

**CURRICULUM FOR THE FOUR-YEAR UNDERGRADUATE PROGRAMME
UNDER THE NEW EDUCATION POLICY**

ASSAM UNIVERSITY SILCHAR



DEPARTMENT OF PHILOSOPHY

**Curriculum
For
FYUG Programme**

**Under NEP-2020
W.E.F 2023-24**

CURRICULUM FOR THE FOUR-YEAR UNDERGRADUATE PROGRAMME UNDER THE NEW EDUCATION POLICY

SEMESTER WISE LIST OF PHILOSOPHY DSC (DISCIPLINE SPECIFIC CORE) PAPERS

SEMESTER	PAPER CODE	NAME OF THE PAPER	CREDITS
I	PHIDSC 101T	Epistemology and Metaphysics (Indian)	3
	PHIDSC 102T	Epistemology and Metaphysics (Western)	3
II	PHIDSC 151T	Ethics I (Indian)	3
	PHIDSC 152T	Ethics II (Western)	3

Semester wise list of Philosophy DSM (Discipline Specific Minor) Papers

SEMESTER	PAPER CODE	NAME OF THE PAPER	CREDITS
I	PHIDSM 101T	Epistemology and Metaphysics (Indian)	3
II	PHIDSM 151T	Epistemology and Metaphysics (Indian)	3

SEMESTER	PAPER CODE	NAME OF THE PAPER*	CREDITS
I	AEC – I MIL - 101	MIL - 101	2
II	AEC – II EL - 151	EL - 151	2

Semester wise list of Philosophy SEC (Skill Enhancement Course) Papers

SEMESTER	PAPER CODE	NAME OF THE PAPER	CREDITS
I	PHISEC 101T	Logic I (Aristotelian Logic)	3
II	PHISEC 151T	Logic II (Modern Logic)	3

Semester wise list of Philosophy IDC (Inter-Disciplinary Course) Papers

SEMESTER	PAPER CODE	NAME OF THE PAPER	CREDITS
I	PHI IDC 101T	Applied Ethics	3
II	PHI IDC 151T	Environmental Ethics	3

SEMESTER	PAPER CODE	NAME OF THE PAPER	CREDITS
I	VAC - 101	As proposed by the expert committee	3
II	VAC - 151	As proposed by the expert committee	3

** The syllabi of MIL - 101 and EL - 151 will be added as per the decision of Language Departments of the concerned Philosophy Department.*

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SYLLABI OF PHILOSOPHY DSC PAPERS

SEMESTER-I

PHIDSC101T

EPISTEMOLOGY AND METAPHYSICS (INDIAN)

Contact Hours: 45

Full Marks = 100 [ESE (70)/CCA (30)]

Course objectives: The paper explores the fundamental concepts and theories of Epistemology and Metaphysics within the context of Indian Philosophy. The core objectives of this course/paper are:

- i. To introduce students to significant philosophical thought, regarding knowledge and the nature of reality. Students will explore concepts, such as, perception, inference, testimony, consciousness, existence, etc., as understood in Indian epistemology and metaphysics.
- ii. To engage with prominent Indian Philosophical Schools, such as, Cārvāka, Buddha, Jaina, Nyāya-Vaiśeṣika, Sāṃkhya-Yoga, Mīmāṃsā-Vedānta, etc., and critically evaluate their epistemological and metaphysical positions as well as the logical arguments supporting them.
- iii. To cultivate an appreciation for diverse philosophical perspectives. This course will encourage students to develop an open-minded and inclusive attitude towards philosophical inquiry.
- iv. To enhance critical thinking and analytical skills. Students will learn to critically assess philosophical theories, identify logical fallacies, and construct well-reasoned arguments in response to complex philosophical questions.

Unit- I

General ideas about the Schools of Indian Philosophy

Concept of Rta, Law of Karma, Upanisadic concept of Self/Atman

Unit- II

Carvaka- Epistemology, Metaphysics

Jainism- Syadvada, Anekantavada

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Unit-III

Buddhism - Four Noble Truths, Pratityasamutpada, Nairatmyavada, Ksanikatvavada,

Unit- IV

Nyaya- Prama &Aprama; Pramana, Pratyaksa, Anumana and its kinds

Vaisesika - Padarthas- Samanya, Visesa, Samavaya and Abhava, Paramanyuvada (Atomism)

Unit- V

Samkhya- Prakrti, Purusa, Theory of Evolution

Advaita Vedanta - Concept of Brahman and Maya

Visistadvaita - Ramanuja's Criticism of Sankara's concept of Maya, Brahman

Course Outcome:

This course will thus help students to identify the basic structure and origin of schools/systems of Indian philosophy with an understanding of the Upanisadic world-view of Self and the universe, as well as the backgrounds of critical thinking in Indian Philosophical tradition. Along with this, on the completion of the course, learners will be acquainted with various epistemological and metaphysical questions that exist in the realm of philosophical enquiry to define and justify the scope and grounds of knowledge themselves. They will also be acquainted with the various approaches to those queries offered by different schools of the Indian philosophical systems which are proving their relevance even today. It will teach students to cope with problems concerning practical life with the goal of self-realization.

Suggested Readings:

1. Sinha, J.N., Outlines of Indian Philosophy, New Central Book Agency Pvt. Ltd.
2. Dutta, D.M. and Chatterjee, S.C. An Introduction to Indian Philosophy, CUP
3. Hiriyanna, M, Outlines of Indian Philosophy, MLBD
4. Sharma, C.D., A Critical Survey of Indian Philosophy, MLBD
5. Radhakrishnan, S., Indian Philosophy, Vol. I and II, OUP
6. Dasgupta, S., History of Indian Philosophy, MLBD
7. Dutta, D.M., Six Ways of Knowing, Calcutta University Press.
8. Mohanty, J.N., Essays on Indian Philosophy, Oxford Pub
9. Nalini Bhushan and Garfield, Jay (ed) Indian Philosophy in English, Oxford Publication
10. B.K. Motilal, Perception, Oxford Publication
11. Gupta, Bina, Explorations in Indian Philosophy, Vol. I (ed), OUP
12. Kuppaswami Shastri, A Primer of Indian Logic
13. Balasubramanian, R, The Tradition of Advaita, Munsiram Manoharlal Publishers
14. Srinivas Rao, Advaita – A Modern Critique, OUP

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SEMESTER-I

PHIDSC102T

EPISTEMOLOGY AND METAPHYSICS (WESTERN)

Contact Hours: 45

Full Marks = 100 [ESE (70)/CCA (30)]

Course objectives: The paper explores the fundamental concepts and theories of Epistemology and Metaphysics in the Western philosophical tradition. The core objectives of this course/paper are:

- i. To understand the central questions and problems addressed by epistemology and metaphysics, such as, the nature of knowledge, the nature of reality, etc.
- ii. To analyse and evaluate different philosophical theories and arguments related to epistemology and metaphysics, including Rationalism, Empiricism, Realism, Idealism, and various other metaphysical positions.
- iii. To critically engage with the primary texts by prominent Western philosophers, such as, Descartes, Kant, Hume, Berkeley and others, and comprehend their philosophical contributions to the fields of epistemology and metaphysics.
- iv. To apply philosophical methodologies and logical reasoning skills to formulate and defend coherent positions on epistemology and metaphysical issues.

Unit- I

Meaning and Scope of Philosophy, Metaphysics, Epistemology, Axiology, Concept of Applied Philosophy

Unit- II

Plato: Theory of Knowledge, Theory of Ideas

Aristotle: Form and Matter, Causation

Unit-III

Theories of Knowledge: Rationalism, Empiricism, Kant's Critical Theory, Intuitionism

Unit- IV

Realism: Naive Realism, Representationalism, Neo- Critical Realism

Idealism: Subjective Idealism of Berkeley, Objective Idealism of Hegel

Unit- V

Concept of Substance, Space, Time, Causality (Hume)

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Course Outcome: After studying this course, the students will be equipped with a solid foundation in Western Epistemology and Metaphysics, which will enable them to think critically and engage with complex philosophical texts, communicate effectively, and apply philosophical insights to various intellectual pursuits. Students will have a comprehensive understanding of the central questions, theories, and debates in the fields of epistemology and metaphysics within the Western philosophical tradition.

Suggested Readings:

1. Ewing, A.C., Fundamental Questions of Philosophy, Routledge.
2. Russell, B., The Problems of Philosophy,
3. Hospers, J., An Introduction to Philosophical Analysis, Psychology Press
4. Stace, W.T., Critical History of Greek Philosophy, Macmillan, 1972
5. Walsh, W.H., Metaphysics,
6. Patrick, G.T.W., An Introduction to Philosophy, Allen and Unwin Ltd, London
7. Taylor, R., Metaphysics, Prentice Hall
8. Lemos, Noah., Introduction to Theory of Knowledge, Cambridge University Press.

SEMESTER-II PHIDSC151T ETHICS I (INDIAN) Contact Hours: 45

Full Marks = 100 [ESE (70)/CCA (30)]

Course Objective: The course on Ethics (Indian) is designed to provide students with a comprehensive understanding of the ethical theories and concepts rooted in the Indian Philosophical tradition. The core objectives of studying this course are:

- i. To gain a deep understanding of major ethical theories, such as, karma, dharma, ahimsa, etc., as outlined in Indian Philosophy.
- ii. To develop critical thinking skills to analyze and evaluate ethical dilemmas and conflicts from an Indian ethical perspective, considering multiple viewpoints and applying appropriate moral reasoning.
- iii. To apply the principles of Indian ethics to real-life situations, both personal and professional, and demonstrate an ability to make informed ethical decisions and judgements.

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- iv. To cultivate an appreciation for the cultural diversity and ethical pluralism present in Indian philosophy, recognising the various schools of thought and their contributions to moral discourse.

Unit I

Ethics : Its meaning, nature and scope (from the Indian Perspective)

Vedic Ethics : Rta, Rna, Law of Karma

Unit II

Śreyas, Preyas and Purusarthas; Moksa and Morality

Concept of Dharma : Swadharma and Varnashramadharma

Ethics of Bhagavad Gīta : Niskāma Karma

Unit III

Buddha Ethics : Pancasīla, Astāṅgikamārga

Jaina Ethics : Anuvrata and Mahāvratā

Cārvāka Ethics

Unit IV

Yoga : Seven Principles of Yoga, Astāṅgayoga

Mīmāṃsa Ethics : Nitya, Naimittika and Kamya Karma

Unit V

Swami Vivekananda : Practical Vedānta

M. K. Gandhi : Ahimsā and Satyagraha

R. N. Tagore : Ethics of Nature and Humanism

Course Outcome: Upon successful completion of the course, students will acquire a comprehensive understanding of the foundational concepts and theories of Indian ethics. They will be equipped with a solid foundation in Indian Ethics which will enable them to engage in ethical reasoning, make sound moral judgements, and contribute positively to society by upholding ethical values and principles.

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Suggested Readings :

1. The Fundamentals of Hinduism – A Philosophical Study : S. C. Chatterjee.
2. The Ethics of the Hindus : S. K. Maitra.
3. An Outline of Hinduism : T. M. P, Mahadevan.
4. Classical Indian Ethical Thought : K. N. Tewari.
5. Development of Moral Philosophy in India : Surama Dasgupta.
6. Ethical Philosophies of India : I. C. Sharma.
7. Studies on the Purusarthas : P. K. Mahapatra.
8. A Critical Survey of Indian Philosophy : C. D. Sharma.
9. Indian Philosophy (Vol. 1) : J. N. Sinha.

SEMESTER-II

PHIDSC152T

ETHICS II (WESTERN)

Contact Hours: 45

Full Marks = 100 [ESE (70)/CCA (30)]

Course Objectives: The Course aims to provide students with a comprehensive understanding of the Western ethical theories, their historical development, and their application to contemporary moral issues. The core objectives of this course are:

- i. To provide a solid foundational knowledge of the major ethical theories that have emerged within the Western philosophical tradition, such as, Teleology, Deontology, Virtue Ethics, etc., as well as to acquaint them with the modern ethical perspectives.
- ii. To encourage students to develop critical thinking skills that will help them to identify the underlying assumptions, logical fallacies, and ethical implications in the different ethical theories.
- iii. To apply ethical frameworks to real-world problems, and develop the ability to evaluate complex ethical situations considering multiple perspectives and constructing well-reasoned arguments.
- iv. To cultivate students' ethical awareness by encouraging them to reflect on their own values, beliefs, and ethical responsibilities.

Unit I

Ethics : Its nature and concern; Normative Ethics and Meta-Ethics

Fundamental Concepts : Rights and Duties; Good and Virtue; Object of Moral Judgement

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Unit II

Teleological Ethics : Hedonism and its types; Utilitarianism (Bentham and Mill)

Virtue Ethics : Aristotle – nature and kinds of Virtue, theory of Golden Mean

Unit III

Deontological Ethics : Kant – Good Will, Categorical Imperative, Duty for Duty's sake

W. D. Ross : Deontological Pluralism

Unit IV

G. E. Moore : Indefinability of Good, Naturalistic Fallacy

Ayer and Stevenson : Emotivism

Unit V

Definition and scope of Applied Ethics

Environmental Ethics : Anthropocentrism and Eco-centrism

Theories of Punishment

Course Outcome: Students completing this course will have a solid foundation in Western ethical theories, develop critical thinking skills, and gain practical tools for ethical decision-making. They will be equipped to engage in ethical discussions, analyze complex moral issues, and apply ethical principles in their personal and professional lives.

Suggested Readings :

1. Frankena, W., Ethics, Prentice Hall, India.
2. Lillie, W., An Introduction to Ethics, Allied Publishers
3. Hursthouse, R., Virtue Ethics, OUP, 1999.
4. Aristotle, Nicomachean Ethics.
5. Iyer, Raghavan, The Moral and Political Thought of M.K. Gandhi, OUP
6. Benn. Piers, Ethics, UCL, 1998
7. Baron, M.W., Petite, P and Slote, M., Three Methods of Ethics, Blackwell, 1997
8. Singer, Peter, Practical Ethics (Cambridge University Press), Relevant Chapters.

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SEMESTER-I

PHIDSM101T

EPISTEMOLOGY AND METAPHYSICS (INDIAN)

Contact Hours: 45

Full Marks = 100 [ESE (70)/CCA (30)]

Course objectives: The paper explores the fundamental concepts and theories of Epistemology and Metaphysics within the context of Indian Philosophy. The core objectives of this course/paper are:

- i. To introduce students to significant philosophical thought, regarding knowledge and the nature of reality. Students will explore concepts, such as, perception, inference, testimony, consciousness, existence, etc., as understood in Indian epistemology and metaphysics.
- ii. To engage with prominent Indian Philosophical Schools, such as, Cārvāka, Buddha, Jaina, Nyāya-Vaiśeṣika, Sāṃkhya-Yoga, Mīmāṃsā-Vedānta, etc., and critically evaluate their epistemological and metaphysical positions as well as the logical arguments supporting them.
- iii. To cultivate an appreciation for diverse philosophical perspectives. This course will encourage students to develop an open-minded and inclusive attitude towards philosophical inquiry.
- iv. To enhance critical thinking and analytical skills. Students will learn to critically assess philosophical theories, identify logical fallacies, and construct well-reasoned arguments in response to complex philosophical questions.

Unit- I

General ideas about the Schools of Indian Philosophy

Concept of Rta, Law of Karma, Upanisadic concept of Atman/Self

Unit- II

Carvaka- Epistemology, Metaphysics

Jainism- Syadvada, Anekantavada

Unit-III

Buddhism- Four Noble Truths, Pratityasamutpada, Nairatmyavada, Ksanikavada

Unit- IV

Nyaya- Prama & Amprama; Pramana, Pratyaksa, Anumana and its kinds

Vaisesika- Padarthas- Samanya, Visesa, Samavaya and Abhava, Paramanuvada (Atomism)

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Unit- V

Samkhya- Prakrti, Purusa, Theory of Evolution

Advaita Vedanta- Concept of Brahman and Maya

Visistadvaita- Ramanuja's Criticism of Sankara's Concept of Maya, Brahman

Course Outcome:

This course will thus help students to identify the basic structure and origin of schools/systems of Indian philosophy with an understanding of the Upanisadic world-view of Self and the universe, as well as the backgrounds of critical thinking in Indian Philosophical tradition. Along with this, on the completion of the course, learners will be acquainted with various epistemological and metaphysical questions that exist in the realm of philosophical enquiry to define and justify the scope and grounds of knowledge themselves. They will also be acquainted with the various approaches to those queries offered by different schools of the Indian philosophical systems which are proving their relevance even today. It will teach students to cope with problems concerning practical life with the goal of self-realization.

Suggested Readings:

1. Sinha, J.N., Outlines of Indian Philosophy, New Central Book Agency Pvt. Ltd.
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3. Hiriyanna, M, Outlines of Indian Philosophy, MLBD
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6. Dasgupta, S., History of Indian Philosophy, MLBD
7. Dutta, D.M., Six Ways of Knowing, Calcutta University Press.
8. Mohanty, J.N., Essays on Indian Philosophy, Oxford Pub
9. Nalini Bhushan and Garfield, Jay (ed) Indian Philosophy in English, Oxford Publication
10. B.K. Motilal, Perception, Oxford Publication
11. Gupta, Bina, Explorations in Indian Philosophy, Vol. I (ed), OUP
12. Kuppuswami Shastri, A Primer of Indian Logic
13. Balasubramanian, R, The Tradition of Advaita, Munsiram Manoharlal Publishers
14. Srinivas Rao, Advaita – A Modern Critique, OUP

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PHIDSM151T

EPISTEMOLOGY AND METAPHYSICS (INDIAN)

Contact Hours: 45

Full Marks = 100 [ESE (70)/CCA (30)]

Course objectives: The paper explores the fundamental concepts and theories of Epistemology and Metaphysics within the context of Indian Philosophy. The core objectives of this course/paper are:

- i. To introduce students to significant philosophical thought, regarding knowledge and the nature of reality. Students will explore concepts, such as, perception, inference, testimony, consciousness, existence, etc., as understood in Indian epistemology and metaphysics.
- ii. To engage with prominent Indian Philosophical Schools, such as, Cārvāka, Buddha, Jaina, Nyāya-Vaiśeṣika, Sāṃkhya-Yoga, Mīmāṃsā-Vedānta, etc., and critically evaluate their epistemological and metaphysical positions as well as the logical arguments supporting them.
- iii. To cultivate an appreciation for diverse philosophical perspectives. This course will encourage students to develop an open-minded and inclusive attitude towards philosophical inquiry.
- iv. To enhance critical thinking and analytical skills. Students will learn to critically assess philosophical theories, identify logical fallacies, and construct well-reasoned arguments in response to complex philosophical questions.

Unit- I

General ideas about the Schools of Indian Philosophy

Concept of Rta, Law of Karma, Upanisadic concept of Atman/Self

Unit- II

Carvaka- Epistemology, Metaphysics

Jainism- Syadvada, Anekantavada

Unit-III

Buddhism- Four Noble Truths, Pratityasamutpada, Nairatmyavada, Ksanikatvavada

Unit- IV

Nyaya- Prama &Aprama; Pramana, Pratyaksa, Anumana and its kinds

Vaisesika-, Padarthas- Samanya, Visesa, Samavaya and Abhava, Paramanuvada(Atomism)

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Unit- V

Samkhya- Prakrti, Purusa, Theory of Evolution

Advaita Vedanta- Concept of Brahman and Maya

Visistadvaita- Ramanuja's Criticism of Sankara's Concept of Maya, Brahman

Course Outcome:

This course will thus help students to identify the basic structure and origin of schools/systems of Indian philosophy with an understanding of the Upanisadic world-view of Self and the universe, as well as the backgrounds of critical thinking in Indian Philosophical tradition. Along with this, on the completion of the course, learners will be acquainted with various epistemological and metaphysical questions that exist in the realm of philosophical enquiry to define and justify the scope and grounds of knowledge themselves. They will also be acquainted with the various approaches to those queries offered by different schools of the Indian philosophical systems which are proving their relevance even today. It will teach students to cope with problems concerning practical life with the goal of self-realization.

Suggested Readings:

1. Sinha, J.N., Outlines of Indian Philosophy, New Central Book Agency Pvt. Ltd.
2. Dutta, D.M. and Chatterjee, S.C. An Introduction to Indian Philosophy, CUP
3. Hiriyanna, M, Outlines of Indian Philosophy, MLBD
4. Sharma, C.D., A Critical Survey of Indian Philosophy, MLBD
5. Radhakrishnan, S., Indian Philosophy, Vol. I and II, OUP
6. Dasgupta, S., History of Indian Philosophy, MLBD
7. Dutta, D.M., Six Ways of Knowing, Calcutta University Press.
8. Mohanty, J.N., Essays on Indian Philosophy, Oxford Pub
9. Nalini Bhushan and Garfield, Jay (ed) Indian Philosophy in English, Oxford Publication
10. B.K. Motilal, Perception, Oxford Publication
11. Gupta, Bina, Explorations in Indian Philosophy, Vol. I (ed), OUP
12. Kuppuswami Shastri, A Primer of Indian Logic
13. Balasubramanian, R, The Tradition of Advaita, Munsiram Manoharlal Publishers
14. Srinivas Rao, Advaita – A Modern Critique, OUP

CURRICULUM FOR THE FOUR-YEAR UNDERGRADUATE PROGRAMME UNDER THE NEW EDUCATION POLICY

SEMESTER-I

PHISEC101T

LOGIC I (ARISTOTELIAN LOGIC)

Contact Hours: 45

**Full Marks = 100 [ESE (50)/Project or
Practical (20)/CCA (30 = 20 (Internal
Test) + 10 (Attendance))]**

Course Objectives: The course on Aristotelian Logic is designed to acquaint the students with the historical and structural development of Logic as an important arm of philosophical inquiry. The core objectives of this course are:

- i. To provide a thorough understanding of Aristotelian Logic, its principles, and its application in analysing and evaluating arguments, by exploring fundamental concepts, such as, categorical propositions, syllogisms, and the rules of validity.
- ii. To enhance critical thinking skills which are necessary for analyzing and assessing the validity of arguments by identifying fallacies, evaluating logical structures, and formulating clear and coherent reasoning.
- iii. To apply logical principles to real-world scenarios by identifying and analyzing arguments from a range of disciplines, including science, law and everyday life, and assess their logical validity.
- iv. To lay the foundation for advanced logical studies, such as, symbolic logic, informal logic, philosophical logic, etc.

UNIT I

Logic : Nature and Scope, Laws of Thought, Truth and Validity, Argument and Argument-Form.

UNIT II

Kinds of Proposition : Traditional and Modern Classification of Propositions

Square of Opposition : Traditional, Aristotelian and Boolean; Existential Import.

UNIT III

Immediate Inference : Conversion, Obversion, Contraposition.

UNIT IV

Mediate Inference : Categorical Syllogism, Figure and Mood of Syllogism,

Copi's Six Rules of Syllogism; and Venn Diagram Technique for Testing Syllogism.

UNIT V

Preliminary Set Theory.

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Course Outcome: Upon successful completion of the course, students will have a solid understanding of the principles and concepts of Aristotelian Logic, and will have developed advanced critical thinking skills necessary for evaluating the logical structure of arguments. They will be adept at identifying fallacies, constructing valid reasoning, and assessing the validity of arguments based on Aristotelian logical principles. Moreover, students will possess the necessary knowledge and skills to pursue advance logical studies in the fields of symbolic logic, informal logic, philosophical logic, and the like.

Suggested Readings:

1. Copi, I.M., Introduction to Logic (Latest Edition). Routledge, London
2. Cohen and Nagal, Logic and Scientific Method.
3. Baronett. S and Sen, M., Logic, Pearson, Delhi.
4. Copi, I.M., Symbolic Logic (Latest Edition)

SEMESTER-II

PHISEC151T

LOGIC II (MODERN LOGIC)

Contact Hours: 45

**Full Marks = 100 [ESE (50)/Project or
Practical (20)/CCA (30 = 20 (Internal
Test) + 10 (Attendance))]**

Course Objectives: This course is an advanced course designed to delve deeper into the concepts, principles, and applications of modern symbolic logic. The core objectives of studying this course are:

- i. To provide students with a comprehensive understanding of advanced logical systems, such as, predicate logic, and the knowledge of translating and analyzing complex arguments using these formal systems.
- ii. To develop advanced proof techniques, including decision procedures, such as, Truth-Table, Shorter Truth-Table, Natural Deduction (Direct, Indirect, Conditional), etc.
- iii. To enhance students' critical thinking abilities by enabling them to recognize fallacies, evaluate deductive and inductive reasoning, and identifying logical inconsistencies.
- iv. To explore the practical applications of Logic in various disciplines, such as, Mathematics, Philosophical Logic, etc., and highlight how Logic plays a fundamental role in these fields, and how it can be applied to real-world scenarios.

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UNIT I

Special Symbols : Variables and Constant, Symbolization, Five Basic Truth-Functions.

Decision Procedure : Testing of Validity/Invalidity by Truth-Table Method

UNIT II

Formal Proof of Validity : Nineteen Rules (Direct, Indirect and Conditional)

UNIT III

Proving Invalidity : Shorter Truth-Table Method, Indirect Method.

UNIT IV

Quantification : Symbolization, Proof Construction.

UNIT V

Science and Hypothesis; Probability (Theories of Addition and Multiplication and their Joint Application).

Course Outcome: Upon successful completion of this course, students will be able to analyse complex arguments, identify fallacies, and assess the validity and soundness of deductive and inductive reasoning. Students will have gained expertise in various proof techniques, such as, natural deduction, truth-table techniques, probability calculation, etc. Overall, this course will equip students with advanced logical reasoning skills, critical thinking abilities, and a deep understanding of modern symbolic logic.

Suggested Readings:

1. I.M. Copi and Cohen, An Introduction to Logic, Macmillan
2. I.M. Copi, Symbolic Logic, Macmillan
3. Patrick Suppes, Introduction to Logic
4. W.V. Quine, Methods of Logic, Harvard University Press
5. Richard Jeffrey, Formal Logic: Its Scope and Limits
6. W. Kneale, Probability and Induction. Clarendon Press

NOTE : The Practical/Project work for SEC papers (for Semesters I and II) may include solving of logical problems using Venn Diagram Technique, Truth-Table Methods, Formal Proof of Validity, Set Theory, etc. or any other topic from within the syllabi as deemed fit by the concerned department.

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SEMESTER-I

PHIIDC101T

APPLIED ETHICS

Contact Hours: 45

Full Marks = 100 [ESE (70)/CCA (30)]

Course Objectives: The objectives of the course is to acquaint the students with the concept of Applied Ethics. Applied Ethics deals with treatment of moral problems, policies, and practices in personal life and in professional life. This course will equip students to handle various aspects of practical life – personal as well as professional – from ethical perspectives.

Unit – 1: Applied Ethics: Introduction, Different Branches of Applied Ethics

Unit – 2: Sanctity of Life: Abortion: Moral and Religious Aspects of Abortion

Euthanasia: Types of Euthanasia, Conditions of Euthanasia

Unit – 3: Value of Human Life: Human Rights, Punishment and its Theories

Unit – 4: Professional Ethics: Medical Ethics, Media Ethics

Unit – 5: Corporate Ethics: Ethics of Business, Corporate and Social Responsibility

Course Outcome: The students are expected to learn about various aspects of Applied Ethics, which is also known as Practical Ethics. They will, thereby, learn the application of ethics to day-to-day problems and learn how one should act in specific situations.

Suggested Readings:

1. Singer, Peter. Practical Ethics. Cambridge: Cambridge University Press, 1993
2. Singer, Peter. Applied Ethics. OUP, 1986
3. Almond, Brenda (ed.). Introducing Applied Ethics. Blackwell Publications
4. Beauchamp, T. C. Principle of Biomedical Ethics.
5. Rachels, James (ed.). Moral Problem (3 rd edition).
6. Evans, J. D. G. Moral Philosophy and Contemporary Problems. CUP
7. Gentles, Nadeau R. Euthanasic and Assisted Suicide: The Current Debate. Toronto: Stoddart Publishing Co. Limited; 1995

CURRICULUM FOR THE FOUR-YEAR UNDERGRADUATE PROGRAMME UNDER THE NEW EDUCATION POLICY

SEMESTER-II

PHI IDC151T

ENVIRONMENTAL ETHICS

Contact Hours: 45

Full Marks = 100 [ESE (70)/CCA (30)]

Course Objectives: The objectives of the course is to acquaint the students with the concept of Environmental Ethics. Environmental Ethics attempts to provide moral justification for various policies for protecting the environment and to inverse environmental degradation. It also deals with the fact that environment plays a vital role in the existence of human beings. The study of this course will establish a relationship between human beings and environment, and dependence of one upon the other.

Unit – 1: Environmental Ethics: Scope of Environmental Ethics, Importance of Environmental Ethics, Environmental Pollution

Unit – 2: Types of Environmental Ethics: Ecofeminism, Deep Ecology, Social Ecology

Unit – 3: Theories of Environmental Ethics: Anthropocentrism, Ecocentrism, Biocentrism

Unit – 4: Animal Ethics: Respect for Animals and Ecology, Animal Rights

Unit – 5: Bioethics: Meaning and Nature of Bioethics, Importance of Bioethics in Contemporary Society

Course Outcome: The students are expected to learn about various aspects of Environmental Ethics. They will, thereby, be aware of the danger of growing pollution level, leading to climate change, and the importance of sustainable development. The course will also help the students to understand their responsibility and obligation towards the environment.

Suggested Readings:

1. Singer, Peter. Practical Ethics. Cambridge: Cambridge University Press, 1993
2. Sargent, Michael. Biomedicine and the Human Condition: Challenges, Risks and Rewards. Cambridge UP, 2005
3. Taylor, Paul W. Respect for Nature: A Theory of Environmental Ethics. Princeton University Press, 2011