

**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

Programme Specific Outcome

Bachelor in Philosophy with Honours/Honours and Research

Programme Objectives

The Bachelor of Arts (B.A.) in Philosophy with Honours and Research, offered under the Four Year Under-Graduate Programme, aims to provide students with a comprehensive understanding of philosophical thought, critical reasoning, and intellectual exploration. This program is designed to cultivate a deep appreciation for fundamental questions about existence, ethics, knowledge, and the nature of reality.

The primary objectives of this program are twofold: Firstly, to equip students with a strong foundation in classic and contemporary philosophical theories, enabling them to engage in rigorous analysis and discussion. Secondly, to foster advanced research skills, encouraging students to explore philosophical inquiries independently, contribute to existing debates, and potentially make original contributions to the field.

Throughout the four-year journey, students will engage in immersive coursework, seminars, and debates that stimulate intellectual curiosity and analytical thinking. The program also encourages students to engage with interdisciplinary perspectives, connecting philosophy with other fields of study. B.A. in Philosophy with Honours and Research seeks to produce graduates who possess a profound understanding of philosophy, advanced research capabilities, and the ability to apply philosophical insights to real-world contexts.

Programme Specific Outcomes

- To gain a comprehensive understanding of major philosophical theories, historical perspectives, and contemporary debates, enabling you to critically analyze complex ideas and articulate coherent arguments.
- To develop the ability to independently conduct philosophical research, formulate research questions, gather relevant sources, and present well-structured arguments in both written and oral forms.
- To explore connections between philosophy and other disciplines, fostering a capacity to apply philosophical insights to broader intellectual contexts and engage in multidisciplinary discussions.
- To cultivate a heightened ethical awareness and the skills necessary to navigate complex moral dilemmas, enhancing your capacity for ethical decision-making in personal, professional, and societal contexts.
- To develop critical thinking skills to analyze complex issues, question assumptions, and evaluate diverse viewpoints. Develop effective communication skills to express philosophical ideas clearly and persuasively to both specialized and general audiences.

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

Table 1: Semester-wise list of Philosophy DSC Courses

Semester	Course Code	Title of Courses	Credits
I	DSC101	Epistemology and Metaphysics (Indian)	3
	DSC102	Epistemology and Metaphysics (Western)	3
II	DSC151	Ethics I (Indian)	3
	DSC152	Ethics II (Western)	3
III	DSC201	Logic I	4
	DSC202	Logic II	4
IV	DSC251	History of Modern Western Philosophy	4
	DSC252	Classical Text Indian (Tarkasamgraha)	4
	DSC253	Social and Political Philosophy	4
V	DSC301	Psychology I	4
	DSC302	Classical Text Western (A Enquiry Concerning Human Understanding : David Hume)	4
	DSC303	Contemporary Indian Philosophy	4
VI	DSC351	Psychology II	4
	DSC352	Greek Philosophy	4
	DSC353	Contemporary Western Philosophy	4
VII	DSC354	Philosophy of Religion	4
	DSC401	Philosophy of Mind	4
	DSC402	Comparative Religion I	4
	DSC403	Philosophy of M. K. Gandhi	4
	DSC404	Phenomenology and Existentialism	4
VIII	DSC451	Research Methodology/Philosophy of Science	4
	DSC452	Comparative Religion II	4
	DSC453	Philosophy of Language	4
	DSC454	Indian Knowledge System	4
	DSC455	Research Project/Dissertation	12

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

Table 2: Semester-wise list of Philosophy DSM Courses

Semester	DSM1/DSM2	Course Code	Title of Courses	Credits
I	DSM1	DSM101	Epistemology and Metaphysics (Indian)	3
II	DSM2	DSM151	Epistemology and Metaphysics (Indian)	3
III	DSM1	DSM201	Epistemology and Metaphysics (Western)	4
IV	DSM1	DSM251	Logic	3
	DSM2	DSM252	Logic	3
V	DSM1	DSM301	Ethics	3
	DSM2	DSM302	Ethics	3
VI	DSM2	DSM351	Epistemology and Metaphysics (Western)	4
VII	DSM1	DSM401	Philosophy of Religion	4
VIII	DSM2	DSM451	Social and Political Philosophy	4

Table 3: Semester-wise list of _____SEC Courses

Semester	Course Code	Title of Courses	Credits
I	SEC101	Logic I (Aristotelian Logic)	3
II	SEC151	Logic II (Modern Logic)	3
III	SEC201	Academic Writing and Research Ethics	3

Table 4: Semester-wise list of IDC Courses

Semester	Course Code	Title of Courses	Credits
I	IDC101	Applied Ethics	3
II	IDC151	Environmental Ethics	3
III	IDC201	Gender Ethics	3

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

Guideline for subject specific course code

* Course Type is any of these- DSC/ DSM/ IDC/ AEC/ SEC/VAC

**Course Code of each course shall have subject name in short followed by course in short and then course number. For example;

BOT-DSC-101	:	Botany – Discipline Specific Core-101 (First Semester course)
CHM-DSM-101	:	Chemistry- Discipline Specific Minor- 101
PHY-IDC-101	:	Physics- Inter Disciplinary Course -101
ECO-SEC-151	:	Economics- Skill Enhancement Course-151 (Second Semester course)
BEN-AEC-201	:	Bengali- Ability Enhancement Course- 201 (Third Semester course)

Course code for 5th Semester Summer Internship Course will be **SIC-301** (2 Credit Course)

Course code for 8th Semester Research Project/Dissertation will be Short Subject Name DSC-455 (12 Credit Course), e.g., ECO-DSC-455 (course code for research project/dissertation in Economics)

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

Semester-wise Syllabus of Discipline Specific Core (DSC) Courses

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

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

Sāṃkhya- Prakṛti, Puruṣa, Theory of Evolution

Advaita Vedānta - Concept of Brahman and Maya

Viśiṣṭādvaita - Rāmānuja's Criticism of Śaṅkara's concept of Maya, Brahman

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

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, Oxford.
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

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 analyze 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.

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

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)

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.

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

**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.
- 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, Astāṅgika

Jaina Ethics : Anuvrata and Mahāvratā

Cārvāka Ethics

Unit IV

Yoga: Seven Principles of Yoga, Astāṅga Yoga

Mīmāṃsa Ethics: Nitya, Naimittika and Kamya Karma

Unit V

Swami Vivekananda: Practical Vedānta

M. K. Gandhi: Ahimsa and Satyagraha

Tagore : Ethics of Nature and Humanism

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

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.

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.

PHIDSC 152 T

ETHICS II (WESTERN)

CONTACT HOUR: 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 Judgment

Unit II

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

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

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., Pettit, P and Slote, M., Three Methods of Ethics, Blackwell, 1997
8. Singer, Peter, Practical Ethics (Cambridge University Press), Relevant Chapters.

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

SEMESTER III

PHIDSC 201

LOGIC I

CONTACT HOUR: 60

FULL MARKS = 100 [ESE = 70/CCA = 30]

Course Objectives: The objectives of studying this paper are as follows:

- i. To grasp the distinction between and application of both deductive and inductive reasoning.
- ii. To analyze and understand the fundamental principles governing logical reasoning and recognize the fallacies which arise from ambiguous language and their effects on arguments.
- iii. To understand basic set theory concepts and their application in logical analysis and reasoning.

Unit I

Understanding the Structure of Arguments
Deductive and Inductive Reasoning
Laws of Thought

Unit II

Existential Import and Boolean Square of Opposition
Exercises based on Square of Opposition

Unit III

Analytical Reasoning
Fallacies: Fallacies of Ambiguity, Avoiding fallacies

Unit IV

Disjunctive and Hypothetical Syllogism
Dilemmas and their Testing

Unit V

Preliminary Set Theory

Course Outcome: Upon completing the "Logic I" course, students will demonstrate enhanced critical thinking skills by effectively distinguishing between deductive and inductive reasoning in various contexts. They will apply the laws of thought to analyze and evaluate arguments for consistency and validity, as well as assess the role of existential import in logical statements and its implications for argument interpretation. Furthermore, students will develop their analytical reasoning abilities, allowing them to construct, analyze, and deconstruct logical arguments with greater precision. Students will also acquire foundational knowledge in set theory concepts, applying them effectively in logical reasoning and analysis.

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

Suggested Readings:

1. S.S. Barlingay, *A Modern introduction to Indian Logic*.
2. I.M. Copi and Cohen, *An Introduction to Logic (recommended text)*
3. I.M. Copi, *Symbolic Logic, Macmillan, London*
4. Graham Priest, *A Very Short Introduction to Logic, OUP*
5. Patrick Suppes, *Introduction to Logic*
6. W.V. Quine, *Methods of Logic, Harvard University Press*
7. Richard Jeffrey, *Formal Logic: Its Scope and Limits*

PHIDSC 202
LOGIC II
CONTACT HOUR: 60

FULL MARKS = 100 [ESE = 70/CCA = 30]

Course Objectives: The objectives of studying this paper are as follows:

- i To explore the foundational concepts of Indian logic and its relevance to contemporary discussions by analyzing the principles of Anumana (inference) and its role in logical reasoning and delving into the concept of Hetvabhasa (fallacies) and identify common errors in reasoning.
- ii To develop skills in constructing formal proofs of validity in logical arguments and learn to apply quantification techniques in logical statements and arguments.
- iii To investigate Mill's methods of experimental inquiry and their applications in establishing causal relationships.
- iv To understand the fundamentals of probability theory and its significance in logical reasoning and decision-making.

Unit I

Primacy of Logical Reasoning

Anumāna: Definition, Constitution, Process and Types, Pakṣatā, Parāmarśa and Vyāpti

Unit II

Hetvabhasa: Definition and Types

Asiddha, Badhita, Satpratipaksa, Viruddha, Savyabhichara

Unit III

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

Unit IV

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

Quantification: Symbolization, Proof Construction

Unit V

Probability: Theories of Addition, Multiplication and their Joint Application
Mill's Method of Experimental Enquiry

Course Outcome: Upon completion of "Logic II," students will be equipped with a comprehensive understanding of both traditional and modern logical frameworks. They will be able to critically analyze and apply concepts from Indian logic, particularly Anumana and Hetvabhasa, to identify sound reasoning and common fallacies. Students will demonstrate proficiency in constructing formal proofs of validity and utilizing quantification effectively. Furthermore, they will gain insights into Mill's methods of experimental inquiry and appreciate the role of probability theory in logical analysis, ultimately enhancing their ability to engage in rigorous logical reasoning and informed decision-making.

Suggested Readings:

1. I.M. Copi and Cohen, *An Introduction to Logic*.
2. I.M. Copi. *Symbolic Logic*.
3. B.K. Matilal. *Logic, Language and Reality*, MLBD
4. Annambhatta, *Tarkasamāgraha*.
5. D.M. Datta, *Six Ways of Knowing*.
6. Satishchandra Chatterjee, *The Nyāya Theory of Knowledge*, Rupa Publications.
7. W. Kneale. *Probability and Induction*. Clarendon Press.

SEMESTER IV

PHIDSC 251

HISTORY OF MODERN WESTERN PHILOSOPHY

CONTACT HOUR: 60

FULL MARKS = 100 [ESE = 70/CCA = 30]

Course Objectives: The objectives of studying this paper are as follows:

- i. To understand the philosophical method and concepts of the modern rationalist philosophers, like, Descartes, Spinoza and Leibnitz.
- ii. To understand the philosophical positions of the modern empiricist philosophers, like, Locke, Berkeley and Hume.

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

- iii. To delve into the philosophical theories of Kant, Hegel and Marx in order to understand the influence of subsequent philosophical thought.

Unit- I

Descartes: Method, Ideas, Substance

Unit-II

Spinoza: Substance, Attribute, Mode.

Leibnitz: Monadology

Unit- III

Locke: Refutation of Innate Ideas, Representationalism

Berkeley: Subjective Idealism

Hume: Skepticism

Unit- IV

Kant: Synthetic A priori Judgments, Categories of Understanding, Transcendental Deduction

Unit- V

Hegel and Marx: Dialectical Method

Marx's Concept of Alienation

Course Outcome: Upon completing the "History of Modern Western Philosophy," students will have a nuanced understanding of key philosophical movements and figures that shaped modern thought. They will be able to critically engage with and articulate the contributions of philosophers such as Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, and Marx. Students will develop skills in analyzing complex philosophical arguments, tracing the evolution of ideas about substance, knowledge, and reality, and appreciating the interplay between metaphysics, epistemology, and social theory. This foundational knowledge will enable them to apply philosophical concepts to contemporary issues and foster a deeper understanding of the human experience.

Suggested Readings:

1. Stace, W. T., *Critical History of Greek Philosophy*, Macmillan, 1972.
2. Copleston, F., *History of Western Philosophy* (Relevant Vols.)
3. O' Connor, D.J., *A Critical History of Western Philosophy*, Macmillan.
4. Cornforth, Maurice, *Dialectical Materialism*.
5. Scruton, Roger, *A History of Philosophy from Descartes to Wittgenstein*, Taylor and Francis
6. Russell, B., *History of Western Philosophy* (Routledge).
7. Morris, C. R., *Locke, Berkeley and Hume*, Clarendon Press
8. Das, R.V., *A Handbook of Kant's Critique of Pure Reason*.

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

**PHIDSC 252
CLASSICAL TEXT: INDIAN
(TARKASAMGRAHA)
CONTACT HOUR: 60
FULL MARKS = 100 [ESE = 70/CCA = 30]**

Course Objectives: The objectives of studying this paper are as follows:

- i. To explore and analyze the concepts of Pramā, Apramā and Pramāṇa.
- ii. To delve into the different kinds of Pramāṇa, such as, Pratyakṣa, Anumana, Upamāna and Śabda.
- iii. To investigate Prāmāṇyavāda (the theory of validity) and its implications for knowledge claims and understand Hetvābhāsa (fallacies) and their impact on logical argumentation.

Unit- I

Pramā and Apramā - Definition
Samśaya, Viparyaya and Tarka
Pramāṇa- Definition

Unit- II

Pratyakṣa- Definition
Savikalpaka and Nirvikalpaka Stages of Pratyakṣa
Classification of Pratyakṣa

Unit- III

Anumana and Concomitance (Vyāpti)
Classification of Inference: Causal, Logical and Psychological

Unit- IV

Pramāṇās- Śabda and Upamāna

Unit- V

Paratah Prāmāṇyavāda
Theory of Error
Fallacies (Hetvābhāsa)

(Annambhatta: Tarka Saṁgraha with 'Dīpikā', English Translation, Ramakrishna Mission- Calcutta may be used as the standard text)

Course Outcome: Upon completing the course on "Classical Text: Indian (Tarkasamgraha)," students will have a comprehensive understanding of the foundational concepts in Indian logic and epistemology. They will be able to critically analyze and articulate the distinctions between Prama and Aprama, as well as the various Pramana, including Pratyakṣa, Anumana, Upamāna, and Śabda. Students will gain insights into Pramāṇyavāda and its implications for the validity of knowledge claims, while also recognizing the significance of Hetvābhāsa in logical reasoning. This knowledge will empower them to engage thoughtfully with classical Indian texts and contribute to contemporary discussions on epistemology and logic.

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

PHIDSC 253

SOCIAL AND POLITICAL PHILOSOPHY

CONTACT HOUR: 60

FULL MARKS = 100 [ESE = 70/CCA = 30]

Course Objectives: The objectives of studying this paper are as follows:

- i. To analyze the relationship of social and political philosophy with sociology, and ethics, and examine foundational concepts such as family, marriage, nation, society, and state.
- ii. To discuss the dynamics of social progress, reform, and revolution, and explore the principles of democracy and socialism, and their implications for society.
- iii. To understand the development and significance of social contract theory in political thought, and delve into the debates surrounding individualism, socialism, and collectivism.
- iv. To investigate the concepts of justice, liberty, and equality as well as terrorism and insurgency within social and political frameworks.

Unit- I

Social and Political Philosophy: Scope and Concerns: Its relation to Sociology and Ethics

Unit-II

Concept of Family, Marriage, Society, Nation and State (Social Contract Theory)

Unit-III

Social Progress, Reform, Revolution, Democracy, Secularism

Unit- IV

Social Contract Theory

Relation between an Individual and Society: Individualism, Socialism and Collectivism

Unit- V

Justice, Liberty and Equality

Terrorism and Insurgency

Course Outcome: Upon completing the course on "Social and Political Philosophy," students will develop a nuanced understanding of the interplay between social and political theories and their implications for contemporary society. They will be equipped to critically analyze key concepts such as family, marriage, nation, and state, while evaluating various political systems, including democracy and socialism. Students will gain insights into social contract theory and the tensions between individualism and collectivism, as well as the principles of justice, liberty, and equality. Additionally, they will engage with pressing issues such as terrorism and insurgency, enabling them to apply philosophical frameworks to real-world challenges and contribute meaningfully to discussions on social and political reform.

Suggested Readings:

1. Raphael, D.D., *Problems of Political Philosophy*. Macmillan.
2. Barker, E., *Principles of Social and Political Philosophy*.
3. Russell, B., *Authority of Individual*.
4. Gandhi, M.K., *Hind Swaraj*.
5. Chattopadhyay, D.P., *Social Culture* (1973)16

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

6. Lasleth, P. and Runchiman, W.C., *Philosophy, Politics, Human Society*, 1972. Blackwell
7. Miri, Sujata, and Pal, Jagat (ed.), *Introduction to Social and Political Philosophy*, NEHU.
8. Iyer, Raghavan., *The Moral and Political Thought of Mahatma Gandhi*, OUP.
9. Will Kymlicka, *Contemporary Political Philosophy: An Introduction*. Oxford: Oxford University Press, Second Edition, 2002.
10. David Miller, *Political Philosophy: A Very Short Introduction* New York: Oxford University Press, 2003.
11. Bhargava, Rajeev and Ashok Acharya Eds., (2008), *Political Theory: An Introduction*, New Delhi: Pearson Publishers.

SEMESTER V PHIDSC 301 PSYCHOLOGY I CONTACT HOUR: 60

FULL MARKS = 100 [ESE = 70/CCA = 30]

Course Objectives: The objectives of studying this paper are as follows:

- i. To understand the definition, scope, and significance of psychology as a scientific discipline and analyze various methods of psychology, including introspection, extrospection, and experimental approaches.
- ii. To investigate the physiological foundations of mental life.
- iii. To delve into the concepts of sensation, perception, attention, memory and imagination, and their interconnections.
- iv. To understand the different levels of consciousness and analyze the nature and theories of emotions and instincts, and evaluate their impact on behavior and mental processes.

Unit I

Definition, Scope and Methods of Psychology – Introspection, Extrospection and Experimental Methods

Unit II

Physiological Basis of Mental Life: Nervous System, Localization of Brain Functions, Endocrine Glands

Unit III

Sensation – Weber Fechner Law, Structure and Functions of Eye and Ear

Unit IV

Perception, Factors of Perception, Gestalt Theory of Perception
Nature, Conditions and Span of Attention

Unit V

Memory and Imagination, Marks of Good Memory, Laws of Association
Levels of Consciousness – Unconscious
Emotion – James Lang's theory of Emotion
Instinct – McDougall's Theory

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

Course Outcome: Upon completing "Psychology I," students will have a foundational understanding of key concepts and methods in psychology. They will be able to define the discipline, recognize its scope, and evaluate various research methods, including introspection, extrospection, and experimental techniques. Students will gain insights into the physiological underpinnings of mental processes, particularly the roles of the nervous system and endocrine glands. Additionally, they will explore essential topics such as sensation, perception, attention, memory, imagination, levels of consciousness, emotion, and instinct. This comprehensive knowledge will empower them to critically analyze psychological phenomena and lay the groundwork for further studies in psychology and related fields.

Suggested Readings:

1. Morgan, C. T., King R. A., Weiszz, J. R. and Schopler, J., *Introduction to Psychology*
2. Hurlock, E. B., *Developmental Psychology*
3. Burt, H. E., *Applied Psychology*
4. Witting, A. F. and William G., *Psychology: An Introduction*
Bhattacharyya, P.N., *Text Book of Psychology*, Vols. I to III

PHIDSC 302

CLASSICAL TEXT: WESTERN

(AN ENQUIRY CONCERNING HUMAN UNDERSTANDING: DAVID HUME)

CONTACT HOUR: 60

FULL MARKS = 100 [ESE = 70/CCA = 30]

Course Objectives: The objectives of studying this paper are as follows:

- i. To explore the nature and scope of Hume's philosophical enquiry and its significance in modern philosophy.
- ii. To explore and analyze some of the fundamental concepts of Hume's philosophy, such as, impressions and ideas, association of ideas, relation of ideas and matters of fact, liberty and necessity, probability, theory of causation etc.
- iii. To explore Hume's insights into the reasoning abilities of animals compared to humans, and analyze Hume's views on religion and skepticism, and their implications for belief and knowledge.

Unit I

Nature of Hume's Philosophical Enquiry, Historical Background, Distinction between Easy and Obvious Philosophy and Accurate and Abstract Philosophy (Section I)

Unit II

Impressions and Ideas, Association of Ideas, Relations of Ideas and Matters of Fact (Sections – II, III, IV, V)

Unit III

Probability, Necessary Connection, Causation (Sections- VI and VII)

Unit IV

Liberty and Necessity, Reasons of Animals (Sections- VIII and IX)

Unit V

Religion and Skepticism (Sections X, XI and ~~18~~)

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

Course Outcome: Upon completion of the course, students will be able to delve into the intricacies of Hume's philosophical inquiries, with a comprehensive understanding of key concepts such as impressions, ideas, and causation. This course will enhance critical thinking about the nature of knowledge, belief, and skepticism, fostering an appreciation of Hume's lasting impact on modern philosophy and encouraging students to engage with these themes in contemporary discussions.

Suggested Readings:

1. Hume, David, *An Enquiry Concerning Human Understanding*, (ed.) by Tom L. Beauchamp, Oxford/ New York: Oxford University Press, 1999.
2. Buckle, Stephen, *Hume's Enlightenment Tract: The Unity and Purpose of "An Enquiry Concerning Human Understanding"*, Oxford Clarendon Press, 2001
3. Radcliffe, E.S.(ed.) *A Companion to Hume*, Oxford: Blackwell, 2008

PHIDSC 303 CONTEMPORARY INDIAN PHILOSOPHY CONTACT HOUR: 60

FULL MARKS = 100 [ESE = 70/CCA = 30]

Course Objectives: The course objectives for this paper are as follows:

- i. To analyze the core ideas of Swami Vivekananda, Sri Aurobindo, M.K. Gandhi, R.N. Tagore, S. Radhakrishnan, M.D. Iqbal, and K.C. Bhattacharjee.
- ii. To examine and investigate the synthesis of Eastern and Western philosophical traditions.
- iii. To encourage students to apply the insights gained from these philosophers to contemporary social, political, and ethical issues in India and beyond.

Unit I

Swami Vivekananda: Real and Apparent Man, Universal Religion, Practical Vedanta.

Unit II

Sri Aurobindo: Integral Yoga, Nationalism, Evolution of Consciousness.

Unit III

M.K. Gandhi: Concept of Swarāj, Ahimsa, Trusteeship.

Unit IV

R.N. Tagore: Surplus in Man, Problem of Evil, Concept of Religion.

Unit V

S. Radhakrishnan: Intellect and Intuition.

K.C. Bhattacharjee: Concept of Philosophy

Md. Iqbal: Notion of Ego (Khudi)

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

Course Outcome: Upon completing the course "Contemporary Indian Philosophy," students will have developed a nuanced understanding of key philosophical figures and their contributions to modern thought in India. They will be able to critically analyze and articulate the core concepts of Swami Vivekananda, Sri Aurobindo, M.K. Gandhi, R.N. Tagore, S. Radhakrishnan, M.D. Iqbal, and K.C. Bhattacharjee, recognizing how their ideas address contemporary social, political, and ethical issues. Students will enhance their ability to engage in thoughtful discussions, drawing connections between historical philosophies and present-day challenges. Ultimately, they will emerge with the skills to apply philosophical insights to real-world contexts, fostering a deeper appreciation for the relevance of Indian philosophy in today's global landscape.

Suggested Readings:

1. Vivekananda, Swami, (Selections from *The Complete Works of Swami Vivekananda*).
2. Hee, Peter (Ed.), *Basic Writings of Sri Aurobindo*, Oxford
3. Moitra, S.K., *The Philosophy of Sri Aurobindo*, Aurobindo Ashram.
4. Gandhi, M.K., *Hind Swaraj*.
5. Tagore, Rabindranath, Chapter II, *Religion of Man*, Harper Unwin Publication, 1993.
6. Tagore, Rabindranath, *Sadhana*, Macmillan.
7. Radhakrishnan, S., *An Idealist View of Life*, George Allen and Unwin, 1971.
8. Lal, B.K., *Contemporary Indian Philosophy*, MLBD
9. Datta, D.M., *Chief currents in Contemporary Philosophy*.
10. Datta, D.M., *Philosophy of M.K. Gandhi*.
11. Bhattacharya, K.C., *Studies in Philosophy*, Progressive Publishers.
12. Iqbal Muhammad., *The Reconstruction of Religious Thought in Islam*, Chapter- IV, OUP
13. Iyer, Raghavan, *The Moral and Political Thought of Mahatma Gandhi*, OUP
14. Garfield, Jay (ed.), *Indian Philosophy in English*, OUP

SEMESTER VI

PHIDSC 351

PSYCHOLOGY II

CONTACT HOUR: 60

FULL MARKS = 100 [ESE = 70/CCA = 30]

Course Objectives: The objectives of this paper are as follows:

- i. To encourage students to apply psychological theories and concepts to real-life situations, promoting a practical understanding of psychological principles.
- ii. To develop critical thinking skills through the evaluation of psychological research and theories, encouraging thoughtful analysis and discussion.
- iii. To enhance awareness of mental health issues and the importance of psychological well-being in everyday life, fostering empathy and understanding toward others.

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

Unit I

Learning: Factors

Theories of Learning: Trial and Error, Conditioned Response, Insight Theory

Unit II

Personality: Factors of Personality, Heredity and Environment

Intelligence: Measurement of Intelligence

Unit III

Contemporary Schools of Psychology: Psychoanalysis and Behaviourism

Branches of Psychology: Child Psychology, Experimental Psychology, Abnormal Psychology and Educational Psychology

Unit IV

Psychological Concepts: Motivation, Stress, Conflict, Anxiety and Depression

Unit V

Aspects of Developmental Psychology: Sensory, Emotional, Cognitive, Social and Linguistic

Course Outcome: Upon completing the course "Psychology II," students will have gained a comprehensive understanding of key psychological concepts, theories, and branches, enabling them to analyze and interpret human behavior more effectively. They will be proficient in identifying the factors influencing learning, exploring various theories of learning, and understanding the complexities of personality and intelligence. Students will also be familiar with contemporary schools of psychology, including Psychoanalysis and Behaviorism, and will appreciate the distinct focuses of branches such as Child, Experimental, Abnormal, and Educational Psychology. Additionally, they will be equipped to discuss critical psychological concepts like motivation, stress, anxiety, and developmental aspects across the lifespan. Ultimately, students will enhance their critical thinking skills, apply psychological principles to real-world contexts, and develop a greater awareness of mental health, contributing to a holistic understanding of psychological well-being.

Suggested Readings:

1. Morgan, C. T., King R. A., Weiszz, J. R. and Schopler, J., *Introduction to Psychology*
2. Hurlock, E. B., *Developmental Psychology*
3. Burt, H. E., *Applied Psychology*
4. Witting, A. F. and William G., *Psychology: An Introduction*
5. Bhattacharyya, P.N., *Text Book of Psychology*, Vols. I to M.

PHIDSC 352
GREEK PHILOSOPHY
CONTACT HOUR: 60

FULL MARKS = 100 [ESE = 70/CCA = 30]

Course Objectives: The objectives of studying this paper are as follows:

- i. To provide a comprehensive overview of pre-Socratic thinkers such as Thales, Pythagoras,

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

Democritus, Heraclitus, Parmenides, and Zeno, focusing on their contributions to metaphysics and natural philosophy.

- ii. To analyze the key ideas of the Sophists, and examine the philosophical views of Socrates, Plato and Aristotle.
- iii. To enhance critical thinking skills through the evaluation of texts, debates, and philosophical arguments from Greek philosophy.

Unit I

Pre-Socratic Philosophy: A General Survey of Pre-Socratic philosophy

Thales

Pythagoras

Democritus

Unit II

Heraclitus: Doctrine of Flux and Logos

Parmenides: Nature of Being

Zeno

Unit III

Sophists and Socrates

Man is the Measure of All Things (Protagoras)

Virtue is Knowledge (Socrates)

Unit IV

Plato: Justice in State and Individual, Ideal Society

Unit V

Aristotle: Nature and Change, Metaphysics

Course Outcome: Upon completing the course "Greek Philosophy," students will have developed a profound understanding of foundational philosophical concepts and arguments from key figures such as Thales, Pythagoras, Democritus, Heraclitus, Parmenides, Zeno, Socrates, Plato, and Aristotle. They will be equipped to critically analyze and compare the diverse ideas of these philosophers, recognizing the evolution of thought from pre-Socratic inquiry to the structured systems of Socratic, Platonic, and Aristotelian philosophy. Students will also gain the ability to apply ancient philosophical principles to contemporary issues, enhancing their critical thinking and analytical skills. Ultimately, they will appreciate the historical and cultural contexts that shaped Greek philosophy and its lasting influence on Western thought, fostering a deeper engagement with philosophical inquiry.

Suggested Readings:

1. Charlton, W.(1936), *Aristotle's Physics* Bks 1-2, U.S.A, Clarendon
2. Cohen, M.S. Curd, P. & Reeve, C.D.C. (Ed) (1995) *Readings in Ancient Greek Philosophy*, Hackett: Indianapolis
3. Kirk, G.S. Raven & Schofield (1957) *Pre Socratic Philosophy* CUP
4. Tankha, V. (2012) *Ancient Greek Philosophy: Thales to Socrates*, India, Pearson
5. Vlastos, G. (1969)" Justice and psychic harmony in the Republic" in *Journal of Philosophy*. Vol.66 (16): pp 505-521
6. Stace, W.T, History of Greek Philosophy

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

**PHIDSC 353
CONTEMPORARY WESTERN PHILOSOPHY**

CONTACT HOUR: 60

FULL MARKS = 100 [ESE = 70/CCA = 30]

Course Objectives: The objectives of studying this paper are as follows:

- i. To encourage students to compare and contrast the key ideas of Logical Atomism, Logical Positivism, Phenomenology, and Existentialism, identifying their similarities and differences.
- ii. To foster the ability to apply contemporary philosophical concepts to current social, political, and ethical issues, enhancing relevance and engagement.
- iii. To cultivate critical thinking and analytical skills through the evaluation of philosophical texts and arguments, encouraging thoughtful discussions.
- iv. To encourage an inquisitive approach to philosophical questions, fostering an appreciation for the complexities of contemporary thought and its implications for human existence.

Unit I

Bertrand Russell: Logic as the Essence of Philosophy, Logical Atomism, Theory of Description.

Unit II

Logical Positivism: Nature and Scope, Different Logical Positivists and Empiricism
Logical Positivism: Principle of Verification, Elimination of Metaphysics.

Unit III

L. Wittgenstein: Picture Theory of Meaning, Form of Life, Language Game.

Unit IV

E. Husserl: Phenomenological Standpoint, Intentionality of Consciousness, Transcendental Ego.

Unit V

Salient Features of Existentialism, Theistic and Atheistic Existentialism

J.P. Sartre: Existentialism and Humanism.

Course Outcome: Upon completing the course "Contemporary Western Philosophy," students will have developed a comprehensive understanding of significant philosophical movements and figures, including Bertrand Russell's logical atomism, Logical Positivism, Ludwig Wittgenstein's theories of meaning and language games, Husserl's Phenomenology, and Existentialism as articulated by thinkers like Jean-Paul Sartre. They will be equipped to critically analyze and compare these philosophies, recognizing their contributions to contemporary thought and their relevance to current ethical, social, and political issues. Students will enhance their critical thinking and analytical skills through engagement with complex philosophical texts and arguments. Ultimately, they will emerge with a deeper appreciation for the intricacies of contemporary Western philosophy and its impact on our understanding of human existence, language, and consciousness.

Suggested Readings:

1. Russell, B., *Our Knowledge of the External World*.
2. Ayer, A.J. *Language, Truth and Logic*.
3. Pitcher, G., *The Philosophy of Wittgenstein*

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

4. Spiegelberg, H., *The Phenomenological Movement* (Vol. I- Haque: Martinus Nijhoff, 1971)
5. Sartre, J.P., *Existentialism and Humanism*.
6. Urmson, J.O., *Philosophical Analysis*
7. Bhadra, M.K., *A Critical Survey of Phenomenology and Existentialism*, ICPR, New Delhi, 1990.
8. Moran, Dermot, *Introduction to Phenomenology*.
9. Russell, B., *Mysticism and Logic*

PHIDSC 354 PHILOSOPHY OF RELIGION CONTACT HOUR: 60

FULL MARKS = 100 [ESE = 70/CCA = 30]

Course Objectives: The objectives of studying this paper are as follows:

- i. To provide a foundational understanding of the nature and scope of Philosophy of Religion, including key questions and issues.
- ii. To investigate major concepts such as theology, morality, and the relationship of religion with science, morality and theology.
- iii. To compare and contrast different belief systems, including monotheism, deism, pantheism, and agnosticism.
- iv. To analyze various theories regarding the origin and nature of religion, fostering a deeper understanding of human belief.
- v. To discuss the problem of evil as a philosophical challenge to religious belief and evaluate different responses, and investigate the relationship between faith, reason, and revelation, emphasizing their roles in religious discourse.

Unit I

Philosophy of Religion: Nature and Concerns

Religion and Theology, Religion and Morality, Religion and Science

Unit II

Metaphysical Theories of Religion: Monotheism, Deism, Pantheism, Marxism, Agnosticism

Unit III

Theories of the Origin of Religion: Anthropological and Psychological
Immortality of Soul

Unit IV

Arguments for the Existence of God: Ontological, Cosmological, Teleological and Moral.

Unit V

Problem of Evil, Faith, Reason and Revelation, Mysticism.

Course Outcome: Upon completing the course "Philosophy of Religion," students will have developed a nuanced understanding of key philosophical questions surrounding religion, its origins, and its relationship with concepts such as morality, science, and theology. They will be equipped to critically analyze major arguments concerning the existence of God, including the ontological, cosmological, teleological, and moral arguments, as well as engage with the

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

problem of evil and the interplay between faith and reason. Students will gain insight into various belief systems, including monotheism, deism, and agnosticism, and will appreciate the significance of mystical experiences within religious contexts. Ultimately, they will enhance their critical thinking skills and be able to apply philosophical concepts to contemporary ethical and existential issues, fostering a deeper understanding of the role of religion in human life.

Suggested Readings:

1. Hick, J., *Philosophy of Religion*, Prentice Hall.
2. Hick, J., (ed.), *Classical and Contemporary Readings*.
3. Hick, J., *An Interpretation of Religion*.
4. Caird, J., *Philosophy of Religion*.
5. Ranganatha, Swami, *Science and Religion*, Ramkrishna Mission.
6. Radhakrishnan, S., *Science, Religion and Culture*.
7. Selected portions from the works of Vivekananda, Sri Aurobindo, Gandhi M.K., Tagore and Krishnamurti.
8. Tillich, P., *Dynamics of Faith*, Allen and Unwin.

SEMESTER VII PHIDSC 401 PHILOSOPHY OF MIND CONTACT HOUR: 60

FULL MARKS = 100 [ESE = 70/CCA = 30]

Course Objectives: The objectives of this paper are as follows:

- i. To explore the historical context and evolution of the discipline.
- ii. To analyze and compare key theories, including mind-body dualism and mind-body identity theory.
- iii. To examine the philosophical challenges associated with consciousness and in establishing the existence of other minds.
- iv. To analyze philosophical perspectives on the nature of language and thought and examine Freud's notion of the unconscious and its impact on psychology and philosophy.

Unit I

Philosophy of Mind: Nature and Scope

Theories of Mind: Mind- Body Identity Theory- J.J.C. Smart

Mind- Body Dualism

Category Mistake- Ryle

Unit II

Consciousness: First Person Account, Third Person Account, Compromise Solution (Shaffer)

Hard Problem (David Chalmers)

Unit III

Problem of Other Minds: Analogical Inference, Criteriological Approach to Other Minds.

Problem of Private Language and Knowledge of Other Minds

Unit IV

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

Personhood and Personal Identity, Persistence Question, Memory and Body Criteria

Unit V

Freud: Notion of Unconscious, Id, Ego and Super- Ego, Theory of Dream

Jung: Collective Unconscious, Archetypes, Persona.

Course Outcome: Upon completing the "Philosophy of Mind" course, students will possess a comprehensive understanding of the fundamental questions and theories surrounding the nature of the mind, consciousness, and personal identity. They will critically engage with key philosophical concepts such as mind-body dualism, the hard problem of consciousness, and the challenges of understanding other minds. Students will be equipped to analyze influential theories from figures like Freud and Jung, as well as contemporary debates regarding private language and category mistakes. This knowledge will enable them to articulate nuanced arguments and contribute meaningfully to discussions at the intersection of philosophy, psychology, and cognitive science, fostering a deeper appreciation of the complexities of human thought and experience.

Suggested Readings:

1. *Philosophy of Mind: Classical and Contemporary Readings*, David Chalmers (ed.), Oxford, OUP, 2002.
2. G. Ryle, *The Concept of Mind*, Chapter –I
3. B. Williams, *Problems of the Self*.
4. Shaffer, J.A., *Philosophy of Mind*, Prentice Hall, India
5. Ryle, G., *Concept of Mind*, Chapter-I
6. Chakraborty, D.K., *Fundamental Questions of Epistemology and Metaphysics*.
7. Freud, Sigmund, *The Ego and the Id.*, Standard edition, Vol. 19, Chapter I and II, Hogarth Press, London
8. Jung, Carl. (1959). *Archetypes and the Collective Unconscious*.
Jung, Carl. *The Development of Personality*.

PHIDSC 402 COMPARATIVE RELIGION I

CONTACT HOUR: 60

FULL MARKS = 100 [ESE = 70/CCA = 30]

Course Objectives: The objectives of this paper are as follows:

- i. To encourage critical thinking about complex religious issues and foster the ability to apply comparative analysis to contemporary religious questions.
- ii. To familiarize students with various methods and approaches used in the study of comparative religion.
- iii. To cultivate an appreciation for the diversity of religious beliefs and practices across cultures.
- iv. To encourage attitudes of tolerance and respect towards different religious perspectives and practices.

Unit I

Meaning of Comparative Religion, Necessity of a Comparative Study of Religion

Aim and Objectives of comparative study of religion

Objections to the study of comparative religion

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

Unit II

Methods of Comparative Religion: Anthropological, Sociological, Historical, Psychological and Philosophical

Unit III

Religious Language: Cognitivist and Non-Cognitivist Debate, Concept of Religion as Family Resemblance

Unit IV

Religious Pluralism, Religious Relativism, Secularism

Unit V

Conflicting Truth Claims of Religions, Inter-religious Dialogues, Religious Tolerance.

Course Outcome: Upon completing the "Comparative Religion I" course, students will have developed a nuanced understanding of the diverse landscape of religious beliefs and practices around the world. They will be equipped with critical analytical skills to compare and contrast various religious traditions, while also grasping the methodological approaches used in the field. Students will engage thoughtfully with concepts such as religious pluralism, relativism, and inter-religious dialogue, fostering a deep appreciation for the ethical implications of religious diversity. This course will promote attitudes of tolerance and respect, enabling students to navigate complex religious issues with sensitivity and informed perspective, ultimately encouraging a commitment to lifelong learning in the study of religion.

Suggested Readings:

1. Chatterjee, P.B., *Comparative Religion*. Calcutta University.
2. Smart, Ninian. *The Religious Experiences of Mankind*. Charles Scribner's Sons. 1969.
1. Bouquet, A.C. *Comparative Religion: A Short Outline*. Penguin Books. 1953 (Fourth Revised Edition)
2. Das, Bhagawan. *The Essential Unity of All Religion*. Theosophical Publishing House. 1932.
3. Hick, John, *An Interpretation of Religion*, Macmillan, 2004.
4. Hick, John, *Philosophy of Religion*, Prentice Hall. 1973.
5. William, James. *The Varieties of Religious Experience*. Longmans, Green & Co. 1922.
6. Radhakrishnan, S., *Hindu View of Life*. Allen & Unwin. 1949.
7. Mashi, Y. *A Comparative Study of Religion*. Motilal Banarsidass. 1993.
8. Tagore, Rabindranath., *The Religion of Man*. Allen & Unwin. 1922.

PHIDSC 403
PHILOSOPHY OF M. K. GANDHI
CONTACT HOUR: 60

FULL MARKS = 100 [ESE = 70/CCA = 30]

Course Objectives: The objectives of studying this paper are as follows:

- i. To explore Gandhi's concepts of truth (Satya) and non-violence (Ahimsa) and their significance in his philosophy.

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

- ii. To examine the concepts of Swaraj (self-rule) and Swadeshi (self-sufficiency) and their relevance to Indian independence and socio-economic development.
- iii. To investigate the principles of Sarvodaya (welfare of all) and Satyagraha (truth-force) as tools for social change and justice.
- iv. To discuss Gandhi's views on human nature and how they inform his ethical and political philosophy.
- v. To encourage critical thinking about Gandhian philosophy and their applicability to contemporary social and political issues.

Unit I

Concept of Truth, Absolute and Relative Truth, Truth is God, Truth in Politics and Society.

Unit II

Meaning of Ahimsā in Gandhi's Philosophy, Ahimsā in Buddhism and Jainism

Unit III

Philosophy of Basic Education

Social and Political Thought: Swarāj and Swadeshi

Unit IV

Sarvodaya, Satyāgraha and Civil Disobedience

Unit V

Original Goodness and Human Nature, Religion and Politics.

Course Outcome: Upon completing the "Philosophy of M. K. Gandhi" course, students will gain a comprehensive understanding of Gandhi's foundational concepts, including truth, non-violence, and social justice. They will critically analyze his philosophies on education, self-rule, and community welfare, recognizing their relevance to contemporary issues. Students will also explore the interplay between religion and politics in Gandhi's thought, fostering insights into ethical leadership and activism. By engaging with Gandhi's principles, students will be equipped to apply his ideas to modern social challenges, promoting non-violent approaches to conflict resolution and advocating for justice and equality in diverse contexts.

Suggested Readings:

1. Iyer, Raghavan (ed.), *The Essential Writings of Mahatma Gandhi*, Oxford Univ. Press, India 1991. (Relevant Portions)
2. Iyer, Raghavan, *The Moral and Political Thought of Mahatma Gandhi*,. Oxford Univ. Press India. (Relevant portions)
3. Datta, D.M., *The Philosophy of Mahatma Gandhi*, Calcutta University.
4. Dalton, Dennis, *Power of Gandhi: Non-Violence in Action*
5. Pieterse, Jan Nederveen & Parekh Bhikhu *The Decolonization of Imagination*
6. Radhakrishnan, *Mahatma Gandhi : Essays and Reflections*.
7. M. K. Gandhi, *My Experiments with Truth*, Navajivan Publications.
8. The Collected Works of Mahatma Gandhi.

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

PHIDSC - 404

PHENOMENOLOGY AND EXISTENTIALISM

CONTACT HOUR: 60

FULL MARKS = 100 [ESE = 70/CCA = 30]

Course Objectives: The objectives of this paper are as follows:

- i. To familiarize students with the phenomenological method and its application in philosophical inquiry.
- ii. To encourage critical thinking about existential and phenomenological themes, enabling students to apply these philosophies to contemporary issues in human experience and relationships.
- iii. To provide a foundational understanding of key concepts and figures in phenomenology and existentialism.
- iv. To encourage students to apply philosophical concepts to real-world issues, fostering personal and social reflection.

Unit I

Meaning and Concept of Phenomenology, Different Types of Phenomenology, Critique of Psychologism

Unit II

The Concept of Intentionality of Consciousness, Phenomenological Method: Husserl

Unit III

Existential Phenomenology: Sartre's notion of Being-for-itself and Being-in-itself, Freedom

Unit IV

Theistic and Atheistic Existentialism: Kierkegaard, Nietzsche, Sartre.

Unit V

Heidegger: Problem of Being

Buber: Concept of Dialogue and 'I-Thou' Relationship

Course Outcome: Upon completing the "Phenomenology and Existentialism" course, students will have developed a comprehensive understanding of key philosophical concepts and figures within these two significant movements. They will be equipped to critically analyze foundational texts and ideas, exploring themes such as consciousness, intentionality, and the nature of being. Students will gain insights into the distinctions between theistic and atheistic existentialism, as well as the interpersonal dimensions of Buber's I-Thou relationship. Through this exploration, they will learn to apply phenomenological and existential principles to contemporary issues, fostering a deeper appreciation for the complexities of human experience and the ethical considerations that arise in our interactions with others. This course will cultivate both critical thinking and effective communication skills, preparing students for further philosophical inquiry and reflection.

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

Suggested Readings:

- Herbert Spiegelberg: *Phenomenological Movement: A Historical Introduction* Vol. – I & II (Relevant portions on Specific topics) The Hague, Martinus Nijhoff, 1965.
- Robert Solomon: *From Rationalism to Existentialism* Harper and Row Publishers, 1972
- Thomas Flynn: *Existentialism: A Very Short Introduction*
- M.K. Bhadra: *Critical Survey of Phenomenology & Existentialism*, ICPR, New Delhi.
- Moran, Dermot: *Edmund Husserl: Founder of Phenomenology*.
- Moran, Dermot: *Introduction to Phenomenology*, UK: Routledge.
- Zahavi, Dan: *Husserl's Phenomenology*, Stanford University Press.
- Merleau-Ponty: *Phenomenology of Perception*
- Jean-Paul Sartre: *Transcendence of the Ego*, Rutledge, London.
- Jean-Paul Sartre: *Existentialism and Humanism*
- Geoffrey Cline(ed): *The Philosophy of Nietzsche*, Meridian Publication, USA.
- M. Buber: *I & Thou*
- James Munkacsi: *Man in Dialogue*
- Franson Manjali (Ed): *Nietzsche: Philologist, Philosopher and Cultural Critic*, Allied Publishers.
- Martin Heidegger: *Being and Time* Maurice Friedman: *Martin Buber: The life of Dialogue*, Routledge

SEMESTER VIII

PHIDSC 451 PHILOSOPHY OF SCIENCE

CONTACT HOUR: 60

FULL MARKS = 100 [ESE = 70/CCA = 30]

Course Objectives: The objectives of studying this paper are as follows:

- To grasp the fundamental concepts, nature and scope of the Philosophy of Science.
- To analyze how philosophical questions influence scientific practices and vice versa.
- To identify and compare various scientific methods and their philosophical underpinnings.
- To foster analytical skills to evaluate scientific arguments and philosophical discussions critically.

Unit I

Philosophy of Science: Nature and Concerns
Relation between Philosophy and Science

Unit II

Definition of Scientific Explanation

Hempel's Deductive-Nomological Model of Scientific Explanation
Explanation and Causality

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

Unit III

Methods in Science: The Baconian Model, Logical Positivist Method, Verificationism and Falsification (Karl Popper)

Unit IV

Historical and Sociological Perspectives on Science: Thomas Khunn (Pre-Science and Normal Science)

Paradigm Shifts: Scientific Change and Scientific Revolution

Unit V

Paul Feyerband's view on Scientific Theories, Liberalism of Scientific Methods, Epistemological Anarchy

Course Outcome: Upon completing the "Philosophy of Science" course, students will develop a nuanced understanding of the intricate relationship between philosophical inquiry and scientific practice. They will be equipped to critically evaluate various scientific methods, including Hempel's deductive-nomological model and Feyerabend's perspectives on scientific theories. By examining historical and sociological contexts, students will gain insights into how societal factors influence scientific knowledge. Furthermore, they will enhance their analytical skills, enabling them to engage thoughtfully with contemporary debates in the philosophy of science and appreciate the complexities of scientific reasoning and methodology. Overall, students will emerge with a comprehensive framework for understanding the philosophical dimensions of scientific inquiry.

Suggested Readings:

1. Rosenberg, Alex & McIntyre, Lee. *Philosophy of Science: A Contemporary Introduction*. Routledge. 2019.
2. Okasha, Samir. *Philosophy of Science: A Very Short Introduction*. OUP. 2016.
3. Popper, Karl. *The Logic of Scientific Discovery*. Routledge. 2002.
4. Popper, Karl. *Conjectures and Refutations: The Growth of Scientific Knowledge*. Routledge. 2002.
5. Pierce, C.S. *Essays in the Philosophy of Science*. Liberal Arts Press. 1957.
6. Chalmers, A. F. *What is the thing called Science*. Hackett Publishing Company, Inc. 1999.
7. Khunn, T. *The Structure of Scientific Revolutions*. University of Chicago Press. 2012.
8. Nidditch, P. H. *Philosophy of Science*. OUP. 1968.

**PHIDSC 452
COMPARATIVE RELIGION II**

CONTACT HOUR: 60

FULL MARKS = 100 [ESE = 70/CCA = 30]

Course Objectives: The objectives of this paper are as follows:

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

- i. To understand key concepts of primitive religions, and analyze the cultural significance and practices associated with these belief systems.
- ii. To examine the fundamental principles, texts, and practices of different living religions.
- iii. To foster critical thinking and comparative analysis of various religious traditions.
- iv. To investigate the concept of universal religion and explore the importance of interfaith dialogue in a multicultural world.

Unit I

Primitive Religions: Animism, Totemism, Ancestor Worship
Concept of Mana, Tabu and Magic
Myths and Rituals

Unit II

Basic Features of Vedic Religion, Zoroastrianism and Judaism

Unit III

Hinduism: Distinctive Features, Human Destiny, Liberation
Islam: Basic Features, Five Pillars, Man and the World
Christianity: Basic Features, Evil and Suffering, Concept of Trinity

Unit IV

Jainism: Distinctive Features, Liberation
Buddhism: Distinctive Features, Nirvana
Sikhism: Distinctive Features, Suffering and God realization

Unit V

Tribal Religion
Universal Religion
Meeting of Religions

Course Outcome: Upon completing the "Comparative Religion II" course, students will gain a comprehensive understanding of a wide range of religious traditions, from primitive beliefs to major world religions. They will develop the ability to critically analyze the fundamental concepts, practices, and historical contexts of religions such as Vedic religion, Zoroastrianism, Judaism, Hinduism, Islam, Christianity, Jainism, Buddhism, and Sikhism. By examining the intersections of these faiths, students will appreciate the diversity of religious thought and the commonalities that promote interfaith dialogue. This course will enhance their analytical skills, cultural sensitivity, and ability to engage respectfully with different belief systems, fostering a deeper appreciation for the role of religion in human experience and society.

Suggested Readings:

1. Chatterjee, P.B., *Comparative Religion: A Study*. Calcutta University.
2. Smart, Ninian. *The Religious Experiences of Mankind*. Charles Scribner's Sons. 1969.
3. Bouquet, A.C. *Comparative Religion: A Short Outline*. Penguin Books. 1953 (Fourth Revised Edition)
4. Das, Bhagawan. *The Essential Unity of All Religion*. Theosophical Publishing House. 1932.
5. Hick, John, *An Interpretation of Religion*, Macmillan, 2004.
6. Hick, John, *Philosophy of Religion*, Prentice Hall. 1973.
7. William, James. *The Varieties of Religious Experience*. Longmans, Green & Co. 1922.

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

8. Tiwari, K.N. *Comparative Religion*. Motilal Banarsidass. 1983.
9. Mashi, Y. *A Comparative Study of Religion*. Motilal Banarsidass. 1993.
10. Koshilning Maring, M.K. *Tribal Religion: An Analysis of Religion, Beliefs and Practices*. Omega Book World. 2021.

**PHIDSC 453
PHILOSOPHY OF LANGUAGE**

CONTACT HOUR: 60

FULL MARKS = 100 [ESE = 70/CCA = 30]

Course Objectives: The objectives of this paper are as follows:

- i. To explore the significance of the linguistic turn and its impact on contemporary philosophical thought, and analyze key figures and movements associated with this shift.
- ii. To investigate how language relates to reality and shapes our understanding of the world.
- iii. To analyze key Indian philosophical concepts related to meaning, and compare and contrast these theories with Western approaches to meaning.
- iv. To develop analytical skills to assess arguments and positions within the philosophy of language.

Unit I: The Linguistic Turn in Philosophy

Origin and development of Analytic Philosophy, Vienna Circle and Logical Positivist Movement

Ideal Language Philosophy and Ordinary Language Philosophy: Definition, Differences and Major Proponents

Unit II: The Relation of Language with the World

Gottlob Frege's "On Sense and Reference": the relation between sense and reference, the principle of compositionality

Bertrand Russell's "On Denoting": Differences with Frege, Logical Atomism

Unit III: Western Theories of Meaning

Wittgenstein's Picture Theory of Meaning, Language Game Theory and Private Language Argument

W. V. Quine's "Two Dogmas of Empiricism": Analytic-Synthetic Divide, Analyticity and Meaning

Unit IV: Word-Meaning Relation from Indian Perspective

Relation between word and meaning: Sakti, Laksana, Saktigrahopaya

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

Import of Words: Jatisaktivada, Vyaktisaktivada, Vyakatkritivisistajatisaktivada

Unit V: Indian Theories of Meaning

Conditions of sentence meaning: Akansha, Yogyata and Sannidhi

Theories of Meaning: Anvitabhidhanavada, Abhihitavayavada and Sphotavada

Course Outcome: Upon completing the "Philosophy of Language" course, students will develop a deep understanding of the complex relationship between language and reality, informed by both Western and Indian philosophical traditions. They will gain insights into the linguistic turn in philosophy and critically evaluate various theories of meaning, including key concepts from prominent thinkers. By exploring word-meaning relations from diverse perspectives, students will enhance their comparative analytical skills and foster an appreciation for the richness of linguistic thought. Ultimately, they will be equipped to engage thoughtfully with ongoing discussions in the philosophy of language, articulating their own views while respecting diverse philosophical frameworks.

Suggested Readings:

1. *The Philosophy of Language*. (Ed.) A.P. Martinich. OUP. 1996.
2. *Tractatus Logico Philosophicus*. L. Wittgenstein. Trans. C.K. Ogden. Kegan Paul. 1922.
3. *Philosophical Investigations*. L. Wittgenstein. (Ed. Hacker & Schulte). Wiley-Blackwell. 2009.
4. *Translations from the Philosophical Writings of Gottlob Frege (for On Sense and Reference)*. (Ed.) P.T. Geach and M. Black. Wiley-Blackwell. 1980.
5. *Logic and Knowledge: Essays by Bertrand Russell (for On Denoting)*. Ed. R. C. Marsh (Selections) Routledge. 2001.
6. *The Frege Reader*. Ed. Michael Beaney. Wiley-Blackwell. 1997.
7. *The Varieties of Reference*. G. Evans. OUP. 1982.
8. *Russell: A Very Short Introduction*. A. Grayling. OUP. 2002.
9. *Indian Theories of Meaning*. K. Kunjunni Raja. The Theosophical Publishing House. 1977.
10. *The Philosophy of Language: An Indian Approach*. P. K. Mazumder. Calcutta: Sanskrit Pustak Bhandar. 1977.
11. *The Word and the World*. B. K. Matilal. OUP. 1990.
12. *Semantic Powers, Meaning and the Means of Knowing in Classical Indian Philosophy*. Jonardhan Ganeri. OUP. 1999.

PHIDSC 454

INDIAN KNOWLEDGE SYSTEM

CONTACT HOUR: 60

FULL MARKS = 100 [ESE = 70/CCA = 30]

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

Course Objectives: The objectives of this paper are as follows:

- i. To acquire a foundational knowledge of key concepts and frameworks within the Indian Knowledge System.
- ii. To develop the ability to critically analyze and compare major Indian philosophical schools and their approaches to knowledge.
- iii. To understand the relationship between epistemology and metaphysics in various Indian philosophies.
- iv. To promote reflective engagement with philosophical questions regarding knowledge, truth, and existence.

Unit I

Philosophy and Darsana
Concepts of Prama and Pramana
Gita's concept of the True Nature of Man and Sthitaprajna

Unit II

Carvaka's refutation of Anumana and Sabda
Buddhist theories of Ksanitavada and
Pratityasamutpada
Jaina theories of Syadvada and
Anekantavada

Unit III

Nyaya theories of Pratyaksa, Anumana and
Asatkaryavada
Vaisheshika Paramanuvada

Unit IV

Samkhya theory of Satkaryavada
Yoga's concept of citta-vrtti-nirodha and Astanga Yoga

Unit V

Mimamsa: Sabda Pramana
Vedanta: Definition and Nature of Cit (Consciousness) in Advaita and Visistadvaita Vedanta

Course Outcome: Upon completing the "Indian Knowledge System" course, students will gain a comprehensive understanding of the key concepts and philosophical traditions that shape Indian thought. They will develop critical analytical skills to assess and compare various schools of philosophy, including Carvaka, Buddhism, Jainism, Nyaya, Vaisheshika, Yoga, Samkhya, Mimamsa, and Vedanta. Students will explore the interconnectedness of epistemology and metaphysics, applying these insights to contemporary issues and ethical discussions. Additionally, they will foster a deeper appreciation for the diversity of Indian philosophical contributions, enhancing their ability to engage in interdisciplinary dialogue and reflective inquiry about knowledge, truth, and existence.

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

Suggested Readings:

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

SEMESTER-WISE
SYLLABUS OF DISCIPLINE SPECIFIC
MINOR (DSM)
SEMESTER - I
PHI-DSM-101
EPISTEMOLOGY AND METAPHYSICS
(INDIAN)

Course Objective:

This course seeks to make students acquainted with the rich Indian intellectual tradition. It intends to introduce the general principles and basic features as well as the major schools of Indian Philosophy, their philosophical truth claims and the art of argumentations. Moreover, it seeks to find out the basic problems related to epistemological and metaphysical findings that form the boundary of four existing scientific knowledges and social exchanges. It thus intends to make the students acquainted with the art and traditions of critical thinking that exist in classical Indian philosophical studies and have been shaping and re-shaping the world-views and the concept of life as a whole till date for the people of Indian sub-continent.

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 background of critical thinking in Indian Philosophical tradition. Along with this, after 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 scopes 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.

EPISTEMOLOGY AND METAPHYSICS (INDIAN)

Unit I

General ideas about the schools of Indian Philosophy

Upanisadic concept of Self, Concept of Ṛta, Karma and Rebirth

Unit II

Cārvāka: Epistemology and Metaphysics

Jainism: Syādvāda, Anekāntavāda

Unit III

Schools of Buddhism

Four Noble Truths

Pratītyasamutpāda, Nairātma-vāda, Kṣanikavāda

Unit IV

Nyāya: Pramāṇa and Pramāṇa, Pratyakṣa, Anumāna and its kinds

Vaiśeṣika: Categories and Atomism.

Unit V

Sāṅkhya: Prakṛti, Puruṣa, Evolution

Advaita Vedānta: Brahman and Māyā

Viśiṣṭadvaita: Ramanuja's critique of Sankara's Māyā, Brahman.

Suggested Readings:

1. Sinha, J.N., *Outline 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

SEMESTER - II
PHI-DSM – 151
EPISTEMOLOGY AND METAPHYSICS
(INDIAN)

Course Objective:

This course seeks to make students acquainted with the rich Indian intellectual tradition. It intends to introduce the general principles and basic features as well as the major schools of Indian Philosophy, their philosophical truth claims and the art of argumentations. Moreover, it seeks to find out the basic problems related to epistemological and metaphysical findings that form the boundary of four existing scientific knowledge and social exchanges. It thus intends to make the students acquainted with the art and traditions of critical thinking that exist in classical Indian philosophical studies and have been shaping and re-shaping the world-views and the concept of life as a whole till date for the people of Indian sub-continent.

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 background of critical thinking in Indian Philosophical tradition. Along with this, after 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 scopes 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.

EPISTEMOLOGY AND METAPHYSICS (INDIAN)

Unit I

General ideas about the schools of Indian Philosophy

Upanisadic concept of Self, Concept of Ṛta, Karma and Rebirth

Unit II

Cārvāka: Epistemology and Metaphysics

Jainism: Syādvāda, Anekāntavāda

Unit III

Schools of Buddhism

Four Noble Truths

Pratītyasamutpāda, Nairātma-vāda, Kṣanikavāda

Unit IV

Nyāya: Pramāṇa and Pramāṇa, Pratyakṣa, Anumāna and its kinds

Vaiśeṣika: Categories and Atomism.

Unit V

Sāṅkhya: Prakṛti, Puruṣa, Evolution

Advaita Vedānta: Brahman and Māyā

Viśiṣṭadvaita: Ramanuja's critique of Sankara's Māyā, Brahman.

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

SEMESTER III
PHI-DSM – 201
EPISTEMOLOGY AND METAPHYSICS
(WESTERN)

Course Objective:

This course sets the objective of providing the students with a basic understanding of the meaning, scope and different branches of philosophy. The course seeks to dedicate an exclusive unit to the discussion of epistemological and metaphysical ideas of two great philosophers of the past: Plato and Aristotle. Moreover, it aims to offer students a comprehensive idea of the theories of the origin of knowledge, theories of reality, and categories of knowledge. The fundamental objective of introducing this course is to assist learners to develop a strong knowledge base of philosophical investigation and critical thinking.

Course Outcome:

Philosophy as a subject deals with various problems of life and thought. This paper will enable students to understand the fundamental questions of philosophy, theories of knowledge, essential nature of reality and practical concerns of philosophical problems. Philosophy instils critical thinking in students by inspiring them to question everything they are taught. This course will help the learners to spontaneously examine their own presuppositions and assumptions in life and will assist them in cultivating a skill of critical thinking and systematic analysis of thoughts. Furthermore, the course will also make students realize that there is no place for a trivial approach to the complex philosophical questions of life and the world.

EPISTEMOLOGY AND METAPHYSICS (WESTERN)

Unit I

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

Unit II

Plato: The Socratic Influence, Theory of Knowledge and Ideas

Aristotle: Critique of Plato, Form and Matter, Causation

Unit III

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

Unit IV

Realism: Naïve Realism, Representationalism, Neo-Critical Realism

Idealism: Subjective Idealism of Berkeley, Objective Idealism of Hegel

Unit V

Substance, Space, Time, Universals, Causality (Hume)

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.
7. Taylor, R., *Metaphysics*
8. Lemos, Noah., *Introduction to Theory of Knowledge*, Cambridge University Press.

SEMESTER - IV

PHI-DSM-251

LOGIC

Course Objective:

This course is so designed to help students cultivate and enhance their logical reasoning capacity. The paper intends to define fundamental concepts and different principles of logic and to understand their application in our day-to-day life. It also seeks to assist students to interpret and examine logical arguments and test their validity and invalidity. To instruct students to employ fundamental logical notions and methods to detect errors in an argument by identifying different types of fallacies and finally generating in them the ability of correct reasoning.

Course Outcome:

Upon the completion of this course, the students will be able to:

- Learn the importance of logical thinking. They will be able to identify the disparity and connection between the logical concepts of truth and validity.
- Identify various types of propositions and the techniques to symbolize them.
- Understand different types of inference, both immediate and mediate.
- Demonstrate diverse techniques to evaluate the validity/invalidity of deductive arguments.

LOGIC

Unit- I

Nature of Logic, Truth and Validity

Kinds of Proposition: Traditional and Modern

Unit- II

Immediate Inference: Conversion, Obversion, Contraposition

Square of Opposition: Traditional, Aristotelian and Boolean

Unit- III

Mediate Inference: Categorical Syllogism- Copi's six rules, Figure and Mood

Venn diagram techniques for testing syllogism

Unit- IV

Symbolization, Testing of Validity by Truth-table Method, Shorter Truth- Table Method for proving Invalidity

Unit- V

Formal Truth of Validity (Nine Rules of Inference).

Suggested Readings:

1. Copi, I.M. (Latest Edition) Introduction to Logic, Routledge.
2. Cohen and Nagel (1934) An Introduction to Logic and Scientific Method, Routledge.
3. Baronett, Sand Sen, M. (2008) Logic, Pearson.
4. Copi, I.M. (Latest Edition) Symbolic Logic, Macmillan.
5. Basson and O'Connor (1966) Introduction to Symbolic Logic, University Tutorial Press.

PHI-DSM-252

LOGIC

Course Objective:

This course is so designed to help students cultivate and enhance their logical reasoning capacity. The paper intends to define fundamental concepts and different principles of logic and to understand their application in our day-to-day life. It also seeks to assist students to interpret and examine logical arguments and test their validity and invalidity. To instruct students to employ fundamental logical notions and methods to detect errors in an argument by identifying different types of fallacies and finally generating in them the ability of correct reasoning.

Course Outcome:

Upon the completion of this course, the students will be able to:

- Learn the importance of logical thinking. They will be able to identify the disparity and connection between the logical concepts of truth and validity.
- Identify various types of propositions and the techniques to symbolize them.
- Understand different types of inference, both immediate and mediate.
- Demonstrate diverse techniques to evaluate the validity/invalidity of deductive arguments.

LOGIC

Unit- I

Nature of Logic, Truth and Validity

Kind of Proposition: Traditional and Modern

Unit- II

Immediate Inference: Conversion, Obversion, Contraposition

Square of Opposition: Traditional, Aristotelian and Boolean

Unit- III

Mediate Inference: Categorical Syllogism- Copi's six rules, Figure and Mood Venn diagram techniques for testing syllogism

Unit- IV

Symbolization, Testing of Validity by Truth-table Method, Shorter Truth-table Method for proving Invalidity

Unit- V

Formal Truth of Validity (Nine Rules of Inference).

Suggested Readings:

1. Copi, I.M. (Latest Edition) Introduction to Logic, Routledge.
2. Cohen and Nagel (1934) An Introduction to Logic and Scientific Method, Routledge.
3. Baronett, Sand Sen, M. (2008) Logic, Pearson.
4. Copi, I.M. (Latest Edition) Symbolic Logic, Macmillan.
5. Basson and O'Connor (1966) Introduction to Symbolic Logic, University Tutorial Press.

SEMESTER - V

PHI-DSM-301

ETHICS

Course Objective

The course seeks to give the students an all-encompassing view of the outlines of both Western and Indian theories of moral judgment discussing around the major ethical concepts from both pure theoretic as well as applied domain. The course thus starts from the basic concepts of moral enquiry from the traditional to the modern and post-modern ethical enquiry to arise in the mind of the student the ideas of duties of an individual both as a social as well as a spiritual being. It thus intends to re-introduce the concept and the theories of action within the grounds of social *ought* and thus trains to reason on the categories of moral standards.

Course Outcome:

With the pursuance of the course the learners would not only be acquainted with the basic concepts of moral judgments and the concept of individual's rights and duties but also gathers sufficient amount of reflective potential to judge an action as right and wrong. The course also builds in the learner the potential to determine and argue for the moral intentions and reflect on the motives of action resulting in acquiring more potentiality in decision making procedure. The course gives the students a comparative knowledge of both the Western and Indian reasonings on moral concepts and judgments thus bringing an all-round development of the capacity of moral reasoning and decision making. The course starts with an introduction to the nature and concept of ethics and stretches its scope from the definition and characterization of the basic concept of ethical domain to the conceptual essentials of Teleological Ethics, Virtue Ethics and Deontological Ethics and also the fundamentals of the ethics of the Gita, Buddhism and Jainism. The course thus also includes in its scope the concerns of applied ethics like Environmental Ethics and Theories of Punishment.

ETHICS

Unit I

Nature of Ethics:	Its Concerns, Normative Ethics and Meta-Ethics
Fundamental Concepts:	Rights and Duties, Good and Virtue, Object of Moral Judgment.

Unit II

Teleological Ethics:	Hedonism, Utilitarianism (Bentham and Mill), Savodaya of Gandhi.
Virtue Ethics:	Aristotle – Nature and Kinds of Virtue

Unit III

Deontological Ethics:	Kant – Good Will, Categorical Imperative.
Ethics of Gīta:	Swadharma, Niskāma Karma.

Unit IV

Hindu Ethics:	Puruṣārtha: Four Supreme Ends of Human Life
Buddhist Ethics:	Theory of Action, The Concept of Bodhisattva
Jaina Ethics:	Ahimsa, Panchaseel

Unit V

Definition and Scope of Applied Ethics	
Environmental Ethics:	Anthropocentrism and Eco-centrism
Theories of Punishment:	Retributive, Deterrent and Reformative

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. Rajendra Prasad (Ed.), *A Historical Developmental Study of Classical Indian Philosophy of Morals*, Centre for Studies in Civilization, 2009.
9. Rajendra Prasad, *A Conceptual–Analytic Study of Classical Indian Philosophy of Morals*, Centre for Studies in Civilization, 2009
10. Singh, Balvir, *Foundation of Indian Ethics*, Orient Longman, Calcutta.
11. Sharma, I. C., *Ethical Philosophies of India*.
12. Moitra, S. K., *The Ethics of the Hindus*.
13. Das Gupta, Surama, *Development of Moral Philosophy in India*, Munshiram Manoharlal, Delhi.
14. Singer, Peter, *Practical Ethics* (Cambridge University Press), Relevant Chapters.
15. Bilimoria, P., *Indian Ethics*, OUP, Vol. 2

PHI-DSM-302

ETHICS

Course Objective:

The course seeks to give the students an all-encompassing view of the outlines of both Western and Indian theories of moral judgment discussing around the major ethical concepts from both pure theoretic as well as applied domain. The course thus starts from the basic concepts of moral enquiry from the traditional to the modern and post-modern ethical enquiry to arise in the mind of the students the ideas of duties of an individual both as a social as well as a spiritual being. It thus intends to re-introduce the concept and the theories of action within the grounds of social *ought* and thus trains to reason on the categories of moral standards.

Course Outcome:

With the pursuance of the course the learners would not only be acquainted with the basic concepts of moral judgments and the concept of individual's rights and duties but also gathers sufficient amount of reflective potential to judge an action as right and wrong. The course also builds in the learner the potential to determine and argue for the moral intensions and reflect on the motives of action resulting in acquiring more potentiality in decision making procedure. The course gives the students a comparative knowledge of both the Western and Indian reasonings on moral concepts and judgments thus bringing an all-round development of the capacity of moral reasoning and decision making. The course starts with an introduction to the nature and concept of ethics and stretches its scope from the definition and characterization of the basic concept of ethical domain to the conceptual essentials of Teleological Ethics, Virtue Ethics and Deontological Ethics and also the fundamentals of the ethics of the Gita, Buddhism and Jainism. The course thus also includes in its scope the concerns of applied ethics like Environmental Ethics and Theories of Punishment.

ETHICS

Unit I

Nature of Ethics:	Its Concerns, Normative Ethics and Meta-Ethics
Fundamental Concepts:	Rights and Duties, Good and Virtue, Object of Moral Judgment.

Unit II

Teleological Ethics:	Hedonism, Utilitarianism (Bentham and Mill), Savodaya of Gandhi.
Virtue Ethics:	Aristotle – Nature and Kinds of Virtue

Unit III

Deontological Ethics:	Kant – Good Will, Categorical Imperative.
Ethics of Gīta:	Swadharma, Niskāma Karma.

Unit IV

Hindu Ethics:	Puruṣārtha: The notion of Dharma
Buddhist Ethics:	Theory of Action, The Concept of Bodhisattva
Jaina Ethics:	Ahimsa, Panchaseel

Unit V

Definition and Scope of Applied Ethics	
Environmental Ethics:	Anthropocentrism and Eco-centrism
Theories of Punishment:	Retributive, Deterrent and Reformative

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. Rajendra Prasad (Ed.), *A Historical Developmental Study of Classical Indian Philosophy of Morals*, Centre for Studies in Civilization, 2009.
9. Rajendra Prasad, *A Conceptual–Analytic Study of Classical Indian Philosophy of Morals*, Centre for Studies in Civilization, 2009
10. Singh, Balvir, *Foundation of Indian Ethics*, Orient Longman, Calcutta.
11. Sharma, I. C., *Ethical Philosophies of India*.
12. Moitra, S. K., *The Ethics of the Hindus*.
13. Das Gupta, Surama, *Development of Moral Philosophy in India*, Munshiram Manoharlal, Delhi.
14. Singer, Peter, *Practical Ethics* (Cambridge University Press), Relevant Chapters.
15. Bilimoria, P., *Indian Ethics*, OUP, Vol. 2

SEMESTER - VI
PHI-DSM – 351
EPISTEMOLOGY AND METAPHYSICS
(WESTERN)

Course Objective:

This course sets the objective of providing the students with a basic understanding of the meaning, scope and different branches of philosophy. The course seeks to dedicate an exclusive unit to the discussion of epistemological and metaphysical ideas of two great philosophers of the past: Plato and Aristotle. Moreover, it aims to offer students a comprehensive idea of the theories of the origin of knowledge, theories of reality, and categories of knowledge. The fundamental objective of introducing this course is to assist learners to develop a strong knowledge base of philosophical investigation and critical thinking.

Course Outcome:

Philosophy as a subject deals with various problems of life and thought. This paper will enable students to understand the fundamental questions of philosophy, theories of knowledge, essential nature of reality and practical concerns of philosophical problems. Philosophy instils critical thinking in students by inspiring them to question everything they are taught. This course will help the learners to spontaneously examine their own presuppositions and assumptions in life and will assist them in cultivating a skill of critical thinking and systematic analysis of thoughts. Furthermore, the course will also make students realize that there is no place for a trivial approach to the complex philosophical questions of life and the world.

EPISTEMOLOGY AND METAPHYSICS (WESTERN)

Unit I

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

Unit II

Plato: The Socratic Influence, Theory of Knowledge and Ideas

Aristotle: Critique of Plato, Form and Matter, Causation

Unit III

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

Unit IV

Realism: Naïve Realism, Representationalism, Neo-Critical Realism

Idealism: Subjective Idealism of Berkeley, Objective Idealism of Hegel

Unit V

Substance, Space, Universals, Time Causality (Hume)

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.
7. Taylor, R., *Metaphysics*
8. Lemos, Noah., *Introduction to Theory of Knowledge*, Cambridge University Press.

SEMESTER VII
PHI-DSM – 401
PHILOSOPHY OF RELIGION

Course Objective:

Philosophy of Religion as a discipline of study intends to do a philosophical reflection on the nature and concept of religion and religious behaviour of human being from a purely scientific temper. It not only conducts a scientific and critical analysis of the nature and origin of religion but also reflects on the nature and conditions of religious experiences of man as a social as well as an isolated being. It thus intends to bring among the learners a tendency to reflect upon the grounds that are effective in shaping different conditions of religious experiences and religious behaviouralism. The objective of the course is to arise among the students a scientific aptitude and a deep understanding of religion vis-à-vis religious experiences as one of the basic characteristics of human rational/trans-rational nature, thus understanding religion as a universal phenomenon and basic to human ways of experiencing the world. In its way of scientific enquiry, in a larger aspect, the Philosophy of Religion thus aims in bringing an integrity and harmony of different belief systems bringing in social harmony.

Course Outcome:

By pursuing this course, the students are expected to develop a scientific as well as critical understanding of religion and various nature of religious experiences as a universal phenomenon of human nature. It not only enquires on the nature and concerns of religion but also reflects on the nature and concerns of philosophical understandings of religion and religious experiences. At the same time, it not only questions on the different theories of the origin of religion but also its relation and distinction from science and morality. The course also gives a panoramic view of the different theories of the rational defense of the existence of God and the discussions on the problems of Evil and their challenges. This course scientifically intervenes into the mysteries of the conditions of faith and tries to evaluate their nature.

PHILOSOPHY OF RELIGION

Unit I

Philosophy of Religion: Nature and Concern

Unit II

Religion and Morality, Science and Religion

Unit III

Theories of the origin of Religion: Anthropological and Psychological

Unit IV

Arguments for the Existence of God: Ontological, Cosmological, Teleological and Moral

Unit V

Problem of Evil, Faith, Reason and Revelation.

Suggested Readings

1. Hick, J., Philosophy of Religion, Prentice Hall.
2. Hick, J., (ed.), Classical and Contemporary Readings.
3. Hick, J., An Interpretation of Religion.
4. Caird, J., Philosophy of Religion.
5. Ranganatha, Swami, Science and Religion, Ramkrishna Mission.
6. Radhakrishnan, S., Science, Religion and Culture.
7. Selected portions from the works of Vivekananda, Sri Aurobindo, Gandhi M.K., Tagore and Krishnamurti. J
8. Tillich, P., Dynamics of Faith, Allen and Unwin

SEMESTER - VIII
PHI-DSM-451
SOCIAL AND POLITICAL PHILOSOPHY

Course Objectives:

The course aims to provide the students with an outline of the problems of philosophical considerations in modern-day social and political studies. It seeks to study the nature and scope of social and political philosophy and its relation to other social sciences. The course also aspires to initiate a scientific investigation of various concepts which are central to comprehending the vision of today's socio-political situations. It aims to translate the values of human life into realistic pursuits in social intercourse and to the edifice of public law.

Course Outcome:

Upon the completion of this course, the students will be able to

- Understand the nature and scope of social and political philosophy and its relevance to our practical life and experience.
- Critically examine the process of policymaking and planning in society.
- Build a more meaningful collective life in society.
- Develop a more in-depth understanding of socio-political concepts like society, nation, state, progress, reform, revolution, democracy, secularism, individualism, collectivism, social contract, justice, liberty, equality, human rights, terrorism, and insurgency.

SOCIAL AND POLITICAL PHILOSOPHY

Unit I

Social and Political Philosophy: Scope and Concerns: Its relation to Sociology and Ethics

Unit II

Society, Nation and State

Unit III

Social Progress, Reform, Revolution, Democracy, Secularism

Unit IV

Relation between an Individual and Society: Individualism, Collectivism, Social Contract Theory

Unit V

Justice, Liberty, Equality, Human Rights;

Terrorism and Insurgency

Suggested Readings

1. Raphael, D.D., Problems of Political Philosophy., Macmillan.
2. Barker, E., Principles of Social and Political Philosophy.
3. Russell, B., Authority of Individual.
4. Gandhi, M.K., Hind Swaraj.
5. Chattopadhyay, D.P., Social Culture (1973).
6. Laslett, P. and Runciman, W.C., Philosophy, Politics, Human Society, 1972. Blackwell
7. Miri, Sujata, and Pal, Jagat (ed.), Introduction to Social and Political Philosophy, NEHU.
8. Iyer, Raghavan., The Moral and Political Thought of Mahatma Gandhi, OUP.
9. Will Kymlicka, Contemporary Political Philosophy: An Introduction. Oxford: Oxford University Press, Second Edition, 2002.

10. David Miller, *Political Philosophy: A Very Short Introduction* New York: Oxford University Press, 2003.
11. Bhargava, Rajeev and Ashok Acharya Eds., (2008), *Political Theory: An Introduction*, New Delhi: Pearson Publisher

FOUR YEAR UNDERGRADUATE PROGRAM
SKILL ENHANCEMENT COURSE (SEC)

SEMESTER I

PHI-SEC-101 T

LOGIC – I

(ARISTOTELIAN LOGIC)

CREDIT = 3

Contact Hours: 45

Full Marks = 100

[ESE =50; PRACTICAL = 30; INTERNAL ASSESSMENT = 14; ATTENDENCE = 6]

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:

- 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.
- 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.
- 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.
- To lay the foundation for advanced logical studies, such as, symbolic logic, informal logic, philosophical logic, etc.

UNIT I

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

UNIT II

Kinds of Proposition: Traditional and Modern Classification of Propositions

Square of Opposition: Traditional and Aristotelian

UNIT III

Immediate Inference: Conversion, Obversion, Contraposition.

UNIT IV

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

UNIT V

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

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:

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

SEMESTER II

PHISEC 151 T

LOGIC – II

(MODERN LOGIC)

CREDIT = 3

Contact Hours: 45

Full Marks = 100

[ESE =50; PRACTICAL = 30; INTERNAL ASSESSMENT = 14; ATTENDENCE = 6]

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:

- 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.
- To develop advanced proof techniques, including decision procedures, such as, Truth-Table, Shorter Truth-Table, Natural Deduction (Direct, Indirect, Conditional), etc.
- To enhance students' critical thinking abilities by enabling them to recognize fallacies, evaluate deductive and inductive reasoning, and identifying logical inconsistencies.
- 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.

UNIT I

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

UNIT II

Construction of Truth Tables for Statement Forms

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

UNIT III

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

UNIT IV

Formal Proof of Validity: Elementary Rules of Inference

UNIT V

Science and Hypothesis

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:

- I. M. Copi and Cohen. *An Introduction to Logic*, Macmillan
- I. M. Copi, *Symbolic Logic*, Macmillan
- Patrick Suppes, *Introduction to Logic*
- W. V. Quine, *Methods of Logic*, Harvard University Press
- Richard Jeffrey, *Formal Logic: Its Scope and Limits*

SEMESTER III

PHISEC 201 T

ACADEMIC WRITING AND RESEARCH ETHICS

CREDIT = 3

Contact Hours: 45

Full Marks = 100

[ESE =50; PRACTICAL = 30; INTERNAL ASSESSMENT = 14; ATTENDENCE = 6]

Course Objectives: The objectives of studying this course are as follows:

- To develop advanced academic writing skills, which will enhance the ability of students to produce clear, well- structured, and persuasive academic texts, including research papers, essays, and reports.
- To equip the students with a proper understanding of the research methodologies, enabling them to design and conduct ethical and effective research projects.
- To promote ethical research practices by teaching ethical principles and standards which govern academic research, including issues related to Plagiarism, data integrity, and the responsible conduct of research.

Unit I

Formal Letter Writing

Home Assignment/Term Paper Writing

Write-up/ Article/Research Paper Writing

Unit II

Research Methodological Perspective in Philosophy: Thinker Based, Concept Based, Comparative.

Dissertation /Thesis Writing (Statement of the Problem, Objective, Survey of Literature, Chapterization, Bibliography)

Unit III

Preparation and Presentation of Research: Use of Diacritical Mark, Footnote and Endnote;
Referencing Styles: MLA and APA

Unit IV

Methods of Acquiring Knowledge: Dialectical Method, Empirical-Scientific Method, Hermeneutical-Interpretative Method.

Unit V

Research Ethics: Ethical Guidelines in Research

Publication Ethics: Falsification, Fabrication and Plagiarism

Course Outcome: Upon completion of the "Academic Writing and Research Ethics" course, students will be proficient in producing high-quality academic writings, demonstrating a thorough understanding of advanced research methodologies and ethical practices. They will be equipped to design, conduct, and present research projects with integrity, critically evaluate sources, and avoid common pitfalls such as plagiarism and data fabrication or falsification. Furthermore, students will be adept at effectively communicating their research findings to both academic and non-academic audiences, showcasing their ability to engage with complex ideas and contribute meaningfully to their respective fields.

Suggested Readings:

- Barubrooke, David. Philosophy of Social Sciences. Engelwood Cliffs N.J: Prentice Hall, 1987.
- Bleicher, Josef. Contemporary Hermeneutics. London: Routledge, 1980.
- Bruner, Jerome. Acts of Meaning. Cambridge M A: Harvard University Press, 1990.
- Epstein, Debbie, Jane Kenway and Rebecca Boden. Writing for Publication. London: Sage, 2005.
- Habermas, Juergen. On the Logic of Social Sciences. Trans. Shierry Weber Nicholson and Jerry Stark. London: Polity, 1990.
- Kothari, C.R. Research Methodology, Methods and Techniques. New Delhi: New Age International, 2004.
- Mahadevan, T M P. The Mechanics of Thesis Writing.

- Matilal, B. K. Perception. Oxford: Clarendon Press, 1991.
- Mohanty, J.N. Essays in Indian Philosophy. New Delhi: Oxford University Press, 2004.
- Saxena, Sanjay. A First Course in Computers. New Delhi: Vikas Publishing House Pvt. Ltd, 2000.
- Steven, M.C. Exploring Philosophy: An Introductory Anthology. Oxford: Oxford University press, 2000.
- Thomas, Pius V. Ethics, Applied Ethics and Values: An Introduction. Silchar: Print.Com, 2023.
- Young, Pauline V. and Calin F. Schmid. Scientific Social Survey and Research. New Delhi: Prentice Hall of India Pvt. Ltd., 1975.

NOTE: The Practical Examination for SEC papers (for Semesters I and II) will include solving of logical problems using Venn Diagram Technique, Truth-Table Methods, Formal Proof of Validity, etc. or any other topic from within the syllabi as deemed fit by the concerned department. For 3rd Semester SEC Practical Examination, the Digital Skills of the students are to be tested by analysing their ability to execute the topics of the syllabus using M.S. Office Word.

Inter Disciplinary Courses (IDC)

SEMESTER - I

PHI-IDC-101, Credits – 3

Applied Ethics

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.

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.

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

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* (3rd 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

SEMESTER - II

PHI-IDC-151, Credits – 3

Environmental Ethics

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.

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.

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

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

SEMESTER - III

PHI-IDC-201, Credits – 3

Gender Ethics

Course Objectives: The objectives of the course is to acquaint the students to the concepts of Gender and Ethics. Gender Ethics attempts to address issues of subjugation and marginalisation of women in patriarchal societies. The course will focus on the idea that women have always suffered under the patriarchal social systems across the world and hence such issues related to women need to be addressed from ethical perspectives.

Course Outcome: The students are expected to learn about various aspects of gender from ethical perspectives. They will, thereby, be aware of subjugation and marginalisation faced by women across the world. The course will also help the students to address gender issues from ethical perspectives.

- Unit-1: Feminism:** History of Feminism, Concept of Feminism, Types of Feminism
- Unit-2: Gender Inequality:** Sex and Gender, Meaning and Definition of the Concept, Concept of Masculinity and Femininity
- Unit-3: Gender Issues:** Gender Issues in Health, Education, Governance
- Unit-4: Gender Egalitarianism:** Concept of Egalitarianism, Types, Concept of an Egalitarian Society
- Unit-5: Patriarchy and Gender Bias:** Concept of Patriarchy, Concept of Patriarchy in Gender Discrimination in India, Effects of Patriarchy in Society

Suggested Readings:

1. Gould, Carol C. "The Woman Question: Liberation of Philosophy and the Philosophy of Liberation". Gender: Key Concepts in Critical Theory. US: Humanities Press International, 1997.
2. *A Companion to Feminist Philosophy*. Edited by Alison M. Jaggar and Iris Marion Young. Oxford: Blackwell Publishing, 2005.
3. *Blackwell Guide to Feminist Philosophy*. Edited by Linda Martin Alcoff and Eva Feder Kittay, Oxford: Blackwell Publishing, 2006.
4. *In a Different Voice* by Carol Gilligan. Cambridge, MA: Harvard University Press, 1994.
5. *The Second Sex*. Simone de Beauvoir, Translated and Edited by H.M. Parshley, Vintage Book, London, 1997.
6. Relevant Chapter from *Encyclopaedia of Environmental Ethics and Philosophy*. Vol. 1. Edited by J. Baird Callicott and Robert Frodeman. USA: Macmillan Reference (A Part of Gale Cengage Learning).

** Relevant Web-pages from *Stanford Encyclopaedia of Philosophy*.

Signed on the 14th of July, 2024 - Dr. Pius v Thomas.

