Imperative.

UNIT – 4

Architecture and Eco-Philosophy: Form Follows Culture – Space and Life – The Quest for Quality.

UNIT – 5

Celebrating Life: Religion as a Life-Enhancing Phenomenon – Life as Knowledge.

Essential Readings:

1. Skolimowski, Henryk. *Eco-Philosophy: Designing New Tactics for Living*. Marion Boyers Publishers Ltd., London, 1981.
2. _____ *Dancing Shiva in the Ecological Age*. Clarion Books, New Delhi, 1991.
3. _____ *A Sacred Place to Dwell - Living with Reverence upon the Earth*. Elements Book Ltd., Australia, 1993.

Further Readings:

1. Skolimowski, Henryk. *The Participatory Mind - A New Theory of Knowledge and of the Universe*. Arkana, Penguin Books, Australia, 1994.
2. _____ *Living Philosophy - Eco-Philosophy as a Tree of Life*. Arkana, Australia, 1992.
3. _____ *Technology and Human Destiny*. University of Madras, 1983.

PHLMID-3(B): Philosophy of Education

(4 Credits)

Course Objectives:

This course delves into the nexus between philosophy and education, elucidating foundational concepts and Western philosophical perspectives like idealism and pragmatism. It also examines Indian philosophical views on education, including the Gurukula system and contributions of figures like Swami Vivekananda. Through the exploration of thinkers such as

Tagore and Gandhi, students assess the profound impact of diverse philosophical ideologies on educational practices and policies.

Learning Outcomes:

This course explores the dynamic interaction between philosophy and education, analyzing Western and Indian philosophical perspectives. Students evaluate the strengths and limitations of Western philosophies like idealism and pragmatism, considering their impact on modern educational systems. Additionally, they assess Indian philosophical views, including contributions from figures like Swami Vivekananda, to envision their potential influence on future educational reforms. Through critical reflection, students develop a nuanced understanding of philosophical underpinnings in educational theory and practice.

UNIT 1

Introduction: Philosophy and education – Philosophy of education.

UNIT 2

Western philosophical perspectives on education (part 1): Idealism – Realism – Naturalism.

UNIT 3

Western philosophical perspectives on education (part 2): Pragmatism – Existentialism – Communism – Secularism.

UNIT 4

Indian philosophical perspectives on education (part 3): Ancient system of Indian education – Gurukula System – Swami Dayananda – Annie Besant – Swami Vivekananda.

UNIT 5

Indian philosophical perspectives on education (part 4): Rabindranath Tagore – Mahatma Gandhi – Sri Aurobindo– J. Krishnamoorthy.

Essential Readings

1. S.S. Chandra & Rajendra K. Sharma, *Philosophy of Education*, Atlantic Publishers, New Delhi, 2007.
2. Ulich, *History of Educational Thought*, Eurasia Publishing House (P) Ltd, New Delhi.
3. Maria Milagris Fernandes, *The Foundations of Education*, Himalaya Publishing House, Mumbai, 2004.
4. J.C. Aggarwal, *Philosophical and Sociological Perspectives on Education*, Shipra Publications, Delhi, 2003.

Further Readings

1. S.P. Chaube & Akhilesh Chaube, *Philosophical and Sociological Foundations of Education*, Vinod Pustak Mandir, Agra.
2. Biranchi Narayan Dash, *Teacher and Education in the Emerging Indian Society*, Vol. I, Neelkamal Publications Pvt Ltd., New Delhi, 2003.
3. S. Sandhanam, *An Introduction to Principles and Philosophy of Education*, (Tamil), Santha Publishers, Chennai, 1993.

PHLMID 3(C): MORALS IN INDIAN TALES (4 Credits)

CourseObjectives:

This course delves into moral teachings embedded in classical Indian tales like the *Panchatantra*, *Hitopadesha*, *Vikramaditya and Betal*, *Buddhist Jataka*, *Thenaliraman*, and *Paramartha Guru*. Students analyze these narratives to understand their ethical significance, character development aspects, and underlying philosophical insights. Through exploration of diverse tales, they gain insights into cultural values and moral wisdom, enhancing their understanding of ethical principles and moral reasoning.

LearningOutcomes:

This course delves into classical Indian tales like the *Panchatantra*, *Hitopadesha*, *Vikramaditya and Betal*, *Buddhist Jataka*, *Thenaliraman*, and *Paramartha Guru*. Students analyze these narratives to understand their moral teachings and philosophical insights. They apply these lessons to contemporary ethical dilemmas, synthesize them into personal moral frameworks, and critically reflect on their cultural diversity and moral universality, fostering compassion, empathy, and ethical reasoning.

UNIT – 1

Morals in the Pancha Tantra tales of Vishnusharma.

UNIT – 2

Morals in the Hitopadesha tales.

UNIT – 3

Morals in the Vikramaditya and Betal tales.

UNIT – 4

Morals in the Buddhist Jataka tales.

UNIT – 5

Morals in the Thenaliraman tales.

UNIT – 6

Morals in the Paramartha Guru tales.

Essential Readings

1. Vishnu Sharma. *Panchatantra: The Complete Illustrated Tales*, 2017
2. Michael Coulson, translator. *Hitopadesha: Ancient Fables for Modern Readers*, 2021
3. Jyoti Mehta, translator. *Vikramaditya-Vetal Stories*.
4. Ellen C. Babbitt, compiler. *Jataka Tales*, 1912
5. Devika Rangachari. *The Wit of Tenali Raman*, 2000
6. R.K. Gupta. *Panchatantra and Hitopadesha: A Comparative Study*, 1991.
7. Veeramamunivar, *Paramartha Guru and the Disciples*
(<https://www.siruvamalar.com/paramartha-guru-stories-list>)

PHLMLD 3: ART OF DEBATING

(3 Credits)

Course Objectives:

This course will teach how to debate fundamentals, including topic selection, evidence gathering, and speech delivery. They'll grasp elements of proofs, analyzing evidence, constructing arguments, identifying fallacies, and refuting arguments. Skills for building compelling cases, such as defining terms, conducting proof surveys, identifying key issues, and drafting concise briefs, will be honed. Techniques for persuasion, speech organization, conviction building, and strategic planning within debates will also be emphasized.

Learning Outcomes:

Students will master debate fundamentals, enabling active participation. They'll analyze evidence, formulate coherent arguments, identify fallacies, and counter opposing viewpoints. Competence in constructing well-defined cases, conducting proof surveys, identifying crucial

issues, and preparing concise briefs will be developed. Enhanced persuasive skills, effective speech composition, and strategic thinking will lead to compelling plea making during debates.

UNIT – 1

Some basic principles

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

UNIT – 2

Elements of Proofs

Evidence – Argument – Fallacy – Refutation.

UNIT – 3

Case construction

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

UNIT – 4

Plea making

Conviction – Persuasion – Speech composition – Strategy.

Essential Readings

1. Warren Choate Shaw, *The Art of Debate*, Norwood Press, USA, 1922.
2. Jarod Atchison, *The Art of Debate – Course Guidebook*, The Great Courses, Virginia, 2017.
3. Mehdi Hasan, *Win Every Argument: The Art of Debating*, Persuading and Public Speaking, Henry Holt and Co., 2023.

Further Readings

1. Bo Seo, *How Debate Teaches Us to Listen and Be Heard*, Penguin Books, 2023

SEC-3(A): Art of Philosophical Counselling

Course Objectives:

This course will introduce Philosophical Counselling, distinguishing it from Psychiatry and Psychotherapy. The efficacy and criticisms of Philosophical Counselling, compared to Existential Psychotherapy and Rogerian Therapy, will be explored. The role of philosophical inquiry in counselling, examining life, philosophical consultation, and limitations will be examined. Integration of Buddhist psychology, emphasizing mindfulness-based therapies, and theoretical orientations in psychotherapy will be analyzed, including philosophical and psychological perspectives on personality and the mind-body relationship.

Learning Outcomes:

Students will grasp Philosophical Counselling principles, differentiating it from traditional approaches. They'll critically assess its strengths and weaknesses compared to Existential Psychotherapy and Rogerian Therapy. Developing the ability to apply philosophical inquiry to personal consultation, they'll recognize limitations and benefits of Philosophical Counselling. Understanding the integration of Buddhist psychology, especially mindfulness-based therapies, and various theoretical orientations in psychotherapy, including philosophical perspectives, will be emphasized.

Unit 1

The Efficacy of Philosophical Counselling

What is Philosophical Counselling?

Five common philosophical criticisms of Psychiatry

The Relationship between Philosophical Counselling and Psychotherapy

Unit 2

Existential Psychotherapy

Philosophical Criticism of Existential Psychotherapy

Rogerian Therapy

Unit 3

The Life Examined in Philosophical Counselling

The Philosopher as Personal Consultant

What Philosophical Counselling Can't Do

How can Philosophy Benefit from Philosophical Practice?

Unit 4

Four Stages of Counselling

An Introduction to Buddhist Psychology and Counselling

Pathways of Mindfulness-Based Therapies

Nature of Counselling and Theoretical Orientations in Psychotherapy

Personality: Philosophical and Psychological Issues

Mind–Body Relationship and Buddhist Contextualism

The principles of Buddhist psychology

Essential Readings:

1. Marinoff, Lou. *Philosophical Practice*. City College, The City University of New York, 2001.
2. Marinoff, Lou, editor. *Philosophical Practice*. Journal of the APPA, The City College of New York, 2001.
3. de Silva, Padmasiri. *An Introduction to Buddhist Psychology and Counselling*. 5th ed., Palgrave Macmillan, 2014.
4. Kalupahana, David J. *The Principles of Buddhist Psychology*. State University of New York Press, 1987.

Further Readings

1. Schuster, Gerd A. *Philosophical Practice: An Alternative to Counselling and Psychology*. Peter Lang, 2001.
2. Raabe, Peter. *Philosophical Counselling*. Peter Lang, 2001.
3. Hadot, Pierre. *Philosophy as a Way of Life*. Translated by Michael Chase, Blackwell Publishing, 1995.
4. Creel, Richard. *Thinking Philosophically*. Blackwell Publishers, 1994.
5. Nelson-Jones, Richard. *Theory and Practice of Counselling and Therapy*. Sage Publications, 2005.
6. de Botton, Alain. *The Consolations of Philosophy*. Vintage Books, 2001.

SEC-3(B): Basics of Computer Application

(3 Credits)

Course Objectives: -

This course is going through this lesson you would be able to explain basic organization of computer system. It will explain different types of input and output devices and also define Software and its classification. This will distinguish between system software and application Software and will describe also computer language and its classification.

Learning Outcomes: –

Upon successful completion of the program, students should have the skills to work effectively with a range of current, standard, Office Productivity software applications. They can evaluate, select and use office productivity software appropriate to a given situation. They apply basic adult learning and assessment principles in the design, development, and presentation of material produced by office productivity applications and demonstrate employability skills and a commitment to professionalism. Students can operate a variety of advanced spreadsheet, operating system and word processing functions. They can solve a range of problems using office productivity applications, and adapt quickly to new software releases and maintain quality assurance through critically evaluating procedures and results.

Unit 1: Basics of Information Technology

1. Computer Systems: characteristics of a computer, components of a computer system – CPU, memory, storage devices and I/O devices
2. Memory: primary (RAM and ROM) and secondary memory. Storage devices: hard disk, CD ROM, DVD, pen/flash drive, memory stick
3. I/O devices: keyboard, mouse, monitor, printer, scanner, web camera. Types of software: system software (operating system, device drivers), application software including mobile applications
4. Computer networking: Type of networks: PAN, LAN, MAN, WAN, wired/wireless communication, Wi-Fi, Bluetooth, cloud computers (Private/public) Multimedia: images, audio, video, animation

Unit 2: Office tools

1. Introduction to a word processor: create and save a document. Edit and format text: text style (B, I, U), font type, font size, text colour, alignment of text. Format paragraphs with

line and/or paragraph spacing. Add headers and footers, numbering pages, grammar and spell check utilities, subscript and superscript, insert symbols, use print preview, and print a document.

2. Insert pictures, change the page setting, add bullets and numbering, borders and shading, and insert tables – insert/delete rows and columns, merge and split cells.
3. Presentation tool: understand the concept of slide shows, basic elements of a slide, different types of slide layouts, create and save a presentation, and learn about the different views of a slide set – normal view, slide sorter view and hand- outs. Edit and format a slide: add titles, subtitles, text, background, and watermark, headers and footers, and slide numbers.
4. Spreadsheets: concept of a worksheet and a workbook, create and save a worksheet. Working with a spreadsheet: enter numbers, text, date/time, series using auto fill, edit and format a worksheet including changing the colour, size, font, alignment of text; insert and delete cells, rows and columns. Enter a formula using the operators (+, -, *, /), refer to cells, and print a worksheet.

Unit 3: Networking

1. Internet: World Wide Web, web servers, web clients, web sites, web pages, web browsers, blogs, news groups, HTML, web address, e-mail address, downloading and uploading files from a remote site.
2. Internet protocols: TCP/IP, SMTP, POP3, HTTP, HTTPS. Remote login and file transfer protocols: SSH, SFTP, FTP, SCP, TELNET, SMTP, TCP/IP.
3. Web services: chat, email, video conferencing, e-Learning, e-Banking, eShopping, e Reservation, e-Governance, e-Groups, social networking. Email, audio -video conference
4. Introduction to web page designing using HTML: create and save an HTML document, access a web page using a web browser. Cascading style sheets: colour, background-colour, border-style, margin, height, width, outline, font (family, style, size), align, float.

Unit: 4: Cyber-safety & Cyber Ethics

1. Safely browsing the web and using social networks: identity protection, proper usage of passwords, privacy, confidentiality of information, cyber stalking, reporting cybercrimes
2. Netiquettes. Software licenses and the open-source software movement. Intellectual property rights, plagiarism and digital property rights.
3. Freedom of information and the digital divide. E-commerce: Privacy, fraud, secure data transmission
4. Malware: Viruses, adware.

Essential Readings:

1. P.K. Sinha, *Computer Fundamentals*, BPB Publications (Rokomari), 2004.
2. Sumita Arora, *Office Productivity Tools*, Dhanpat Rai Publishing Co. Pvt Ltd, 2023.

3. Douglas E. Comer, *Computer Networks and Internets* (6th Edition), Pearson, 2018.
4. V. Rajaraman, *Introduction to Information Technology* (4th Edition), PHI Learning Pvt. Ltd. 2018.
5. James Graham, Mike Sullivan, and Justin Hienz, *Cyber Security Essentials*, CRC Press, 2011.

PHLSEC3(C): CRITICAL THINKING FOR PHILOSOPHY MAJOR (3 Credits)

Course Objectives:

This course will help Students to grasp core critical thinking skills, discerning, constructing, and evaluating arguments effectively. They'll analyze argument structures, identifying counterarguments and logical fallacies to refine analytical abilities. Common pitfalls in reasoning will be explored, heightening awareness of emotional appeals and fallacies. Diverse methods, such as analogical reasoning and data analysis, will be employed to develop reasoning skills for nuanced interpretation. Philosophy majors will cultivate advanced critical thinking aptitude, enriching their approach to texts and debates.

Learning Outcomes:

Students will master claim analysis, argument construction, and premise evaluation, ensuring robust critical thinking. They'll dissect intricate argument structures, including counterarguments, to deepen analytical prowess. Pitfall recognition, like hidden claims and fallacies, will sharpen reasoning acumen. Applying critical thinking to diverse evidence, such as data and causality, will refine philosophical understanding. Advanced critical thinking, honed through textual analysis, primes students for rigorous philosophical inquiry and future research endeavors.

UNIT – 1

Fundamentals of critical thinking: Claims – Arguments – Types of claims –Claim and definition –Good argument – Repairing arguments –Evaluating the premises.

UNIT – 2

Structure of arguments: Compound claims – Counter arguments – General claims

UNIT – 3

Bad arguments: Concealed claims – Appeal to emotion – Fallacies.

UNIT – 4

Reasoning about our experience: Analogy – Claims and Numbers, Graphs and Averages – Generalizing through samples – Cause and effect.

Essential Readings

1. Richard L. Epstein, *Critical Thinking*, Thomson Wadsworth, Canada, 2006.
2. Richard L. Epstein, *The Pocket Guide to Critical Thinking*, Wadsworth, Canada, 2003.
3. David R. Morrow & Anthony Weston, *A Workbook for Arguments – A Complete Course in Critical Thinking*, Hackett Publishing Company, Inc. USA, 2019.
4. Joe Y.F. Lau, *An Introduction to Critical Thinking and Creativity – Think More, Think Better*, John Wiley & Sons, Inc., Canada, 2011.
5. M. Neil Browne & Stuart M. Keeley, *Asking the Right Questions – A Guide to Critical Thinking*, Pearson, New York, 2018.

Further Readings

1. Alec Fisher, *Critical Thinking: An Introduction*, Cambridge University, 2011.
2. David A. Hunter, *A Practical Guide to Critical Thinking – Deciding what to do and Believe*, Wiley India Pvt. Ltd, 2012.
3. Madsen Pirie, *The Book of the Fallacy: A Training Manual for Intellectual Subversives*, Routledge & Kegan Paul, London, 1985.
4. Zygmunt Ziembski, *Practical Logic*, D. Reidel Publishing Co., U.S.A., 1976.
5. Vincent Ryan Ruggiero, *Becoming a Critical Thinker*, Houghton Mifflin Company, New York, 2000

II Year (Semester – IV)

PHLMJD-5: -CONTEMPORARY INDIAN PHILOSOPHY – 1

(4 Credits)

Course Objectives:

The course delves into Contemporary Indian Philosophy, highlighting its fusion of Eastern and Western ideas. Philosophical contributions of figures like Swami Vivekananda, Rabindranath

Tagore, Mahatma Gandhi, Sri Aurobindo, and Dr. B.R. Ambedkar are analyzed. Key concepts such as Practical Vedanta, Truth, Ahimsa, Integral Yoga, and Social Justice within Indian philosophical traditions are evaluated. Reflection on the relevance of these perspectives to societal challenges and individual spiritual growth is emphasized.

Learning Outcomes:

Students will grasp the fusion of Eastern and Western philosophies in Contemporary Indian Philosophy. They'll critically evaluate ideas of notable Indian thinkers. Applying principles like Practical Vedanta, Satyagraha, Integral Yoga, and Social Justice to personal and societal contexts will be emphasized. Through interdisciplinary dialogue and reflection, students will deepen understanding of Indian philosophical concepts and their relevance for modern life.

UNIT 1

Characteristics of Contemporary Indian Philosophy: 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.

Swami Vivekananda: Practical Vedanta – *Maya* – Ways of Self-realization – Universal Religion.

UNIT 2

Rabindranath Tagore: *Jivan-Devata* – Humanism – Aesthetic mysticism – Surplus Man.

UNIT 3

Mahatma Gandhi: Truth – *Ahimsa* – *Satyagraha* – *Sarvodaya* – Trusteeship – *Sarvadharmasambhava* – *Rama Rajya*.

UNIT 4

Sri Aurobindo: Concept of Absolute – Involution and Evolution – Integral Yoga – Gnostic Being

UNIT 5

Dr. B.R. Ambedkar: Anihilation of Caste – Critique of *Varnasrama dharma* – Social Justice – Views on Buddhism.

Essential Readings

1. Basant Kumar Lal, *Contemporary Indian Philosophy*, Motilal Banarsidass, New Delhi, 1980.
2. T.M.P. Mahadevan & G.V. Saroja, *Contemporary Indian Philosophy*, Sterling Publishers, New Delhi, 1985.
3. D.S. Sarma, *Hinduism Through the Ages*, Bharatiya Vidya Bhavan, Mumbai, 1989.
4. P. Nagaraja Rao, *Contemporary Indian Philosophy*, Bharatiya Vidya Bhavan, Bombay, 1970.

Further Readings

1. Vasant Moon (Compiler), *Dr. Babasaheb Ambedkar Writings and Speeches*, Vols III & IV (Relevant chapters only), Education Department, Government of Maharashtra, 1987.
2. Ramalingam, *Anmaikkalathu Indhiya Meipporuliyal* (Tamil), Tamil Nadu Textbook Society, Chennai.
3. Viswanath S. Naravane, *Modern Indian Thought*, Orient Longman Ltd, New Delhi, 1978.
4. D.S. Sarma, *Studies in the Renaissance of Hinduism*, Benares Hindu University, 1944.
5. Dhananjey Keer, *Babasaheb Ambedkar*, Popular Prakasan Pvt Ltd, 2011

PHLMJD 6: CONTEMPORARY WESTERN PHILOSOPHY (4 Credits)

Course Objectives:

The course aims to provide a comprehensive understanding of major movements in contemporary Western philosophy: Analytic, Pragmatic, Phenomenological, and Existentialist. It analyzes methodologies, key concepts, and contributions of major thinkers in each movement. Through examination of philosophical arguments, theories of truth, and concepts of reality, existence, and human experience, critical thinking skills are fostered. Relevance of Western philosophical ideas to contemporary issues is explored, while encouraging critical engagement with primary and secondary sources.

Learning Outcomes:

Students will exhibit nuanced understanding of historical context, foundational ideas, and key figures in major contemporary Western philosophy movements. They'll critically evaluate and compare methodologies, theories, and arguments within each movement. Developing clear and persuasive oral and written communication skills, they'll articulate complex philosophical

concepts. Applying philosophical principles, they'll analyze contemporary societal, ethical, and existential issues. Proficiency in independent research, utilizing primary and secondary sources effectively, will be demonstrated.

UNIT – 1

Introduction

General outline of contemporary western philosophy.

Analytic Movement

The origin and development of the Analytic Movement – Vienna Circle – Anti-metaphysical attitude

Bertrand Russell: Logical Atomism – Naming theory of Meaning.

A.J. Ayer and Rudolph Carnap: Verification theory – Phenomenalism – Logical Positivism.

Ludwig Wittgenstein: Picture theory of Meaning – Language Games – Use theory of Meaning.

UNIT – 2

Pragmatic Movement

The origin and development of the Pragmatic Movement.

William James: Pragmatism as a method – Theory of Truth – The role and the status of the Will – Relevance of the Will to Believe.

John Dewey: The spectator versus experience – Habit, intelligence and learning – Value in a world of fact.

UNIT – 3

Phenomenological Movement

The origin and development of the Phenomenological Movement.

Franz Brentano: Theory of Intentionality.

Edmund Husserl: Philosophy as a rigorous science – Reductionism – Essence – The relation between 'noema' and 'noesis'.

UNIT – 4

Existentialist Movement

The origin and development of the Existentialist Movement.

Soren Kierkegaard: Critique of Hegel – The three stages of existence.

Martin Heidegger: Dasein – ‘World’ and ‘Being-in-the-World’ – Authentic and inauthentic modes of disclosure.

Jean Paul Sartre: The distinction between the ‘for-itself’ and the ‘in-itself’ – Bad faith – The treatment of freedom.

Essential Readings

1. Barry R. Gross, *Analytic Philosophy: An Historical Introduction*, Oxford & IBH Publishing Co., New Delhi, 1981.
2. Mrinal Kanti Bhadra, *A Critical Survey of Phenomenology and Existentialism*, Allied Publishers & ICPR, ND, 1990.
3. S.V. Rajadurai, *Existentialism* (in Tamil), Kriya Publishers, Chennai, 1983.
4. S.V. Rajadurai, *IruththaliyamumMarxiyamum* (in Tamil), Vidiyal Pathipakam, Kovai, 2011.
5. M.S.M. Anas, *Meiyiyal: GirekkamMudhalTharkaalamvarai* (in Tamil), Adaiyalam Publishers, Tiruchi, 2013.

Further Readings

1. Frederick Copleston. S.J., *A History of Philosophy* (Vols. VIII & IX), Image Books, New York, 1994.
2. Anthony Kenny, *A New History of Western Philosophy* (Vol. IV), Clarendon Press, Oxford, 2006.
3. Nicholas Bunnin & E.P. Tsui-James (Eds), *The Blackwell Companion to Philosophy*, Blackwell Publishing Company, USA, 2003.
4. Richard H. Popkin, *The Columbia History of Western Philosophy*, Columbia University Press, New York, 1998.

PHLMJD-7: Traditional Western Logic

(4 Credits)

Course Objectives:

This logic course aims to provide students with foundational skills in logical reasoning. Objectives include mastering basic concepts such as propositions, deductive and inductive arguments, and understanding truth, validity, and soundness. In traditional logic, students will comprehend terms, categorical propositions, and immediate inference techniques. Unit-III introduces symbolic logic, focusing on truth functions, statements, and logical analysis using the indirect truth table method. The course concludes with an exploration of informal fallacies,

specifically Ignoratio Elenchi, aiming for students to recognize and understand faulty reasoning in arguments.

Learning Outcomes:

By the end of the course, students are expected to possess a strong grasp of both traditional and symbolic logic, enabling them to construct valid arguments, assess logical propositions, and identify common fallacies. Recommended readings from prominent logicians supplement theoretical knowledge, ensuring practical insights into logical reasoning and fostering critical thinking skills applicable across various disciplines.

UNIT 1

Introduction to logic and propositions: 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 2

Deductive inference: 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 3

Deductive inference (continued): 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 4

Dilemma: 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 5

Inductive Inference: 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. K.T. Basantani, *Introduction to Logic*, A.R. Sheth & Co., Bombay, 1973.
2. Krishna Jain, *A Textbook of Logic*, D.K. Printworld (P) Ltd, New Delhi, 2009.
3. James E. Creighton & Harold R. Smart, *An Introductory Logic*, Macmillan, London, 1957.
4. Morris R. Cohen & Ernest Nagel, *An Introduction to Logic and Scientific Method*, Allied Publishers Pvt Ltd, New Delhi, 1989.

Further Readings

1. Irwing M. Copi, *Introduction to Logic*, Macmillan, London, 1990.

PHLMID-4(A): Feminist Philosophy

(4 Credits)

Course Objectives:

This course in Feminist Philosophy and Gender Studies aims to provide students with a comprehensive understanding of key concepts, theories, and movements within the feminist discourse. The course begins by examining the historical roots of patriarchy, utilizing texts such as Gerda Lerner's "The Creation of Patriarchy," to establish a foundational understanding of systemic gender oppression. It progresses to explore feminist epistemology, critically engaging with Sandra Harding's work on the existence of a feminist method and Moira Gatens' critique of traditional philosophical frameworks.

Learning Outcomes:

Upon completion of the course, students are expected to critically engage with feminist literature, analyze complex issues related to gender, and contribute to discussions on women's experiences in various societal and cultural domains. The course aims to foster a nuanced understanding of feminist philosophy and its implications for societal structures.

UNIT 1

Introduction: Meaning of feminism – Need for feminism – The diversity of feminist thinking.

UNIT 2

Liberal and Radical feminism

UNIT 3

Marxist and Social feminism

UNIT 4

Psychoanalytic and Care-focused feminism

UNIT 5

Post-colonial feminism, Eco-feminism, Postmodern and Third-Wave feminism

Essential Readings

1. Rosemarie Tong, *Feminist Thought: A More Comprehensive Introduction*, Westview Press, Colorado, 2009.
2. Neeru Tandon, *Feminism: A Paradigm Shift*, Atlantic Publishers & Distributors (P) Ltd., New Delhi, 2012.
3. Brooke Noel Moore & Kenneth Bruder, *Philosophy: The Power of Ideas*, Tata McGraw-Hill Publishing Company Ltd, New Delhi, 2005. (Chapter on 'Feminist Philosophy' only).
4. Chris Beasley, *Gender & Sexuality: Critical Theories, Critical Thinkers*, Sage Publications, New Delhi, 2005.
5. Bell Hooks, *Feminism is for Everybody: Passionate Politics*, South End Press, Cambridge, 2000.

PHLMID-4(B): Philosophy of Human Rights

(4 Credits)

Course Objectives:

This course aims to provide students with a deep understanding of the Philosophical Foundations of Human Rights. Throughout the units, students will explore the philosophical underpinnings of human rights, including the concept of human dignity, international legal frameworks, and contemporary discourses such as minority rights, women rights, and environmental rights. By examining human rights in the Indian context, students will gain insights into historical, social, and political perspectives, as well as the fundamental rights enshrined in the Indian Constitution. The course also delves into the impact of globalization on human rights.

Learning Outcomes:

Upon completion, students are expected to possess a comprehensive knowledge of human rights principles, their philosophical origins, and their contemporary relevance. They will be equipped to critically analyze human rights issues, engage with diverse perspectives, and contribute thoughtfully to the ongoing discourse surrounding human rights. Recommended readings from notable scholars in the field will complement theoretical understanding, providing practical insights and fostering a nuanced appreciation of human rights philosophy.

UNIT 1

Pre-requisites, problems and accounts of Human Rights.

UNIT 2

Conflicts within human rights – Conflicts between a human right and other kinds of moral consideration – Step beyond intuition.

UNIT 3

The inference from moral weight to human rights – Coming into rights in stages – The ‘what?’ and ‘whose?’ duties – Primary and secondary duties – ‘Rights’ and the ‘identifiable duty-bearers’.

UNIT 4

Two models of value judgement – Human interest and the natural world – The test of the best explanation – The metaphysics of human rights.

UNIT 5

Ethical relativity and the relativity of human rights – Problem of ethnocentricity and – Tolerance.

Essential Readings

1. James Griffin, *On Human Rights*, Oxford University Press, New York, 2008.
2. (From pages 1 to 145 only. Question paper must be set only from this book.)
3. B.K. Sharma, *Universal Declaration of Human Rights and Indian Law*, Prentice Hall of India Learning Ltd, New Delhi, 2010.
4. Gordon Brown, *The Universal Declaration of Human Rights in the 21st Century: A Living Document in a Changing World*, Open Book Publishers, 2016.

Further Readings

1. Finnis, John (1980) *Natural Law and Natural Rights*, Oxford, Clarendon Press
2. Gaetc, Rolando (1993), *Human Rights and the limits of Critical Reason*, Aldershot, Dartmouth Publishing Company

3. Sumnev, L.W. (1987) *The Moral Foundation of Rights*, Oxford, Oxford University Press
PG Syllabus - Revised Page 23
4. Davison, James Dale and Rees-Mogg (1997) *The Sovereign Individual*, Touch stone Books
5. Muzaffar, Chandra (1993) *Human Rights and the New World Order*, Pernang: Just World Trust.

PHLMID-4(C): Philosophy of Mahatma Gandhi

(4 Credits)

Course Objectives:

This course Delve into Mahatma Gandhi's philosophical journey, tracing his formative influences and early experiences. Analyze his views on truth, God, and humanity, emphasizing his principles of ahimsa and satyagraha and their ethical applications. Investigate Gandhi's stance on religion and morality, advocating their inseparability. Explore his socio-political ideologies, envisioning a society grounded in varnasrama dharma, bread labor, and trusteeship, while addressing nationalism, industrialization, and education.

Learning Outcomes:

Students will grasp Mahatma Gandhi's philosophical evolution within his socio-cultural context, fostering a nuanced understanding of his principles. They will critically analyze Gandhi's concepts of God, truth, and morality, discerning their philosophical foundations. Proficiency in assessing Gandhi's non-violent strategies for social and political change will be demonstrated. Additionally, students will evaluate Gandhi's impact on contemporary debates, including social justice and human rights, through critical engagement with his socio-political thought.

UNIT 1

Background of Gandhi's Philosophy: Early life of Gandhi – Influences that shaped his thought.

UNIT 2

God, World and Man: Gandhiji on God – God and the Problem of evil – God Is Truth, Truth Is God – Proofs for the existence of God: Causal proof, Teleological proof, Moral proof and

Pragmatic proof – God as all-pervasive, God as law and God as Love – Gandhiji on World – Gandhiji on Man – Karma and Rebirth.

UNIT 3

Ahimsa and Satyagraha: Gandhian understanding of *ahimsa* – *Satyagraha* as the technique of *ahimsa* – *Satyagrahi* – Forms of Satyagraha – “Means justify the End”.

UNIT 4

Gandhi on Religion and Morality: Gandhiji’s understanding of religion – His attitude towards living religions – The inseparableness of religion and morality – The Cardinal virtues.

UNIT 5

Gandhiji’s Socio-Political Thoughts: Society and the *Varnasrama Dharma* – Doctrine of Bread Labour – Surplus and the Doctrine of Trusteeship – Views on Industrialization – Decentralization – *Swaraj* – *Sarvodaya* – Views on education – *Swadeshi*, Nationalism and Internationalism.

Essential Readings:

1. Dharendra Mohan Datta, *The Philosophy of Mahatma Gandhi*, University of Calcutta, 1968.
2. Glyn Richards, *The Philosophy of Gandhi: A Study of His Basic Ideas*, Curzon Press Ltd, UK, 1991.
3. Basant Kumar Lal, *Contemporary Indian Philosophy*, Motilal Banarsidass, New Delhi, 1989. (Chapter on Gandhi only)
2. Romain Rolland, *Mahatma Gandhi: The Man Who Became One With The Universal Being*, Koncept Books, Uttarakhand, 2010.
3. Mahatma Gandhi, *India of My Dreams*, Rajpal & Sons, Delhi, 2009.

Further Readings:

1. J.B. Kripalani, *Gandhi: His Life and Thought*, Publications Division, Ministry of Information and Broadcasting, Govt of India, 2005.
2. Louis Fischer, *Mahatma Gandhi: His Life & Times*, Bharatiya Vidya Bhavan, Mumbai, 2003.

**Project: Winter Project / Internship: - Community Engagement
(15 days)**

Degree in Philosophy III Year (Semester – V)

PHLMJD 8: MODERN WESTERN LOGIC (4 Credits)

Course Objectives:

In this course Students will explore symbolic logic's evolution, highlighting its superiority over Aristotelian logic and its role in modern analysis. They'll grasp proposition classification, emphasizing constants, variables, and symbolizing processes. Understanding truth tables as tools for propositional and argument analysis, focusing on truth functions, is emphasized. Skills to assess argument validity using methods like Direct Truth-table, Case Analysis, and Indirect Truth-table are provided. Decision procedures, including equivalence rules and CNF, RAA, and Truth-tree techniques, are introduced.

Learning Outcomes:

Students will understand the principles and benefits of symbolic logic, appreciating its importance in contemporary analysis. Proficiency in symbolizing propositions and constructing truth tables will aid in evaluating complex expressions and arguments. They'll assess argument validity using direct and indirect methods, enhancing critical thinking. Application of decision procedures will enable effective analysis and validation of arguments, deriving logical conclusions and identifying fallacies. Grasping quantifiers' role in logical quantification allows precise analysis and formulation of statements.

UNIT 1

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

UNIT 2

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

UNIT 3

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

UNIT 4

Decision Procedures: 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 5

Quantifiers: What is a quantifier? – Universal and existential quantifiers – Quantification Rules.

Essential Readings

1. P. Balasubramanian, *An Invitation to Symbolic Logic*, University of Madras, 1977.
2. P. Balasubramanian, *Symbolic Logic and Its Decision Procedures*, University of Madras, 1980.
3. A.H. Basson and D.J. O'Connor, *Introduction to Symbolic Logic*, The Free Press of Glencoe, Illinois, 1960.
4. K.T. Basantani, *Introduction to Logic*, A.R. Sheth & Co., Bombay, 1973.
5. Krishna Jain, *A Textbook of Logic*, D.K. Printworld (P) Ltd, New Delhi, 2009.

Further Readings

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

PHLMJD-9: Western Ethics

(4 Credits)

Course Objectives:

In this course Students will be introduced to fundamental Western ethical concepts, exploring notions of good, justice, and virtue, along with various ethical theories. They'll analyze perspectives like Eudaemonism and Deontological Theories, contrasting frameworks such as Egoism and Universalism. Kant's moral theory and Utilitarianism, including principles by Bentham and Mill, will be examined. Ethical issues in punishment and the distinction between cognitivism and non-cognitivism will also be discussed. Motivism, Prescriptivism, and Descriptivism in understanding moral judgments.

Learning Outcomes:

Students will understand foundational Western ethical concepts, facilitating engagement with ethical discourse. They'll develop analytical skills to evaluate diverse moral frameworks. Insight into Kant's moral theory and Utilitarianism will enable critical assessment of moral principles. Analyzing theories of punishment and ethical cognitivism/non-cognitivism fosters deeper moral reasoning understanding. Proficiency in articulating ethical issues allows engagement in discourse and application of theories to real-world scenarios.

Unit – 1

Concepts of Good, right, justice, duty, obligation, cardinal virtues, Eudaemonism, Intuition as explained in Teleological and Deontological Theories.

Unit -2

1. Egoism, Altruism, Universalism
2. Subjectivism, Cultural Relativism, Super-naturalism.
3. Ethical realism and Intuitionism,

Unit – 3

1. Kant's moral theory: Postulates of morality, Good-will, Categorical Imperative, Duty, Mean and ends, Maxims.
2. Utilitarianism: principle of utility, problem of sanction and justification of morality, kinds of utilitarianism, Moral theories of Bentham, J. S. Mill, Sidgwick

Unit –4

1. Theories of Punishment
2. Ethical cognitivism and non-cognitivism: Emotivism, Prescriptivism, Descriptivism.

Essential Readings:

1. Mackenzie, J.S., *A Manual of Ethics*, Oxford University Press, 1977
2. William Lillie, *An Introduction to Ethics*, Methuen & Co. Ltd. London, 1948
3. Nuttall Jon, *Moral Questions: An Introduction to Ethics*, Polity Press, 1993
4. A.J. Ayer, *Emotivism, Language, Truth and Logic*, Dover, 1946.
5. R.M. Hare, *Prescriptivism: The Structure of Ethics and Moral – Essays in Ethical Theory*, Oxford: Oxford University Press, 1989.

PHLMJD-10: Socio-Political Philosophy (Western)

(4 Credits)

Course Objective:

The objective of the course is to explore the socio-political philosophies of Western thinkers, spanning from classical antiquity to contemporary times, with a focus on understanding concepts of justice, liberty, equality, and community.

Learning Outcomes:

Students will grasp classical socio-political thought through Plato's ideal state and social contract theories by Locke, Hobbes, and Rousseau. Insights into liberty, as per Isaiah Berlin, and its implications on governance will be gained. They'll critically evaluate contemporary theories including liberalism by Rawls, Nozick, and Dworkin, alongside Marxist perspectives. Communitarian critiques of liberal individualism and multiculturalism, feminism, and its various strands will be explored, analyzing recognition politics and minority rights.

Unit 1

Plato: Ideal State and Justice

Locke, Hobbes, Rousseau: Social Contract Theory

Isaiah Berlin: Conceptions of Liberty

Unit 2

Bernard Williams: Idea of Equality

Liberalism: Rawls; Distributive justice, Nozick; Justice as Entitlement, Dworkin; Justice as equality;

Amartya Sen: Global Justice, Freedom and Capability.

Marxism: Dialectical Materialism, Alienation, Critique of Capitalism, Doctrine of Class Struggle and Classless Society.

Unit 3

Communitarianism: Communitarian critique of liberal self, Universalism Vs. Particularism, Theory of Charles Taylor, MacIntyre, Michael Sandel

Multiculturalism: Charles Taylor; Politics of recognition, Will Kymlicka; conception of Minority Rights

Unit 4

Feminism: Basic Concepts: Patriarchy, misogyny, Gender, Theories of Feminism; Liberal, Socialist, radical and eco-feminism.

Essential Readings:

1. Plato. *The Republic*. Translated by G. M. A. Grube, Hackett Publishing Company, 1992.
2. Locke, John. *Second Treatise of Government*. Edited by C. B. Macpherson, Hackett Publishing Company, 1980.
3. Hobbes, Thomas. *Leviathan*. Edited by Richard Tuck, Cambridge University Press, 1991.
4. Rousseau, Jean-Jacques. *The Social Contract*. Translated by Maurice Cranston, Penguin Books, 1968.
5. Berlin, Isaiah. *Four Essays on Liberty*. Oxford University Press, 1969.
6. Williams, Bernard. *Equality and Discrimination: Essays in Freedom and Justice*. Palgrave Macmillan, 1990.

Further Readings

1. Rawls, John. *A Theory of Justice*. Harvard University Press, 1971.
2. Nozick, Robert. *Anarchy, State, and Utopia*. Basic Books, 1974.
3. Dworkin, Ronald. *A Matter of Principle*. Harvard University Press, 1985.
4. Sen, Amartya. *Development as Freedom*. Knopf, 1999.
5. Marx, Karl, and Friedrich Engels. *The Communist Manifesto*. Penguin Books, 1967.
6. Marx, Karl. *Das Kapital: Volume I*. Translated by Ben Fowkes, Penguin Classics, 1990.

PHLMID 5(A): CONTEMPORARY INDIAN PHILOSOPHY – II (4 Credits)

Course Objectives:

The course examines philosophical ideas of notable Indian thinkers and contemporary concepts of self, society, and spirituality. Relevance of philosophical perspectives in addressing social issues is critically assessed. Diverse philosophical schools and their implications for modern Indian thought are compared and contrasted.

Learning Outcomes:

The course delves into the philosophical foundations of Muhammad Iqbal, Dheendayal Upadhyaya, Jiddu Krishnamurthy, and other thinkers, assessing their impact on Indian society and culture. Through engagement with primary texts and secondary literature, students develop critical thinking skills. They synthesize insights from diverse philosophical traditions to tackle contemporary challenges in Indian society.

UNIT – 1

Muhammad Iqbal: Self – God – Man and Superman – Intellect and intuition

UNIT – 2

Dheendayal Upadhyaya: Integral Humanism – Advaita Vedanta – Purusharthas.

Jiddu Krishnamurthy: Conception of Thought – Freedom from the known – Analysis of the Self – Choiceless awareness.

UNIT – 3

Jyotiba Phule: Critical understanding of Caste system.

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

UNIT – 4

M.N. Roy: Radical Humanism – Materialism.

Periyar E.V. Ramasamay: Casteism – Rationalist Movement – Self-Respect Movement

UNIT – 5

Thiruvalluvar: The ethical thoughts of Thiruvalluvar.

Saint Ramalinga: Jivakarunyam – Anmaneya orumaippadu – Maranamillaa peruvazhvu.

Sri Ramana Maharshi: Enquiry into the Self.

Essential Readings

1. Basant Kumar Lal, *Contemporary Indian Philosophy*, Motilal Banarsidass, New Delhi, 1980.
2. T.M.P. Mahadevan & G.V. Saroja, *Contemporary Indian Philosophy*, Sterling Publishers, New Delhi, 1985.
3. Dev Raj Bali, *Modern Indian Thought (Rammohan Roy to M.N. Roy)*, Sterling Publishers Pvt Ltd, New Delhi, 1980.
4. M.N. Jha, *Modern Indian Political Thought (Ram Mohan Roy to Present Day)*, Meenakshi Prakashan, Meerut, 1975.
5. Mahesh Chandra Sharma, *Pandit Deendayal Upadhyaya (Builders of Modern India Series)*, Publications Division, New Delhi, 2015.

Further Readings

1. Dhananjey Keer, *Mahatma Jotirao Phooley: Father of the Indian Social Revolution*, Popular Prakashan Pvt. Ltd, 2005.
2. T. Bhaskaran, *Brahmarshi Sree Narayana Guru*, Sahitya Academy Publications, New Delhi, 2013.

3. Swami Muni Narayana Prasad, *The Philosophy of Narayana Guru*, D.K. Print World (P) Ltd., New Delhi, 2010. (Relevant Chapters only)
4. Aru. Azhagappan, *Periyar E.Ve.Ra.* (in Tamil), Sahitya Akademi, New Delhi, 2014.
5. M.N. Roy, *Materialism: An Outline of the History of Scientific Thought*, Renaissance Publication, UP, 1940.

PHLMID 5(B): INTRODUCTION TO INDIAN AESTHETICS (4 Credits)

Course Objectives:

This comprehensive course on Aesthetics in Indian Philosophy is designed to provide students with a profound understanding of the philosophical underpinnings of artistic expression and beauty within both Indian and Western traditions. The course aims to elucidate the intricate relationship between aesthetics, philosophy, and literature, offering a comparative analysis of these concepts in diverse cultural contexts.

Course Outcomes:

Upon completion, students are expected to demonstrate a nuanced understanding of Indian aesthetics, its historical evolution, and its contemporary relevance. The course aims to foster critical thinking skills, cultural appreciation, and an ability to analyse aesthetic experiences across diverse art forms.

UNIT – 1

Literary art (kavya) vis-à-vis other fine arts (kala) like painting (chitra), music (sangita), sculpture (bhaskarya), etc.

UNIT – 2

Kavya-laksana (definition of poetry): kavya-ketu: pratiba/vyutpatti/abhyasa, their distinctive roles in poetic creation; kavya prayojana (necessity or use of poetry).

Varieties of kavya: drsya and sravya; structural varieties of drsyakavya

UNIT – 3

Different school of literary criticism (kavyavicara): rasa school (Bharata): vakrokti school or the school of alankara (Bhamaha & Kuntaka); riti school or the school of 6 gunas (Dandin & Vamana); dhvani school (Anandavardhana); rasadhvani school (Abhinavagupta)

UNIT – 4

The later syncretic views of Mammata, Viswanatha, Vidyadhara, Jagannatha & Appayya Diksita

Essential Readings

1. P.V. Kana, *History of Sanskrit Poetics*, 1951.
2. S. P. Bhattacharyya, *Studies in Indian Poetics*, Calcutta, 1964.
3. K. Krishna Murthy, *Dhavnyaloka and its Critics*, Mysore, 1963.
4. -----, *Studies in Indian Aesthetics and Criticism*, Mysore, 1979.
5. K. C. Pandey, *Comparative Aesthetics*, Vol. I, Indian Aesthetics, Chowkhamba, 1950.
6. R. Gnoli, *The Aesthetic Experience According to Abhinavagupta*, Chowkhamba, 1968.
7. Panchapagesha Sastri, *The Philosophy of Aesthetic Pleasure*, Annamalai, 1940.

Further Readings

1. T.P. Ramachandran, *The Indian Philosophy of Beauty* (Part 1), University of Madras, 1979.
2. T.P. Ramachandran, *The Indian Philosophy of Beauty* (Part 2), University of Madras, 1979.
3. T.M.P. Mahadevan, *The Philosophy of Beauty (with special reference to Advaita-Vedanta)*, Bharatiya Vidya Bhawan, Bombay, 1969.
4. M. Hiriyanna, *Art Experience*, Kavyalaya Publishers, Mysore, 1954.
5. K.S. Ramaswami Sastri, *Indian Aesthetics*, Sri Vani Vilas Press, Sri Rangam, 1928.
6. Neerja A. Gupta, *A Student's Handbook of Indian Aesthetics*, Cambridge Scholars Publishing, UK, 2017.
7. S.S. Barlingay, *A Modern Introduction to Indian Aesthetic Theory*, D.K. Printworld, New Delhi, 2007.
8. Arindam Chakrabarti (Edr), *Indian Aesthetics and the Philosophy of Art*, Bloomsbury (Manohar Publishers), New Delhi, 2022.

PHLMID-5(C): Philosophy of Rabindranath Tagore

(4 Credits)

Course Objectives:

In the "Philosophy of Rabindranath Tagore" course, students will explore the philosophical insights of Rabindranath Tagore by examining his life, works, and philosophical stance. The course aims to elucidate Tagore's perspectives on reality, God, humanity, and aesthetics, providing a deep understanding of his philosophical contributions and their implications on various aspects of human existence.

Learning Outcomes:

By the end of this course, students will acquire a comprehensive understanding of Rabindranath Tagore's life and philosophical contributions, discerning the essence of his philosophical stance and its implications on human existence. They will critically evaluate Tagore's reflections on reality, God, and creation, including his proofs for the existence of God and his conception of the universe. Students will analyze Tagore's perspective on the nature of humanity, exploring the interplay between finite and infinite aspects of human nature and its philosophical implications. They will also evaluate Tagore's proposals for addressing societal challenges and fostering a more humane society, while investigating his aesthetic mysticism and the enduring significance of his philosophical views on art, spirituality, and human experience as portrayed in his literary works. Through these outcomes, students will gain insights into Tagore's philosophical thought and its relevance in contemporary contexts.

UNIT 1

Life and works of Rabindranath Tagore – Philosophical stand of Tagore.

UNIT 2

Reality and God – Proofs for the existence of God – Creation – Doctrine of Maya – Nature of man

UNIT 3

Nature of Man –The finite and the infinite aspects of man's nature.

UNIT 4

Problem of Evil – Ways of realization –Tagore's Humanism.

UNIT 5

Aesthetic Mysticism

Essential Readings:

1. S. Radhakrishnan, *The Philosophy of Rabindranath Tagore*, Niyogi Books, New Delhi, 2015.
2. V.S. Naravane, *Rabindranath Tagore: A Philosophical Study*, Allahabad Central Book Depot, 1947.
3. B.G. Ray, *The Philosophy of Rabindranath Tagore*, Progressive Publishers, Calcutta, 1970.
4. Basant Kumar Lal, *Contemporary Indian Philosophy*, Motilal Banarsidass, New Delhi, 1980. (Chapter on Rabindranath Tagore only).
5. T.M.P. Mahadevan & G.V. Saroja, *Contemporary Indian Philosophy*, Sterling Publishers, New Delhi, 1985. (Chapter on Rabindranath Tagore only).

6. Viswanath S. Naravane, *Modern Indian Thought*, Orient Longman Ltd, New Delhi, 1978. (Chapter on Rabindranath Tagore only).

Further Readings:

1. *Selected Works of Rabindranath Tagore*, Shrijee's Book International, New Delhi, 2003.
2. Rabindranath Tagore, *The Religion of Man*, Rupa & Co., New Delhi, 2006.

PHLMJD-15: Summer Internship (60 days) Report submission on completion

Degree in Philosophy III YEAR (SEMESTER – VI)

PHLMJD-11: Indian Logic

(4 Credits)

Course Objectives:

The course explores Indian logic's unique features, closely tied to metaphysics and epistemology. It examines methods used in establishing philosophical systems and refuting opposing views. Analysis of Anumana (inference) from Nyaya, Buddhist, Jaina, and Advaitic perspectives is conducted. Investigations delve into Anumana's types and constituents, along with inductive elements and logical processes within Indian philosophical traditions.

Learning Outcomes:

The course explores the synergy of logic, epistemology, and metaphysics in Indian philosophical systems. It assesses the importance of logical reasoning in shaping and scrutinizing philosophical stances. Comparative analysis of Anumana definitions, constituents, and processes across traditions is conducted. Through engagement with essential readings and primary sources, students demonstrate comprehension of advanced topics in Indian logic.

Unit -1

The close relationship of logic, epistemology and metaphysics in the Indian tradition; primacy of logical reasoning in establishing one's own system and refuting all rival systems; the method of purvapaksa and siddhanta; the concepts of anviksiki and anumiti.

1. Logic or anumana pramana as part of epistemology (pramana sastra)
2. Logic or anumana pramana as rooted in metaphysic (pramey sastra)
3. Logic or anumana pramana as Hetuvidya or Vadavidhi and Anviksiki

Unit -2

1. Definition of Anumana: Nyaya and Buddhist perspectives
2. Constituents of Anumana: Nyaya, Buddhist, Jaina and Advaitic perspectives
3. Process of Anumana: Nyaya, Buddhist, Jaina and Advaitic perspectives

Unit-3

1. Types of Anumana: Nyaya, Buddhist, Jaina and Advaitic perspectives
2. Nyaya: pakṣata; paramarṣa; definition of vyapti
3. Inductive elements in Indian Logic: the concepts of vyaptigrahopaya, samanya lakṣana pratyasatti, tarka, upadhi.

Unit- 4

1. Hetucakra Damaru of Dinnaga
2. Hetvabhasas

Essential Readings:

1. Barlingay, S.S. *A Modern Introduction to Indian Logic*. National Publishing House, 1965.
2. Guha, D.C. *Navya Nyaya System of Logic*. K.P. Bagchi, 1973.
3. Banyopadhyay, Nandita. *The Concept of Logical Fallacies*. Allied Publishers, 2000.
4. Matilal, B.K. *The Navya Nyaya Doctrine of Negation: The Semantics and Ontology of Negative Statements in Navya Nyaya Philosophy*. Harvard University Press, 1968.
5. Matilal, B.K. *Logic, Language and Reality: Indian Philosophy and Contemporary Issues*. Motilal Banarsidass, 1985.
6. Stcherbatsky, F. *The Buddhist Logic. Vols. I & II*. Dover Publications, 1962.
7. Bhatt, S. R., translator. *Buddhist Epistemology*. Bhartiya Vidya Prakashan, 1989.

PHLMJD-12: Indian Ethics

(4 Credits)

Course Objectives:

The course aims to explore Indian ethics, delving into the foundational concepts, principles, and practices derived from ancient Indian philosophical traditions, including Hinduism, Jainism, Buddhism, and Carvaka's Hedonism.

Learning Outcomes:

The course offers a comprehensive understanding of core Indian ethical concepts like Purusārtha, Dharma, Karma, and Varṇāshrama, emphasizing their role in guiding conduct and ethical decisions. Principles of Karma-yoga and Svadharma are analyzed for their impact on personal growth, social harmony, and spiritual enlightenment. Ethical implications of Apurva, Adṛṣṭa, and the Law of Karma are explored. Practical ethics in Hinduism, Jainism, and Buddhism are examined, alongside critical analysis of Carvaka's Hedonism.

UNIT -1

Concept of Purusārtha, Śreyas and Preyas

Varṇāshrama, Dharma, Sādhāraṇa Dharma

Ṛna and yajña, Concept of duty

UNIT-2

Karma-yoga, Sthitprajña, Svadharma, Lokasaṃgraha

UNIT -3

Apurva and Adṛṣṭa

Sādhya-Sādhana, Itikartavyata

Law of Karma: ethical implications

Ṛta and Satya

Yoga-kṣema

UNIT -4

Yoga: Astāṅga Yoga

Jainism: Samvara-nirjarā, Tri-ratṇa, Panch-vrata.

Buddhism: Upāya-Kaushal, Brahma-vihāra: matri, karuṇā, muditā, upeksha, bodhi-sattva

Carvaka's Hedonism

Essential Readings:

1. Maitra, S.K., *The Ethics of the Hindus*, University of Calcutta, 1963.
2. Prasad, R. Karma, *Causation and Retributive Morality*, Munshiram Manoharlal Publishers, 1989.
3. Brahma, N.K., *Philosophy of the Hindu Sadhana*, Asia Publishing House, 1963.
4. Sri Aurobindo, *Essays on the Gita*, Sri Aurobindo Ashram, 1997.
5. Tilak, B.G., *Srimad Bhagavadgita Rahasya*, Lokmanya Tilak Prakashan, 1935.

Further Readings:

1. Hiriyanna, M., *The Indian Conception of Values*, Mysore University, 1975.
2. Sharma I.C., *Ethical Philosophies of India*, Harper & Row, 1965.
3. Dasgupta Surama, *Development of Moral Philosophy in India*, Munshiram Manoharlal Publishers, 1993.

PHLMJD-13: Socio-Political Philosophy (Indian)

(4 Credits)

Course Objectives:

The course delves into ancient Indian texts like the Mahabharata, Kautilya's Arthashastra, and Kamandaki's Nitisara, examining their relevance to modern governance and law. It analyzes Kautilya's theoretical framework on statecraft and governance, and Kamandaki's concept of social order. It also explores contemporary governance issues such as constitutional morality, secularism, and colonialism's impact on Indian social institutions, offering insights into post-colonial challenges and transformations.

Learning Outcomes:

The course explores governance, law, and ethics in the Mahabharata, focusing on Danda-niti and Rajdharma, and applies insights to contemporary political dilemmas. It evaluates Kautilya's concepts of sovereignty and statecraft, proposing strategies for modern challenges. Kamandaki's theories on social order are examined for governance implications. It critiques

constitutional morality and secularism's impact on inclusive societies. Lastly, colonialism's effects on Indian social institutions are analyzed, with a focus on post-colonial resilience.

Unit -1- Mahabharata: Danda-niti, foundations, Raj dharma, Law and Governance, Narada's Questions to King Yudhisthir

Unit-2- Kantilla: Sovereignty, Seven Pillars of State-craft, State, Society, Social-life, State administration, State economy, law and justice, internal security, welfare and external affairs

Unit -3 -Kamandaki: Social order and State elements

Unit -4 - Constitutional Morality, Secularism and Fundamental Rights

Constitutionalism, Total revolution, terrorism, Swadeshi, Satyagrah, Sarvodaya, Social Democracy, State Socialism, Affirmative Action, Social Justice

Social Institutions: Family, Marriage, property, education and religion

Colonialism

Essential Readings:

1. *The Constitution of India*. 1950.
2. Guha, Ramachandra. *India After Gandhi: The History of the World's Largest Democracy*. 2007.
3. Khilnani, Sunil. *The Idea of India*. 1997.
4. Sen, Amartya. *The Argumentative Indian: Writings on Indian History, Culture and Identity*. 2005.

Further Readings:

1. Mehta, Pratap Bhanu. *The Burden of Democracy*. 2003.
2. Srinivas, M. N. *Caste in Modern India and Other Essays*. 1962.
3. Doniger, Wendy. *The Hindus: An Alternative History*. 2009.
4. Uberoi, Patricia (ed.). *The Family in India: Critical Essays*. 2002.
5. Bose, Subhas Chandra. *The Indian Struggle*. 1935.
6. Tharoor, Shashi. *An Era of Darkness: The British Empire in India*. 2016.
7. Cohn, Bernard S. *Colonialism and Its Forms of Knowledge: The British in India*. 1996.

PHLMJD-14: Applied Philosophy

(4 Credits)

Course Objectives: -

This course in moral philosophy and applied ethics is designed to equip students with a comprehensive understanding of ethical theories and their application to real-world situations. The course begins by introducing students to the fundamental concepts of moral philosophy, human rights, and ethical principles. It aims to foster critical thinking and ethical reasoning skills that students can apply to various contexts.

Learning Outcomes: -

By the end of the course, students are expected to have a deepened understanding of moral philosophy, applied ethics, and human rights. They should be able to critically analyze ethical issues, articulate well-reasoned ethical positions, and apply ethical principles to navigate the complexities of moral decision-making. The course aims to empower students with the knowledge and skills necessary for ethical reasoning and decision-making in their personal and professional lives.

UNIT – 1

Applied philosophy: Nature of applied philosophy – Value of applied philosophy.

Philosophy of technology: Technology, dominance, power and social inequalities – Democratization of technology – Ethical implications of information technology and bio-technology.

UNIT – 2

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

UNIT – 3

Medical ethics: Surrogacy – Doctor–Patient relationship – Abortion – Euthanasia–Female infanticide.

Professional ethics: Corporate governance and ethical responsibilities.

UNIT – 4

Media ethics: Ethical issues in privacy – cyber space – pornography – representation and differences – Marginalization.

Legal ethics: Law and morality – Legal obligation – Authority and validity of law.

UNIT – 5

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 Reformative.

Essential Readings

1. Harold Titus, *Ethics for Today*, Eurasia Publishing House, New Delhi, 1966.
2. Jacques P. Thiroux & Keith W. Kraseman, *Ethics – Theory and Practice*, Pearson Higher Education, 2014.
3. Barbara MacKinnon, *Ethics: Theory and Contemporary Issues*, Thomson Wadsworth, Canada, 2004.
4. Stephen Satris, *Taking Sides: Clashing Views on Controversial Moral Issues*, Dushkin / McGraw Hill, USA, 1998.
5. Andrew I. Cohen & Christopher Heath Wellman (Eds), *Contemporary Debates in Applied Ethics*, Blackwell Publishing Ltd, USA, 2005.

Further Readings

1. Steven M. Cahn & Peter Markie (Eds), *Ethics: History, Theory and Contemporary Issues*, Oxford University Press, New York, 2012.
2. Emmett Barcalow, *Moral Philosophy: Theories and Issues*, Thomson Wadsworth, UK, 2007.
3. T.M.P. Mahadevan (Edr), *Philosophy: Theory and Practice (Proceedings of the International Seminar on World Philosophy)*, University of Madras, 1970.

PHLMID 6(A): YOGA SUTRA OF PATANJALI (TEXTUAL STUDY) (4 Credits)

Course Objectives:

In this textual study, students will understand the historical background and principles of the Yoga Sutras, including authorship and its relationship with Sankhya philosophy. They will analyze the Samadhi Padha for stages of concentration and meditation, study the Sadhana

Padha for Ashtanga Yoga practices, explore the Vibhuti Padha for manifestations of yogic powers, and examine the Kaivalya Padha for insights on liberation.

Learning Outcomes:

Upon completion, students will comprehend the historical context and philosophical significance of the Yoga Sutras. They will interpret the teachings of concentration and meditation, evaluate Ashtanga Yoga practices for personal growth, analyze yogic powers' ethical implications, and reflect on the concept of liberation from suffering and existential fulfilment as described by Patanjali.

UNIT – 1

The book – The author – Date of the work – Compilation – Commentaries – Yoga as an allied school of Sankhya Darsana –Soteriology.

UNIT – 2

Samadhi Padha

UNIT – 3

Sadhana Padha

UNIT – 4

Vibhuthi Padha

UNIT – 5

Kaivalya Padha

Essential Readings

1. Swami Satyananda Saraswati, *Four Chapters on Freedom*, Bihar School of Yoga, Munger, 2005.
2. Swami Venkatesananda, *The Yoga Sutras of Patanjali*, Motilal Banarsidass Publishers Pvt. Ltd., Delhi, 2008.
3. M.N. Dvivedi, *The Yoga Sutras of Patanjali*, The Theosophical Publishing House, Adyar, Chennai.
4. I.K. Taimini, *Science of Yoga*, The Theosophical Publishing House, Adyar, Chennai.
5. Swami Vivekananda, *Patanjali Yoga Sutras*, Vijay Goel Publisher, Delhi, 2013.
6. B.K.S. Iyengar, *Light on the Yoga Sutras of Patanjali*, Harper Collins, New Delhi, 2003.

Further Readings:

1. Edwin F. Bryant, *The Yoga Sutras of Patanjali*, North Point Press, New York, 2009.

2. James Haughton Woods, *The Yoga-System of Patanjali*, Motilal Banarsidass, Delhi, 2007.
3. Rama Prasada (Tr), *Patanjali's Yoga Sutras*, MunshiraamManoharlal Publishers Pvt. Ltd., New Delhi, 2005.
4. Surendranath Dasgupta, *A Study of Patanjali Yoga*, Motilal Banarsidass & ICPR, New Delhi.

PHLMID 6(B): COMPARATIVE RELIGION (4 Credits)

Course Objectives:

In "Comparative Religion" (PHLMID 6(B)), students will gain a comprehensive understanding of major world religions, including Hinduism, Buddhism, Jainism, Sikhism, Judaism, Christianity, Islam, Zoroastrianism, Taoism, and Confucianism. They will explore the origin, development, and classification of religions, their authority sources, and relationships with science. Additionally, they will analyze the aims and objectives of comparative religion studies and foster critical thinking skills by evaluating religious similarities, differences, and connections.

Learning Outcomes:

Upon completion, students will demonstrate a deep understanding of world religions, enhancing cultural literacy and interfaith awareness. They will critically assess religious scriptures' authority and explore intersections between religious beliefs and scientific inquiries. Furthermore, students will develop analytical skills to compare religious doctrines, identify common themes, and evaluate religious disciplines and sects' significance within each tradition. Finally, they will engage in reflective inquiry into mysticism and universal religious frameworks, fostering dialogue across religious boundaries.

UNIT – 1

Introduction: Meaning of religion – Necessity of religion – Fundamental features of religion – Origin and development of religion – Classification of religions – Authority of Scriptures – Religion and Science – Nature, aims and objectives of the study of comparative religion.

Hinduism: Introduction – Basic features of Hinduism as a religion – God – World – Man – Evil and Suffering – Life after death – Ultimate destiny – Hindu discipline – Principal sects.

Buddhism: Introduction – Basic features of Buddhism as a religion – God – World – Man – Evil and Suffering – Life after death – Ultimate destiny – Buddhist discipline – Principal sects.

UNIT – 2

Jainism: Introduction – Basic features of Jainism as a religion – God – World – Man – Evil and Suffering – Life after death – Ultimate destiny – Jain discipline – Principal sects.

Sikhism: Introduction – Basic features of Sikhism as a religion – God – World – Man – Evil and Suffering – Life after death – Ultimate destiny – Sikh discipline – Principal sects.

UNIT – 3

Judaism: Introduction – Basic features of Judaism as a religion – God – World – Man – Evil and Suffering – Life after death – Ultimate destiny – Judaic discipline – Principal sects.

Christianity: Introduction – Basic features of Christianity as a religion – God – World – Man – Evil and Suffering – Life after death – Ultimate destiny – Christian discipline – Principal sects.

UNIT – 4

Islam: Introduction – Basic features of Islam as a religion – God – World – Man – Evil and Suffering – Life after death – Ultimate destiny – Islamic discipline – Principal sects.

Zoroastrianism: Introduction – Basic features of Zoroastrianism as a religion – God – World – Man – Evil and Suffering – Life after death – Ultimate destiny – Zoroastrian discipline – Principal sects.

UNIT – 5

Taoism and Confucianism: A general outline.

Mysticism: Mysticism – Various forms of mysticism – Mystic attitude towards religions.

Universal Religion: Meaning of Universal Religion – Possibility of Universal Religion.

Essential Readings

1. John H. Hick, *Philosophy of Religion*, Prentice Hall of India Pvt. Ltd, New Delhi, 1987.
2. A.R. Mohapatra, *Philosophy of Religion*, Sterling Publishers Pvt. Ltd, New Delhi, 1990.
3. Kedarnath Tiwari, *Comparative Religion*, Motilal Banarsidass Pvt. Ltd, New Delhi.
4. T.M.P. Mahadevan, *Outlines of Hinduism*, Chetana Publications, 1999.

Further Readings

1. Y. Masih, *Introduction to Religious Philosophy*, Motilal Banarsidass Pvt. Ltd, New Delhi, 2020.
2. Y. Masih, *A Comparative Study of Religions*, Motilal Banarsidass Pvt Ltd, New Delhi, 2010.
3. Ram Shanker Srivastava, *Comparative Religion*, MunshiramManoharlal Pvt. Ltd., New Delhi, 1996.
4. A.C. Bouquet, *Comparative Religion – A Short Outline*, Penguin Books Ltd., London, 1953.
5. E.E. Kellet, *A Short History of Religions*, Victor Gollancz Ltd, London, 1948

PHLMID-6(C): Philosophy of Dr. B.R. Ambedkar

(4 Credits)

Learning Objectives:

The aim of this course is to introduce the alternative approaches of contemporary Indian philosophical thought with special focus on Philosophy of B R Ambedkar. This course is an exploration of democratic and normative philosophical thought in reconstruction Indian society. This course introduces the essential philosophical writings of contemporary Indian Thinker B R Ambedkar by discussing the Philosophical method in general and Social- Political philosophy and philosophy of religion of Ambedkar in particular.

Learning Outcomes:

By the end of the course, students will learn Ambedkar's alternative reading of Indian philosophy by interrogating dominant philosophical systems and its texts.

Critical engagement with social reality conditioned by the caste system.

Learn the liberative and democratic potential of philosophy of Ambedkar in reconstructing Indian nation.

To make good citizen by understudying the indigenous democratic philosophical thought.

Unit 1: Life world of B R Ambedkar

1. Life and Essential Writings of Ambedkar
2. Concepts and methodology of B.R.Ambedkar

Unit 2: Philosophy of Religion

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

Unit 3: Socio-Political Philosophy

1. Annihilation of Caste and Ideal society
2. State Socialism

Unit 4: On Emancipation

1. Nation and Nationalism
2. Democracy

Essential Readings

1. B.R. Ambedkar, *Dr. Babasaheb Ambedkar Writings and Speeches*, Vol.3, 'The Hindu Social order: Its Essential Principles', New Delhi: Dr. Ambedkar Foundation, New Delhi, 2014.
2. Rodrigues, Valerian (ed), *The Essential Writings of B.R. Ambedkar*, Oxford Press, New Delhi, 2002.
3. G. Aloysius, *Nationalism without a Nation in India*, Oxford University Press, Delhi, 1997.
4. G. Aloysius, *Ambedkar on Nation & Nationalism*, Critical Quest, New Delhi, 2009.

Further Readings

1. Christopher Jaffrelot and Narendra Kumar (ed), *Dr. Ambedkar and Democracy: An Anthology*, Oxford University Press, 2018.

Honours in Philosophy IV Year (Semester – VII)

PHLMJD-16: PHILOSOPHY OF SCIENCE

(4 Credits)

Course Objectives:

This course aims to provide students with a comprehensive understanding of the philosophy of science, fostering critical thinking and analytical skills. The overarching objective is to familiarize students with the nature of science, distinguishing it from non-science and pseudo-science, and examining the intricate relationship between natural and social sciences. Throughout the course, students will explore the foundations of scientific knowledge, grappling with issues of induction, theory confirmation, and models of explanation.

Course Outcomes:

Throughout this course, students will attain a multifaceted understanding of the philosophy of science, developing a nuanced perspective on the nature, foundations, and methodologies of scientific inquiry. By engaging with diverse topics, including the demarcation of science from non-science and pseudo-science, the distinctions between natural and social sciences, and the critical examination of scientific knowledge, students will cultivate analytical and evaluative skills.

UNIT 1. What is Science?

(a) Science and non-science (b) Science and pseudo-science (c) Natural and social sciences (d) Scientific method and research

UNIT 2. Scientific Knowledge

(a) Induction and its problem (b) What is theory? (c) Theory confirmation (d) Models of explanation

Contemporary Science and Philosophy

(a) Scientific verification (b) Biological conceptions (c) Revolution in physics (d) Science and logic

UNIT 3. The Logic of Science

(a) Causation and indeterminism (b) Elimination of psychologism (c) Deductive testing of theories (d) Falsifiability

Truth, Rationality and the Growth of Scientific Knowledge

(a) Background knowledge (b) Scientific growth Skepticism (c) The requirements for the growth of scientific knowledge

UNIT 4. Paradigms in Science

(a) Normal science (b) The paradigm concept (c) Puzzle solving (d) Scientific revolutions (e) Rationality and progress

Methodological Problems of Social Sciences

(a) Cultural relativism and social laws (b) functionalism and social science (c) Methodological individualism and social science

Essential Readings:

1. Ernest Nagel, *The Structure of Science*, Macmillan India Limited, New Delhi, 1984.
2. Karl Popper, *The Logic of Scientific Discovery*, Routledge and Kegan Paul, New York, 2010.
3. Thomas Kuhn, *The Structure of Scientific Revolutions*, University of Chicago Press, Chicago, 1996.
4. Lisa Bartolitti, *An Introduction to Philosophy of Science*, Polity Press, Cambridge, 2008.

PHLMJD-17: Philosophy of Mind

(4 Credits)

Course Objectives:

Explore the nexus of philosophy and psychology concerning the mind's essence. Assess significant mind theories like Cartesian dualism, behaviorism, and materialism. Analyze challenges these theories present in understanding mind-body relationships and consciousness. Investigate contemporary philosophy of mind debates, like phenomenal consciousness and cognitive science's role.

Learning Outcomes:

Grasp the historical and conceptual roots of philosophical inquiry into the mind's essence. Evaluate diverse perspectives on the mind-body problem and causal interactionism critically. Apply philosophical theories to real-world and scientific advancements in mental phenomena understanding. Foster interdisciplinary discourse among philosophy of mind, psychology, and cognitive science to tackle consciousness mysteries and related philosophical enigmas.

Unit -1

Philosophy and psychology of mind: mind in empirical psychology; mind in a priori philosophy; philosophical taxonomy of mental phenomena; sensations and propositional attitudes.

Unit – 2

Philosophical theories of mind: Cartesian dualism: the mind-body relation; problems of causal interactionism: mind and science

Unit – 3

Behaviourism; methodological and philosophical behaviourism: explanatory inadequacy; cognitivism in psychology

Materialism: mind-brain identity theory: problems of materialism: the problem of phenomenal consciousness

Unit –4

Functionalism: mind as a functional system: the computational mind; problems of inverted spectrum and absent qualia: criticism of strong Artificial Intelligence

Consciousness, cognitive science and philosophy: the mystery of consciousness and the explanatory gap naturalism about phenomenal consciousness.

Essential Readings:

1. David Chalmers, *The Conscious Mind*, Oxford University Press, 1996
2. Falanagan Block & Guzeldere (Eds), *The Nature of Consciousness*, MIT Press, 1997
3. E. J. Lowe, *An Introduction to the Philosophy of Mind*, Cambridge University Press, 2000
4. Paul M. Churchland, *Matter and Consciousness: A Contemporary Introduction to Philosophy of Mind*, Cambridge, Mass: MIT Press, 1998

Further Readings

1. T. E. Wilkerson, *Minds, Brains, and People*, Oxford: Clarendon Press, 1974
2. Sidney Hook (Ed), *Dimensions of Mind: A symposium*, New York: Collier Books, 1961
3. David M. Armstrong, *A Materialist Theory of Mind*, London: Routledge, 1968

PHLMID -18: PHILOSOPHY OF LANGUAGE

(4 Credits)

Course Objectives:

This course in Philosophy of Language aims to equip students with a comprehensive understanding of the fundamental theories, issues, and developments in the philosophy of language. Students will explore how language matters to philosophy, delving into metaphysical, logical, and analytical aspects. The course will critically examine various theories of meaning, including referential, ideational, picture, emotive theories, and the pragmatic view of meaning as use. It will also address the challenges and complexities of communication, exploring the nature of shared subjective experiences, barriers to effective communication, and the role of physical language. The course aims to familiarize students with the broad spectrum of linguistic philosophy, covering topics such as signs, conventions, and language as a system of symbols.

Learning Outcomes:

Upon completion of the course, students will be able to critically analyze and articulate the significance of language to philosophy, demonstrating an understanding of metaphysical, logical, and analytical dimensions. They will proficiently evaluate and compare various theories of meaning, recognizing the complexities of communication and the diverse challenges it poses. Students will gain a thorough understanding of linguistic philosophy, including the notions of signs, conventions, and symbolic systems.

Unit-1

Introduction

(a)How does language matter to philosophy (b) Metaphysics (c) Logic (d) Reform of language
(e)Philosophy as analysis

Unit-2

Theories of Meaning

(a) Referential theory (b) Ideational theory (c) Picture theory (d) Emotive theory (e) Meaning as use

Unit-3

Problems of Communication

(a) Is only structure communicated? (b) Removable and irremovable barriers to communication (c) Sharing one's subjective experience to others (d) Physical language (e) What does mutual understanding presuppose?

Unit-4

Language and its Near Relations

(a) The generic notion of a sign (b) Regularity of correlation and regularity of usage (c) Icon, index and symbol (d) The notion of convention (e) Language as system of symbols

Unit-5

Empirical Criterion of Meaninglessness

(a) Meaningless sentences (b) The semantic stratification of language (c) Logical atomism (d) Verifiability as a criterion of meaning

Unit-6

Grammatical Models

(a) What is vagueness? (b) Ambiguity (c) Language-games (d) The metaphysical aura around certain words

New Horizons in Language

a) Speech acts (b) Generative grammar (c) Deconstruction (d) Private language

Essential Readings:

1. William P. Alston, *Philosophy of Language*, Prentice-Hall, New Delhi, 1988.
2. F. Waismann, *The Principles of Linguistic Philosophy*, Macmillan, New Delhi, 1968.

Further Readings

1. Alexander Miller, *Philosophy of Language*, Routledge, New York, 2004.
2. John Searle, *Speech Acts: An Essay in Philosophy of Language*, Cambridge University Press, London, 1970.
3. Noam Chomsky, *New Horizons in the Study of Language and Mind*, Cambridge University Press, London, 2000.
4. Christopher Norris, *Deconstruction: Theory and Practice* Routledge, London, 2002.

PHLMID-7(A)- PHILOSOPHY OF SRI AUROBINDO

(4 Credits)

Course Objectives:

This course aims to provide students with a comprehensive understanding of Sri Aurobindo's life and integral philosophy. By exploring the foundational concepts of his philosophy, such as evolution and involution, students will gain insight into the profound nature of Aurobindo's thought. The modules dedicated to The Life Divine; and The Synthesis of Yoga; will deepen students' comprehension of key aspects like the human aspiration, the Supreme Consciousness, and the yogic path.

Course Outcomes:

By the end of the course, students are expected to have a profound grasp of Sri Aurobindo's integral philosophy, enabling them to analyze and interpret his ideas with depth and clarity. Overall, the course intends to instill in students a comprehensive understanding of Sri Aurobindo's philosophy and its relevance to contemporary thought.

UNIT -1

Sri Aurobindo's Integral Non-dualism (Poorna Advaita): Life sketch – The philosophical background – Integration of the Matter and the Spirit – Reality as Sat-Chit-Ananda.

UNIT- 2

Involution and Evolution: 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 -3

The Triple Transformation: 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- 4

Integral (Poorna) Yoga: Meaning and aim of Yoga – Integral approach to yoga.

UNIT -5

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

Essential Readings:

1. Haridas Chaudhuri, *Sri Aurobindo: The Prophet of Life Divine*, Sri Aurobindo Ashram, Pondicherry, 1973.
2. Haridas Choudhary (Edr), *The Integral Philosophy of Sri Aurobindo*, George Allen & Unwin Ltd, London, 1960.
3. V.M. Reddy, *Sri Aurobindo's Philosophy of Evolution*, Sri Aurobindo Ashram, Pondicherry, 2004.
4. Aparna Banerjee, *Integral Philosophy of Sri Aurobindo*, Decent Books, 2012.
5. Indrani Sanyal & Krishna Roy, *Understanding the Thoughts of Sri Aurobindo*, D.K. Printworld, 2007.

Further Readings:

1. Aurobindo, Sri. *The Life Divine*. Sri Aurobindo Ashram, 1990.
2. Aurobindo, Sri. *The Synthesis of Yoga*. Sri Aurobindo Ashram, 1999.
3. Ragunath Pani, *Integral Education: Thought and Practice*, Ashish Publishing House, New Delhi, 1987.

PHLMID-7(B): INDIAN MATERIALISM**(4 Credits)****Learning Objectives:**

The primary objective of this course is to familiarize the students with the nature, significance and import of Materialism as a strong philosophical motif present in the Indian philosophical knowledge systems. This course will also critically evaluate the theoretical framework in the activity of philosophizing in Indian materialism. This course will bring out the contemporary relevance of Indian materialism and throw fresh light on its historical role in Indian Philosophy and knowledge systems.

Course Learning Outcomes:

The student after having done this course is expected to have a fair understanding of the theoretical construct as well as the argumentative force of Materialism as a philosophical theory in the Indian context. The students will have understood a vital element in the Indian knowledge systems. The student will be able to appreciate the plurality and diversity of Indian knowledge systems.

Unit 1

Introduction

1. Ancient Indian Materialism and Its sources.
2. Characteristic features of Carvaka/Lokayata: Metaphysics, Epistemology and Ethics

Unit 2

Shades of Materialism

1. The Materialistic view: Rational, Realistic
2. Naturalistic, Anti-dogmatic and Anti-ritualistic.

Unit 3

Influence on Contemporary Times

1. Indian Materialism and Its Influence in Contemporary Social Movements:
2. Marxist, Atheist, Rationalist

Unit 4

1. Contemporary Indian Materialists
2. Contemporary Thinkers of Indian Materialism: M.N.Roy, Periyar, D.P. Chattopadhyaya.

Essential Readings:

1. Roy M.N. *Materialism*, Ajanta Publications, Delhi.1987
2. Chattopadhyaya Debiprasad, *Lokayata – Study in Ancient Materialism*, Peoples Publishing house, Bombay. 2008
3. Franco Eli, *Lokayata* (in Brill's *Encyclopedia of Hinduism*, Vol. III), ed. Knut A. Jacobsen, Lieden/Boston, Brill, 2011.
4. Dale M Reipe, *Naturalistic Traditions in Indian Thought*, 1961.
5. Quack Jihannes, *Disenchanted India – Organized Rationalism and Criticism of Religion in India*, Oxford University Press, Delhi, 2012.
6. Mills Ethan, 'Jayarasi's Delightful Destruction of Epistemology', *Philosophy East & West*, Vol. 65, 2015, pp. 498-54.

PHLMID – 7(C) – PHILOSOPHY OF ARTIFICIAL INTELLIGENCE

(4 Credits)

Course Objectives:

This course on the Philosophy of Artificial Intelligence endeavours to provide students with a holistic understanding of the field, covering its history, foundational principles, and ethical

implications. Throughout the course, students will explore the definition of Artificial Intelligence and its philosophical underpinnings, gaining insights into the nature and scope of the Philosophy of Artificial Intelligence. The social impact of AI on philosophical perspectives will be critically examined. Moving beyond definitions, the course will delve into the intricacies of intelligence and learning, drawing comparisons between human, animal, and machine learning.

Course Outcomes:

Upon completion of the course, students are expected to possess a deep understanding of the history, foundations, and ethical considerations of Artificial Intelligence. They should be capable of critically analyzing the implications of AI on society, addressing philosophical questions surrounding intelligence and learning, and evaluating the ethical dimensions of AI systems. The course aims to equip students with the knowledge and critical thinking skills necessary to navigate the evolving landscape of Artificial Intelligence responsibly. Recommended readings and case studies will further enhance practical insights and facilitate a comprehensive grasp of AI's philosophical and ethical dimensions.

Unit -1

History and Foundations of Artificial Intelligence

Philosophy of Artificial Intelligence

Nature and scope of Philosophy of Artificial Intelligence

Social impact on Philosophy of Artificial Intelligence

Unit -2

Natural Intelligence and Learning

Agent and intelligence

What does it mean for an agent to learn?

How does learning [intelligence] in humans compare to learning [intelligence] in animals or machines? Are these differences a matter of degree, or kind?

Unit -3

Machine Learning and Artificial Intelligence –

Neural network

Machine learning

Distinction between supervised learning, unsupervised learning, and reinforcement learning

Unit -4

Ethical and Philosophical Implications of Artificial Intelligence Systems –

Future of AI pose and threat to humanity

Learning algorithms and morally objectionable biases

AI systems and its space social relations

Essential Readings –

1. Paul, Thagard, “Philosophy and Machine Learning”, Canadian Journal of Philosophy, 1990
2. Alan, M. Turing., “Intelligence Machinery’ ’in D. C. Ince (ed.) Mechanical Intelligence: Collected Works of A. M. Turing, 1992
3. Start, Russell, “Intelligence in Humans and Machines”, Chapter 2 in Human Compatible: Artificial Intelligence and the Problem of Control, 2019
4. Stuart, Russell., “The Misuses of AI” Chapter 4 in Human Compatible: Artificial Intelligence and the Problem of Control, 2019
5. Mathias, Risse., “Human Rights and Artificial Intelligence: An Urgently needed Agenda”, Human Rights Quarterly, 2019
6. Neil, M. Richards and William D. Smart, “How Should the Law Think About Robots?” SSRN Electronic Journal, 2013

PHLMID 8(A): INDIAN CULTURE (4 Credits)

Course Objectives:

The course aims to provide students with a comprehensive understanding of Indian culture by exploring its diverse components, including its meaning, classification, and the significance of sub-cultures within the broader context of civilization. Students will examine the religious dimensions of Indian culture, encompassing folk, Hindu, Jaina, Buddhist, and Sikh traditions, delving into their beliefs, rituals, and practices to foster a deeper appreciation of India's rich spiritual heritage. The course also aims to analyze the philosophical and architectural aspects of Hindu temples, elucidating the underlying principles of temple design and the evolution of architectural styles, thereby enhancing students' understanding of the cultural significance of these sacred structures. Additionally, students will study Tamil culture, particularly its literary traditions and socio-cultural divisions like Agam and Puram, to gain insights into the unique

cultural expressions of South India. Finally, the course will explore the concept of unity in diversity within the Indian cultural context, examining the factors contributing to national integration despite geographical, racial, linguistic, religious, and cultural diversities, promoting a deeper understanding of India's cultural unity and pluralistic ethos.

Learning Outcomes:

By the end of "Indian Culture" students will demonstrate a comprehensive understanding of Indian culture, articulating its meaning, classification, and the significance of sub-cultures within the broader framework of civilization. They will appreciate the richness and complexity of diverse religious cultures in India, including folk, Hindu, Jaina, Buddhist, and Sikh traditions, recognizing their distinctive beliefs, rituals, and contributions to Indian cultural heritage. Through the study of Hindu temple philosophy and architecture, students will gain insights into the symbolic significance and structural elements of Hindu temples, appreciating the spiritual and aesthetic dimensions of these sacred spaces. Moreover, students will acquire a nuanced understanding of Tamil culture, including its literary traditions, socio-cultural divisions like Agam and Puram, and the Five divisions of land and life, fostering an appreciation for the cultural diversity within India's regional contexts. Finally, by exploring the concept of unity in diversity and national integration amidst geographical, racial, linguistic, religious, and cultural diversities, students will develop a deeper awareness of India's pluralistic ethos and its significance in fostering social cohesion and harmony.

UNIT 1

Introduction: Meaning of culture – Classification of culture – Sub-cultures – Culture and civilization – Indus Valley Civilization: Its antiquity, city life, and religious behavior – Debates on Aryan invasion.

UNIT 2

Religious culture: Folk religious culture – Hindu religious culture – Jaina religious culture – Buddhist religious culture – Sikh religious culture.

UNIT 3

Hindu Temples: Philosophy behind Hindu *agamic* temple plan – Hindu temple architectural styles.

UNIT 4

Tamil culture: *Agam* and *Puram* – Five divisions of land and life.

UNIT 5

Unity among diversities: Geographical, racial, linguistic, religious and cultural diversities – Unity in Diversity – National Integration.

Essential Readings:

1. Sunit Kumar Chatterji and others, *Indian Culture*, Universal Publications, New Delhi, 1966.
2. B.N. Lunia, *Evolution of Indian Culture*, Lakshmi Narain Agarwal, Agra, 1994.
3. S.V. Venkateswara, *Indian Culture Through the Ages*, Cosmo Publications, New Delhi, 1980.
4. Theodore De Barry and others, *Sources of Indian Tradition*, Motilal Banarsidass, New Delhi, 1988.

Further Readings

1. A.L. Basham (Edr), *A Cultural History of India*, Oxford University Press, Delhi, 1984.
2. Sri Aurobindo, *Foundations of Indian Culture*, Sri Aurobindo Ashram, Pondicherry, 1988.

PHLMID 8(B): PHILOSOPHY OF VIRA SAIVISM (4 Credits)

Course Objectives:

In "Philosophy of Vira Saivism", students will be introduced to the philosophical and spiritual tradition of Veera Saivism (Lingayatism), focusing on devotion to Lord Shiva and the pursuit of spiritual liberation. They will explore foundational concepts like the nature of God (Shiva), Shakti, and the path to liberation (Moksha). Additionally, students will analyze the historical development of Veera Saivism within Hinduism and its mystical and ritualistic practices, evaluating its relevance to contemporary ethical and spiritual challenges.

Learning Outcomes:

By the end of "Philosophy of Vira Saivism", students will have developed a comprehensive understanding of the philosophical foundations and spiritual practices of Veera Saivism, including its cultural significance and historical evolution. They will interpret primary Veera Saiva scriptures and deepen their knowledge of key concepts like unity (Aikya), divine power

(Shakti), and direct experience of the divine (Anubhava). Furthermore, students will hone critical thinking skills through comparative analysis with other philosophical traditions, articulating their interpretations of Veera Saiva philosophy. They will reflect on its cultural and social dimensions, including its impact on art, literature, and social reform movements, while exploring its contemporary relevance in addressing modern challenges related to spirituality, morality, and social justice.

UNIT – 1

Introduction: Origin and development of Vira Saivism –Basavanna the great proponent and expounder – Literary sources of Vira Saivism.

UNIT – 2

Ultimate Reality: Ultimate Reality as Para Siva, as Sat-Cit-Ananda, as Linga-Sthala – Six-fold manifestation of Linga-Sthala.

Sakthi: Sakthi as an inseparable attribute of Para Siva – Sakthi as Kala and Bakthi – Sakthi as Mula Prakrti or Maya – Sakthi Visishtadvaita – Srsti and Pralaya.

Jiva:Bhedabheda (difference cum non-difference) of Para Siva and the Jiva (individual Self)– Jiva as Anga-Sthala – Six-fold manifestation of Anga-Sthala.

UNIT – 3

Bondage and Release of Jiva: Avidya as the root cause for the bondage of Jiva – Union of Jivawith Para Siva (linga-anga-samarasya) as the release.

UNIT – 4

Ethics: Satsthala (gradual six-fold process) for reunion at the gross and the subtle levels – Reunion through surrender to Guru, Jangama and Linga – Diksha – Pancha achara (five rules of conduct) – Ashtavarana (the eight observances).

Essential Readings

1. Kanti Chandra Pandey, *An Outline of History of Saiva Philosophy*, Motilal Banarsidass, Delhi, 1986.
2. Jadunath Sinha, *Schools of Saivism*, Sinha Publishing House Pvt. Ltd., Calcutta, 1975.
3. Surendranath Dasgupta, *A History of Indian Philosophy (Vol. 5: Southern Schools of Saivism)*, Cambridge University Press. 1955.
4. T.M.P. Mahadevan, *Invitation to Indian Philosophy*, Arnold-Heinemann Publishers (India) Pvt. Ltd., New Delhi, 1974.

PHLMID 6(B): INTRODUCTION TO INDIAN EPISTEMOLOGY

(4 Credits)

Course Objectives:

Investigate Indian epistemology's core principles, covering knowledge sources and philosophical traditions. Analyze perception, inference, truth theories, and error concepts. Evaluate truth and error theories. Explore knowledge acquisition methodologies in Indian philosophy.

Learning Outcomes:

Grasp Indian philosophy's tripartite knowledge system and its diverse knowledge sources. Differentiate perception and inference types, crucial in epistemological discussions. Critique truth and error theories like self-evidence and correspondence theories. Apply Indian epistemology's principles to modern philosophical debates.

UNIT 1

Introduction: Tripartite knowledge – Sources of Knowledge and the Schools of Indian philosophy.

UNIT 2

Perception: Perception – Indeterminate and Determinate perception – External and Internal perception – Normal and Supranormal perception.

UNIT 3

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

UNIT 4

Theories of Truth: The Self-Evidence Theory –The Correspondence Theory

UNIT 5

Theories of Error: Asatkhyati – Atmakhyati – Anyathakhyati – Akhyati – Anirvacaniyakhyati
Yatharthakhyati – Abhinava-Anyathakhyati.

Essential Readings:

1. Satischandra Chatterjee & Dhirendramohan Datta, *An Introduction to Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2016.

2. T.M.P. Mahadevan, *Invitation to Indian Philosophy*, Arnold-Heinemann, New Delhi, 1982.
3. Nikunja Vihari Banerjee, *The Spirit of Indian Philosophy*, Arnold-Heinemann Publishers Pvt Ltd, New Delhi, 1974.

Further Readings:

1. Bijayananda Kar, *The Theories of Error in Indian Philosophy: An Analytical Study*, Ajanta Publications (India), Delhi, 1978.
2. Dhirendramohan Datta, *The Six Ways of Knowing*, University of Calcutta, Calcutta, 1998.
3. Govardhan P. Bhatt, *The Basic Ways of Knowing*, Motilal Banarsidass Publishers Pvt Ltd, Delhi, 1989.
4. Swami Satprakashananda, *Methods of Knowledge*, Advaita Ashram, Kolkata, 2001.
5. Satischandra Chatterjee, *The Nyaya Theory of Knowledge*, University of Calcutta, 1978.
6. S.N. Kandaswamy, *Indian Epistemology as Expounded in the Tamil Classics*, International Institute of Tamil Studies, Chennai, 2000.

IV YEAR (SEMESTER – VIII)

PHLMJD-19: Hermeneutics and Deconstruction

(4 Credits)

Course Objectives:

Hermeneutics delves into the fundamental theories of interpretation, exploring their application across various texts. This field examines the intricate relationship between language, culture, and interpretation, as elucidated by influential thinkers. Additionally, hermeneutics engages with deconstruction, critiquing modernist and Enlightenment ideologies. By scrutinizing deconstruction's ethical implications, this discipline contributes to contemporary discourse on societal norms and knowledge systems.

Learning Outcomes:

Explore interpretation theories by Scheleiermacher, Dilthey, Heidegger, and Gadamer. Assess hermeneutics' role in understanding cultural artifacts and historical contexts. Critically examine postmodernist notions, like metaphysical rejection and traditional concept deconstruction. Reflect on deconstruction's implications for societal power dynamics, language, and ethical norms.

Part 1 Hermeneutics

1. Scheleiermacher: Theory of Interpretation of The Bible
2. Wilhelm Dilthey: Theory of meaning and interpretation cultural products and the spirit of an age; the hermeneutics circle
3. Martin Heidegger Phenomenology as hermeneutics the defining capacity of Dasein as the interpretative understanding of its world; theoretical understanding and interpretation in an action
4. Hans-Georg Gadamer: theory of fore-conceptions and prejudices; consciousness as effective -historical; lived acquaintance with developing tradition; fusion of horizons.

Part-II Deconstruction

1. The connection between post-modernism and wider cultural movements
2. Modernism and post-modernism
3. Hostility to depth
4. The death of the author
5. Rejection of metaphysics as the ground for our basic practices, discourses and beliefs
6. Rejection of Enlightenment appeal to reason; incredulity towards metanarratives
7. The fall of the self as the rational subject
8. Michael Foucault relation between power and knowledge
9. Derrida: Rejection of the metaphysics of presence; logocentrism; language a species of writing
10. The ethics of deconstruction: liberation and alienation

Essential Readings:

1. Wilhelm Dilthey, *Selected Writing*, Tr: H. Rickman, Cambridge University Press, 1986.
2. Martin Heidegger: *The Basic Problems of Phenomenology*, Tr. A. Hofstadter, Bloomington Indiana University Press, 1982.
3. J. Macquarie & E. Robinson (Tr), *Being and Time*, Oxford & Blackwell, 1980.
4. D. F. Krell (Tr), *Basic Writings*, London Routledge & Kegan Paul, 1978.
5. H.L. Dreyfus, *Being-in-the-World*, Cambridge Mass: MIT Press, 1991.
6. Hans-Georg Gadamer, *Truth and Method*, W. Glen-Doepel (Tr), London Sheed & Ward, 1979.
7. J Bleicher (Ed): *Contemporary Hermeneutics*, London: Routledge & Kegan Paul, 1980.

Further Readings

1. H. Dreyfus & P. Rabinow, *Michael Foucault Beyond Structuralism and Hermeneutics*, Chicago: University of Chicago Press, 1982.
2. Jacques Derrida: *Writing and Difference*, Tr. A. Bass, London: Routledge & Kegan Paul, 1978.
3. Jacques Derrida, *Of Grammatology*, Tr. Gayatri Spivak, Baltimore John Hopkins University Press 1976.
4. Christopher Norris, *Derrida*, London: Harper Collins 1987.

5. Richard Rorty, *Essays on Heidegger and Others*, Cambridge University Press 1991.
6. David Cooper, *World Philosophies: An Historical Introduction*, Oxford Blackwell 1995.

PHLMJD-20: RESEARCH METHODOLOGY IN PHILOSOPHY

(4 Credits)

Course Objectives:

This course aims to equip students with a comprehensive understanding of research methodology in philosophy, fostering the development of critical thinking and scholarly skills. The primary objective is to elucidate the nature of research in philosophy, exploring its multifaceted dimensions and the underlying methodology. Students will delve into the qualifications essential for engaging in philosophical research, emphasizing both general prerequisites and specialized capacities such as heuristic motivation and reflective ability.

Learning Outcomes:

By the end of the course, students will have honed their research skills, gained proficiency in topic selection and project execution, and developed the ability to present philosophical research effectively. The recommended readings will serve as valuable resources, ensuring a well-rounded understanding of research practices in philosophy.

UNIT I

What is Research Methodology?

- (a) The term “research” (b) The methodology of research (c) The finished products of research
(d) Methods of philosophy

Qualifications for Research in Philosophy

- (a) General qualifications for research (b) Heuristic motivation (c) Reflective (d) ability (e) Special qualifications for research in philosophy (f) Capacity for (g) high degree of generalization

UNIT 2

Topics for Research

(a) Types of topics (b) Thinker or text-based topics (c) concept-based topics (d) meta-philosophical topics (e) Inter-disciplinary topics.

Principles and Steps in Choosing a Topic

(a) How to choose a topic? (b) Scope of topic for original contribution (c) The nature of originality in philosophy (d) Identifying an area

UNIT 3

Stages in the Execution of a Research Project

(a) The source of material (b) classification of data (c) Organization of materials (d) Methods of organization (e) Kinds of synthesis required for research

Presentation of thesis

(a) Form of the thesis and contents (b) introduction (c) Chapters (d) titles, sub-titles, foot or end-notes (e) Citation of quotations (f) Transliteration and bibliography

UNIT 4

Critical Edition of Works

(a) The meaning of critical edition (b) material required for critical edition (c) Equipment for a critical editor

Epistemology and Methodology of Research in Philosophy

(a) Epistemology as the methodology of metaphysics (b) The distinction between epistemology and the methodology of research in philosophy

Essential Readings

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

PHLMID-21: RESEARCH PROJECT (Alternatively)

Or

PHLMID-22: A Contemporary Study of Buddhism

(4 Credits)

Course Objectives:

Since the time of the Buddha, Buddhists have developed a rigorous and profound tradition of philosophy. The Buddhist path consists in the combined practice of philosophical reasoning, ethical practice and meditation. This course will focus on philosophical reasoning. For Buddhists, enlightenment is attained by gaining insight into the nature of reality (metaphysics), knowledge (epistemology), language (philosophy of language) and our ways of living (ethics). The course proceeds by analyzing some core texts of Buddhist philosophy (in English translation) together with some secondary literature.

Learning Outcomes

Upon successful completion of this course, students will have the knowledge and skills to demonstrate a general knowledge and figures some issues in the Buddhist tradition of Philosophy. They can express and expound views and pre-suppositions of Buddhist philosophers clearly and lucidly and understand it critically. They also can evaluate theories, arguments and presuppositions of Buddhist philosophers.

Unit – 1 – Nyāyabindu - Dharmakīrti : Pratyakṣa Khanda

Unit – 2 – Nyāyabindu - Dharmakīrti : Anumāna Khanda

Unit – 3 – Mūlamadhyamakakārikā – Nāgārjuna (1st part)

Unit – 4 – Mūlamadhyamakakārikā – Nāgārjuna (2nd part)

Essential Readings

1. *Nyayabindu of Dharmakirti* (with Dharmottara's Commentary), L. D. Institute of Indology, 1991.
2. English translation of *Nyāyabinduṭīkā*, Stcherbatsky, Buddhist Logic: In Two Volumes, 1930.
3. *Mulamadhyamakakarika of Nagarjuna: The Philosophy of the Middle Way* (Sanskrit Text, English Translation and Annotation), David J. Kalupahana, Motilal Banarsidass Publishers, 2015.
4. *Nagarjuna's Middle Way: Mulamadhyamakakarika* (Classics of Indian Buddhism), Mark Siderits and Shoryu Katsura, Wisdom Publications, 11 June 2013.

**PHLMID 23: A COMPARATIVE STUDY OF VEDANTIC SCHOOLS OF PHILOSOPHY
(4 Credits)**

Course Objectives:

This course aims to explore Vedanta philosophy's foundational texts and interpretive literature in Indian philosophical traditions. It compares epistemological perspectives of Advaita, Visistadvaita, and Dvaita Vedanta on knowledge, truth, and perceptual error. Metaphysical frameworks of Vedantic schools, including Ultimate Reality, individual selves, world, and Maya, are analyzed. Concepts of bondage, liberation, and the path to liberation are evaluated, along with an overview of other Vedantic schools like Dvaitadvaita, Suddhadvaita, and Acintya-bhedabheda.

Learning Outcomes:

This course aims to equip students with a thorough grasp of Vedantic philosophy's foundational texts and interpretive literature. They'll critically examine epistemological positions of Advaita, Visistadvaita, and Dvaita Vedanta, analyzing their implications for truth and knowledge. Metaphysical frameworks of Vedantic schools will be evaluated, including key concepts and inter-school criticisms. Students will also delve into concepts of bondage, liberation, and ethical dimensions of Vedantic thought, fostering an understanding of its diverse schools and contributions to Indian philosophy.

UNIT – 1

Introduction: Place of Vedanta in Indian schools of philosophies – Foundations of Vedanta philosophy in the Upanishads, in Srimad Bhagvad Gita and the Brahmasutra of Badharayana – Commentarial tradition – A short introduction of the Vedantic schools of philosophies compared (Advaita Vedanta, Visistadvaita Vedanta and Dvaita Vedanta).

UNIT – 2

Epistemology of Vedantic Schools: Sources of knowledge – Theory of Truth – Theory of perceptual error – Criticisms levelled against the epistemological stands of one school by the other schools.

UNIT – 3

Metaphysics of Vedantic Schools: The Ultimate Reality – Individual Selves – World – Maya – Understanding the kind of relationship among them – Criticisms levelled against the metaphysical stands of one school by the other schools.

UNIT – 4

Bondage and Liberation of the Soul according to the Vedantic Schools: Cause of bondage of the Self – Doctrine of Karma – Path of liberation – Status of the liberated Self – Criticisms levelled against the ethical stands of one school by the other schools.

UNIT – 5

A short introduction to other Vedantic Schools: Dvaitadvaita of Nimbarka – Suddhadvaita of Vallabha – Acintya-bhedabheda of Sri Caitanya.

Essential Readings

1. Satischandra Chatterjee & Dhirendramohan Datta, *An Introduction to Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2016.
2. Chandradhar Sharma, *A Critical Survey of Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2013.
3. T.M.P. Mahadevan, *Invitation to Indian Philosophy*, Arnold-Heinemann, New Delhi, 1982.
4. M. Hiriyanna, *Outlines of Indian Philosophy*, Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 2014.
5. Jadunath Sinha, *Outlines of Indian Philosophy*, Pilgrims Publishing, Varanasi, 2005.

Further Readings

1. Surendranath Dasgupta, *History of Indian Philosophy* (Vols. 1–4), Motilal Banarsidass Publishers Pvt. Ltd, New Delhi.
2. S. Radhakrishnan, *Indian Philosophy*, (Vols. 1 & 2), Oxford University Publishers, New Delhi, 2009.
3. (Edr), *History of Philosophy – Eastern and Western* (Vol. 1), George Allen & Unwin Ltd, London, 1952.
4. Jadunath Sinha, *Indian Philosophy*, (Vols. 1 & 2), Motilal Banarsidass Publishers Pvt. Ltd, New Delhi, 1999.
5. P.T. Raju, *Structural Depths of Indian Thought*, South Asian Publishers Pvt. Ltd, New Delhi, 1985.
6. Nikunja Vihari Banerjee, *The Spirit of Indian Philosophy*, Arnold-Heinemann Publishers Pvt. Ltd, New Delhi, 1974.

PHLMID 24: PHILOSOPHY OF STRUCTURALISM
(4 Credits)

Course Objectives:

This course delves into structuralism's foundational concepts and methodologies, focusing on its approach to reality, knowledge, and binary oppositions. Key figures like Saussure, Levi-Strauss, Lacan, Althusser, and Barthes are examined for their contributions. The interplay between language, communication, and social structures is analyzed within structuralism. The transition to post-structuralism, critiques, and developments are explored. Implications for understanding language, ideology, and culture are critically evaluated.

Learning Outcomes:

This course ensures students grasp foundational principles of structuralism, including its treatment of language and social structures. They analyze major structuralist thinkers' works critically, understanding their impact on subsequent discourse. Students apply structuralist theories to interpret cultural texts and social phenomena. Transitioning to post-structuralism, they identify key critiques and developments. Engaging with primary and secondary sources, they articulate informed critiques and original perspectives on these theories' relevance to contemporary philosophical debates.

UNIT – 1

Introduction: Rise of Structuralism as an intellectual movement – Reality and knowledge – Binary oppositions – Synchrony and Diachrony.

UNIT – 2

Ferdinand de Saussure: Langue – Parole – Signifier – Signified – Value or Differentiation.

Claude Levi-Strauss: Communication and social unity.

UNIT – 3

Jacques Lacan: Unconscious as the discourse of the other – Confirmation of the individual self-hood as the ultimate ideal.

UNIT – 4

Louis Althusser: Importance of ideologies – Ideology and language.

Roalnd Barthes: Mythologies and the ordinary things of the world.

UNIT – 5

Introduction to Post Structuralism.

Essential Readings

1. Richard Harland, *Superstructuralism: The Philosophy of Structuralism and Post-Structuralism*, Routledge, London, 1991.
2. Catherine Belsey, *Poststructuralism – A Very Short Introduction*, Oxford University Press, 2002.
3. John Sturrock (Edr), *Structuralism and Since – From Levi Strauss to Derrida*, Oxford University Press, Madras, 1979.
4. Edith Kurzweil, *The Age of Structuralism: Levi Strauss to Foucault*, Columbia University Press, New York, 1980.

Further Readings

1. Madan Sarup, *An Introductory Guide to Post-structuralism and Postmodernism*, The University of Georgia Press, Athens, 1989.
2. Gopi Chand Narang, *Structuralism, Post-Structuralism and Eastern Poetics* (in Hindi and in Tamil), Sahitya Akademi, New Delhi.