

Learning Outcome-based Curriculum Framework (LOCF)

Undergraduate Programme in Philosophy

(Effective from the Academic year 2022-23)



**DEPARTMENT OF PHILOSOPHY
School of Humanities, Manipur University
Canchipur : Imphal**

Undergraduate Programme in Philosophy

The Proposed Programme shall be governed by the Department of Philosophy, School of Humanities, Manipur University. This new curriculum of Undergraduate Programme in Philosophy offers an updated syllabus in tune with National Education Policy 2020 (NEP2020) which will bring students to the forefront of philosophical debates in various areas of philosophy, viz., metaphysics, epistemology, ethics, logic, aesthetics and many other newly emerging philosophical areas. The syllabus is a combination of traditional aspects of philosophy along with modern trends.

Introduction

Philosophy is learning to think. In the beginning, the mystery of Existence taught men how to think, giving rise to love of wisdom of the great Sages of the Hellenic civilization from Thales to Aristotle via Socrates. The mystery of Existence on the one hand and the inscrutable ways of human nature on the other were areas of adventurous exploration. The passionate engagement of the Sages gave rise to all the hitherto existing intellectual and spiritual disciplines of mankind, including our children of yesteryear like Anthropology and Economics. Thanks to their efforts, from learning to learn or thinking to think Philosophy gradually crystallizes into a discipline of teaching man to think. That generated the Idea of Academy, Gymnasium, and University and of course, Curriculum. Learning and teaching to think gave mankind the impetus to choose a unique Destiny and the rest is history. The discovery of techne, the birth of technology, institutionalization of creating and imparting skill, evolving knowledge-based society – these follow from the categorical imperative of the fundamental philosophizing enterprise.

Programmes Structure

The Undergraduate Programme in Philosophy shall be FOUR YEARS duration with multiple exit and entry options. Each year the courses will be conducted such as Level 5: Bachelor's Certificate, Level 6: Bachelor's Diploma, Level 7: Bachelor's Degree and Level 8: Bachelor's Degree with Honours.

Credit Requirements

Each year there shall be a course consisting of minimum credits requirements of 48, 52, 52 and 48 respectively. The total credits per semester shall be:

Semester I	24	Semester III	26	Semester V	26	Semester VII	24
Semester II	24	Semester IV	26	Semester VI	26	Semester VIII	24

The students are allowed to take 2 (Two) papers as Generic Elective Course of 6 credits each in the II, III and IV Years totalling 36 (Thirty-six) credits from the other departments. The papers for Generic Elective Course shall be selected as per their choices from the list papers offered by the other departments.

The students of other departments are allowed to take the Elective Subjects (GEC) as notified by the Department of Philosophy.

Over 4 years, the Total Credits shall be 200

Each course will carry 100 marks of which 25 marks shall be reserved for internal assessment based on classroom participation, seminars, term papers (home assignment), tests, and attendance. The weightage given to each of these components shall be decided and announced at the beginning of the semester by the individual teacher assigned as Course-in-Charge. Any student who fails to participate in classes, seminars, term papers, and test will be debarred from appearing in the end semester examination in the specific course and no Internal Assessment marks will be awarded to such a candidate. His/her Internal Assessment marks will be awarded as and when he/she attends regular classes in the course and other assessment tests in the applicable semester. No special classes will be conducted for him/her during other semesters. The remaining 75 marks in each paper shall be awarded on the basis of a written examination at the end of each semester.

Learning Outcomes based approach to Curriculum Planning

The learning outcomes-based curriculum framework for Undergraduate Programme in Philosophy is based on the graduate attributes that a graduate in philosophy is expected to attain along coupled with the expected learning outcomes of each course and the combined course. The curriculum for Undergraduate Programme in Philosophy is prepared keeping in mind the needs, expectations and aspirations of students in philosophy as well as the modernizing trends and methodological perspectives of philosophy as a subject. The course learning outcomes and the programme learning outcomes specify the knowledge, understanding, skills, attitudes, values that a student completing this degree is expected to inculcate and know.

Nature and extent of the Undergraduate Programme in Philosophy

Philosophy is taken to be an abstract study about the fundamental structure of the world. It works towards foundations of each and every subject that is investigating the nature of the world but it does not only deal with foundations of science but with foundations of humanities as well, including that of social structures. The scope of philosophy is therefore vast. Philosophy inculcates the habits of logical reasoning, avoiding fallacious reasoning, thinking more carefully about the place of each and every aspect of nature vis-à-vis the whole of nature. A philosophy student emerges as a critical thinker who accepts nothing at face value. The philosophy student will contribute to society through positive reflection about its various facets.

In pursuing these aims, Undergraduate Programme in Philosophy aims at developing the ability to think critically, logically and analytically and hence use philosophical reasoning in practical situations. Pursuing a degree in philosophy will make students pursue interesting careers in media, education, law, politics, government, etc.

The Undergraduate Programme in Philosophy covers the full range of philosophy, from classical Indian Philosophy and Greek Philosophy to Modern Logic, Ethical theories of Mill and Kant and contemporary reflections on current debates in applied ethics and bio ethics, analytic philosophy and continental philosophy, philosophy of science and law, and core courses in Indian and western philosophy texts. Current issues in feminist theory are also dealt with. There are many choices students have regarding which options they can take which makes the Honours syllabus a rich and diverse experience for students.

Aims of Undergraduate Programme in Philosophy

The overall aims of Undergraduate Programme in Philosophy are to:

- Encourage and nurture the mental strength for participating in philosophizing activity by adopting various critical thinking tools developed in the philosophical projects, and to instil the dialectical thought process which will enable them to make their independent opinion and interpretation on the issues and problems.
- Prepare an academic ambience for critical analysis and examination on the existing ideas propagated so far by various philosophers at the global level concerning the major different schools of thought, movement in philosophy.
- Provide a broad outline of the current state of knowledge and research in a given field to have a clear picture of the academic environment and to understand how to deal with issues philosophically and also train to look for solutions to contemporary problems from the philosophical perspectives.

Graduate Attributes in Philosophy

Some of the graduate attributes in philosophy are listed below:

- **Disciplinary knowledge:** Comprehensive knowledge and understanding of the subject areas, engagement with different philosophical systems both Indian and Western, and application of knowledge in practice encompassing multi-disciplinary or multi-professional areas.
- **Communications skills:** Quality of public speaking that conveys ideas and information in various interactions with people. The effectiveness in the discourse, clarity of ideas empowering the students to provide a positive contribution in achieving a common goal.
- **Creative and critical thinking:** Ability to analyze and identify relevant assumptions, hypothesis, implications or conclusions; understand and formulate logically correct arguments and understand various aspects of the arguments put forward by philosophers regarding fundamental concepts such as existence, substance, causation, mind, truth, beauty and justice.
- **Research-related skills:** Capability to come up with novel ideas that would further enrich the subject and thinking to conceive innovative responses to future challenges.
- **Self-directed learning:** Ability to work independently, to prepare for living and learning in a digital world, and to search relevant resources for self-learning for upgrading knowledge in philosophy.
- **Moral and ethical competency:** Inculcating a lasting habit to make a global citizen and engaging in any work of life with honesty, sincerity, and responsibility towards humanity as a whole.

Qualification descriptors Undergraduate Programme in Philosophy

Students who choose Undergraduate Programme in Philosophy, develop the ability to think critically, logically and analytically and hence use philosophical reasoning to develop sophisticated theories and also in everyday life.

Undergraduate Programme in Philosophy consists of Core Courses and Electives and also Discipline Specific Courses. A student qualifying in the subject will have broad knowledge of Indian philosophy and western philosophy; the student will know specific details of the theories of analytic and continental philosophy; the student will develop highly specific skills in logic, ethics, metaphysics, epistemology and will be well informed about current trends in feminism and social issues related to applied ethics and bio ethics.

Programme Learning Outcomes in Undergraduate Programme in Philosophy

The completion of Undergraduate Programme in Philosophy will enable a student to:4

- Expose the students in the learning process of general philosophical trends both Western and Indian by adopting critical tools of analyzing problems and also inculcate the skill of problem solving in a wide spectrum of historical context.

- Develop the generic skill and global competencies in the familiarisation of the contemporary trend of research and knowledge in a given field and look for the solution for philosophical problems in contemporary times.
- Expose the students in the issues and problems of metaphysics, epistemology, logic, and ethics for understanding the general trends in philosophical investigations.
- Engage the student to acquire analytical and critical thinking skills for enabling to apply in further higher research.
- Familiarise the students the nature and characteristics of mind, matter, language, knowledge, and reality for the conceptual clarity and understanding philosophical debates on various issues in interpreting meanings.

Courses of Undergraduate Programme in Philosophy

The programme shall have the following course components:

Core Course

There are 18 core papers consisting of 4 papers in I Year (24 credits), 6 papers in II Year (24 credits), 4 papers in III Year (24 credits) and 4 papers in IV Year (24 credits).

Elective Course

Generally, an elective course is a course which can be chosen from a pool of courses which may be very specific or specialised or supportive to the students other than philosophy subject for widening their knowledge and enabling them to expose to the other field of study so that they can have a multidisciplinary knowledge. An elective course may be three types:

- Discipline Specific Elective (DSE)
- Generic Elective Course (GEC)
This course opens to the students for selecting any course from the pull of subjects offered as GEC provided as multi-disciplinary content on the basis choice-based system.
- Dissertation/Project/Internship

Ability Enhancement Course (AEC):

This course comprises of two kinds of courses based on ability enhancement and skill enhancement of the students exposing to community life and culture through which their knowledge will help them to adapt in demand of social responsibilities and also able to apply in understanding the social realities. The two kinds of courses are Ability Enhancement Compulsory Course (AECC) and Skill Enhancement Course (SEC).

Ability Enhancement Compulsory Course (AECC) and Skill Enhancement Course (SEC) will be the main component of the course. AECC course is based on the content that leads to knowledge enhancement on environmental science and English/MIL for communication. This course is mandatory to all students.

Skill Enhancement Course (SEC) is value-based and/or skill-based which would provide hands-on-writing, competencies, skills, such as writing, listening, reading and speaking. These papers may be chosen from a pool of courses commonly designed to provide value-based and/or skill-based knowledge. Each of the AECC and SEC courses shall carry 4 credits.

Value Addition Course (VAC):

These are courses that may help in the development of all capacities of human beings – intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. It includes

subjects like Yoga, Sports, Health Care, NCC, NSS, Ethics, Culture, etc. VAC courses may be chosen from a pool of courses. Each VAC course shall carry 2 Credits.

The schedule of papers prescribed for various semesters shall be as follows:

Course Structure for 4-Year Undergraduate programme in Philosophy (CBCS)

Semester	Core (Credit)	DSE (Credit)	GEC (Credit)	AECC (Credit)	SEC (Credit)	VAC (Credit)	Semester (Credit)
I	Core-1 (6)			AECC-1 (4) English/MIL	SEC-1 (4)	VAC-1 (2)	24
	Core-2 (6)					VAC-2 (2)	
II	Core-3 (6)			AECC-2 (4) Environmental Sc	SEC-1 (4)	VAC-3 (2)	24
	Core-4 (6)					VAC-4 (2)	
Exit option with Bachelor's Certificate in Philosophy on completion of courses equal to minimum of 46 Credits							
III	Core-5 (6)		GEC-1 (6)			VAC-5 (2)	26
	Core-6 (6)						
	Core-7 (6)						
IV	Core-8 (6)		GEC-2 (6)			VAC-6 (2)	26
	Core-9 (6)						
	Core-10 (6)						
Exit option with Bachelor's Diploma in Philosophy on completion of courses equal to minimum of 96 Credits							
V	Core-11 (6)	DSE-1 (6)	GEC-3 (6)			VAC-7 (2)	26
	Core-12 (6)						
VI	Core-13 (6)	DSE-2 (6)	GEC-4 (6)			VAC-8 (2)	26
	Core-14 (6)						
Exit option with Bachelor's Degree in Philosophy on completion of courses equal to minimum of 140 Credits							
VII	Core-15 (6)	DSE-3 (6)	GEC-5 (6)				24
	Core-16 (6)						
VIII	Core-17 (6)	DSE-4 (6)	GEC-6 (6)				24
	Core-18 (6)						
Award of Bachelor's Degree with Honours in Philosophy on completion of courses equal to minimum of 180 Credits							

Core Course and Title of paper

Semester	Core (Credit)	Title of Paper	DSE (Credit)	Title of Paper
I	Core-1 (6)	Logic		
	Core-2 (6)	Issues in Philosophy		
II	Core-3 (6)	Greek Philosophy		
	Core-4 (6)	Social & Political Philosophy		
III	Core-5 (6)	Moral Philosophy (Indian)		
	Core-6 (6)	Moral Philosophy (Western)		
	Core-7 (6)	Applied Ethics		
IV	Core-8 (6)	Indian Philosophy - I		
	Core-9 (6)	History Western Philosophy – I		
	Core-10 (6)	Philosophy of Religion		
V	Core-11 (6)	Contemporary Indian Philosophy	DSE-1 (6)	Philosophy of Human Rights/ Philosophy of Mind/ Philosophy of Law
	Core-12 (6)	Contemporary Western Philosophy		
VI	Core-13 (6)	Feminist Philosophy	DSE-2 (6)	Philosophy of History/ Indian Materialism/ Aesthetics
	Core-14 (6)	Continental Philosophy		
VII	Core-15 (6)	Indian Philosophy –II	DSE-3 (6)	Eco-Philosophy/ Knowledge & Skepticism/ Bio-Ethics
	Core-16 (6)	History Western Philosophy – II		
VIII	Core-17 (6)	Research Methodology	DSE-4 (6)	Philosophy of Science/ Philosophy of Logic/ Indian Theories of Consciousness
	Core-18 (6)	Dissertation/Project Report		

Generic Elective Course for students of other departments. Students have to choose any one of the following options.

Semester	GEC (Credit)	Title of Paper
III	Core-5/Core-6 /Core-7(6)	Moral Philosophy (Indian)/Moral Philosophy (Western)/Applied Ethics
IV	Core-8.Core-9/Core-10 (6)	Indian Philosophy – I/History Western Philosophy – I/Philosophy of Religion
V	Core-11/Core-12 (6)	Contemporary Indian Philosophy/Contemporary Western Philosophy
VI	Core-13/Core-14 (6)	Feminist Philosophy/Continental Philosophy
VII	Core-15/Core-16 (6)	Indian Philosophy –II/History Western Philosophy – II
VIII	Core-1/Core-2/Core-4 (6)	Logic/Issues in Philosophy/Social& Political Philosophy

Undergraduate Programme in Philosophy
FIRST-YEAR
Core Paper/CC1-PHIL-101
LOGIC

Course Objective:

This course aims to introduce the student to the basic elements of sentential logic, predicate logic as well as the logic of relations. The student is expected not only to master the basic theoretical concepts but is also expected to master the logical techniques through working on various exercises given in the suggested books.

Course Learning Outcome:

The student will become well versed in all the principles and technicalities of proposition calculus and predicate calculus. He will be well trained in the methods of formal proof. With this training, the student will be well prepared to enter the domain of higher logic. He will also surely learn the interpretation of Aristotelian logic using the principles and techniques of modern logic.

- Logic as the study of arguments: The nature of logical argument; Premises and Conclusions; Conclusion indicators and Premise indicators; Diagram for argument: Diagram for single, simple and complex arguments; Truth and Validity.
- Sentences and Propositions: Word and Sentence; Letter and Word; Token and Type; Sentence Token and Sentence Type; Propositions: Distinction between a Proposition and a Sentence; Truth value of a Proposition; Kinds of Propositions: Simple and Compound Propositions – Conjunctive, Disjunctive, Implicative and Negative Propositions.
- Formal Concepts: Form of a Proposition; Propositional Variable; Propositional Function; Truth Function: Conjunctive, Disjunctive, Alternative, Implicative, Negative; Paradoxes of Material Implication; Bi-conditional; Material Equivalence; Logical Equivalence; Truth Table: Tautologies, Contradictories and Contingencies; Truth Table Method of Proving the Validity of Arguments.
- The Method of Deduction: Elementary valid argument forms; Formal Proof of Validity; The Rule of Conditional Proof; The Rule of Indirect Proof; Proofs of Tautologies; Proving Invalidity.
- Syllogism: Figures and Moods of Valid syllogistic arguments. Rules governing different Figures. Fallacies of syllogistic arguments.

Text Books:

Copy, Irving M, Cohen, Carl, McMahon, Kenneth, *Introduction to Logic*, Routledge, 2013.
Cohen, Morris R and Nagel, Ernest, *Introduction to Logic and Scientific Method*, Simon Publications, 1933.

Reference Books:

Copy, Irving M, *Symbolic Logic*, (Chapter 1-6), Prentice Hall India Learning Private Limited, 1995.

Tidman, Paul and Kahne, Howard– *Logic and Philosophy: A Modern Introduction*. Wadsworth Publishing Co Inc; International student edition (1 June 2006).

Undergraduate Programme in Philosophy

FIRST-YEAR

Core Paper/CC2-PHIL-102

ISSUES IN PHILOSOPHY

Course Objective:

The course aims at familiarising the student with the broad outlines of the problems and issues developed in the philosophical discourse. This paper will provide the foundational knowledge of the philosophical analysis and the method of inquiry developed in the western tradition.

Course Learning Outcome:

The student will literally see the scope and subject matters of philosophy. The student will be exposed to the general philosophical debates which will help them in understanding the problems in life. The concept like causal theories, freedom and determinism, identity and self-identity, etc shall be the foundation of their knowledge about the world.

- Definition and Scope of Philosophy
- The problem of Substance; Substance and qualities– Views of Locke, Berkeley and Hume.
- Proofs for the Existence of God: Cosmological, Ontological and Teleological Proofs.
- Freedom and Determinism
- Problem of Self-Identity.
- Theories of Causation.

Text Books:

Patrick, G.T.W., *Introduction to Philosophy*. Surjeet Publications (1 January 2019), New Delhi.

Thilly, Frank, *A History of Philosophy*. Sbw Publishers (1 January 2018), New Delhi.

Reference Books:(Relevant Chapters Only)

Titus, Herold H., *Living Issues in Philosophy*, 4th edn., Eurasia Publishing House, Delhi, 1964.

Mead, Hunter, *Types and Problem of Philosophy*, Henry Holt and Company, New York, 1959.

Bahm, Archie J., *Philosophy: An Introduction*, Chapman and Hall, Ltd. London.

Undergraduate Programme in Philosophy

FIRST-YEAR

Core Paper/CC3-PHIL-103

GREEK PHILOSOPHY

Course Objective:

This paper will provide the foundational knowledge of the philosophical analysis and the method of inquiry developed in the western tradition.

Course Learning Outcome:

The student will literally see the changing vision of the universe as visualized by Greek Philosophers. The student will see the reasons why engagement with the primal matter is important in the

cosmological theories of Thales, Anaximander, Anaximenes and Heraclitus. He will see how the seeds of modern Physics were sown by the Greek Atomists. The student will be acquainted with Plato's Theory of Ideas and Theory of Knowledge which are the classical foundations of Metaphysics and Epistemology. The student will learn Aristotle's metaphysics, which is of perennial relevance in philosophy.

- The Ionics: Thales – Theory of Reality; The Pythagoreans: Number Theory and Ethics; The Eleatics: Parmenides – Sense and Reason, Ontology.
- Heraclitus: Change and Permanence; The Atomists: Democritus – Theory of Particles; The Sophists: Protagoras – Theory of Knowledge.
- Socrates: The Socratic Problem, The Socratic Method.
- Plato: Theory of Knowledge, Theory of Ideas.
- Aristotle: Criticism of Platonic Theory of Ideas, Metaphysics, The Four Causes.

Text Books:

Stace, W.T., *A Critical History of Greek Philosophy*. Khosla Publishing House (1 January 2011), New Delhi.

Thilly, Frank, *A History of Philosophy*. Sbw Publishers (1 January 2018), New Delhi.

Reference Books:

Copleston, Frederick, *A History of Philosophy*, Vol. I Part I and Part II. Doubleday; Revised Edition (January 1, 1962), New York.

Nelson, Leonard, *Socrates Method and Critical Philosophy*. Kessinger Publishing (1 March 2007), Montana, USA.

Popper, Karl, *The Pre-Socratics* (Chapter 9) in the *Conjectures and Refutations: The Growth of Scientific Knowledge*, Routledge; 2nd edition (May 2, 2002)

Undergraduate Programme in Philosophy
FIRST-YEAR
Core Paper/CC4-PHIL-104
SOCIAL & POLITICAL PHILOSOPHY

Course Objective:

The paper aims at cultivating the theorizing capacity of the students at the same time sensitizing them to contemporary social and political issues.

Course Learning Outcome:

At the end of the course, the student will come out with knowledge of the structure and dynamics of the State. He will be able to understand and evaluate the rise and fall of ideologies as grand narratives. In light of this understanding, he will be able to position himself in the ongoing debates between Liberalism and Socialist Humanism.

- Political Philosophy: Hobbes, Locke and Rousseau. Human Nature; The Social Contract; The General Will; Society and Government.
- John Stuart Mill: Theory of the Growth of Civil Society; Defense of Individual Freedom; Self and Other Regarding Acts.
- Karl Marx: Concept of Man, Nature and Technology; Stateless and classless society; Theory of Alienation; The Revolution and the Class Struggle.
- Theory of Justice: Plato, Aristotle and Justice: Rawls.

Text Books:

- Ebenstein, Alan O, *Greek Political Thinkers*. Thomson Learning; 4th edition (1 August 1969), New York.
- Barker, Ernest, *Political Thought of Plato and Aristotle*. Dover Publications Inc. (31 December 2010), Mineola, New York.
- Sabine, G. H., *A History of Political Thought*. Imprint Academic Ltd, United Kingdom
- Mill, J. S., *On Liberty*. J. W. Parker and Son, West Strand, London.
- Rawls, John, *A Theory of Justice*. Harvard University Press; Illustrated edition (22 March 2005), Cambridge, United States.
- Murtry, John Me, *The Structure of Marx's World-View*. Princeton University Press (19 April 2016), 41 William Street, Princeton, New Jersey.

Reference Books:

- Plato, *The Republic*. Penguin Classics; New edition (31 May 2007), 20 Vauxhall Bridge Rd, London, UK.
- Aristotle, *Politics*. Peacock Books (1 January 2020); Atlantic Publishers & Distributors Pvt Ltd, Daryaganj, New Delhi.
- Hobbes, Thomas, *Leviathan*. Penguin Classics; Fourth Edition (19 November 1981), New Delhi.
- Locke, John, *An Essay Concerning the True Original, Extent and Civil Government*. Gale Ecco, Print Editions (23 April 2018).
- Rousseau, Jean J., *On the Social Contract*. Chump Change; Unabridged ed. edition (4 April 1913).
- Mill, J. S., *Utilitarianism and On Liberty: Including Mill's 'Essay on Bentham' and Selections from the Writings of Jeremy Bentham and John Austin.*(ed) Mary Warnock. Wiley–Blackwell; 2nd edition (12 December 2002)
- Marx, Karl, *Early Writings*. Cambridge University Press; Annotated edition (24 June 1994).
- Marx, Karl and Engels, Friedrich, *The Communist Manifesto*. Fingerprint! Publishing (20 December 2017).
- Sen, Amartya, *The Idea of Justice*. Penguin UK; 1st Edition (1 July 2010).

Undergraduate Programme in Philosophy
SECOND-YEAR
Core Paper/CC5-PHIL-205
MORAL PHILOSOPHY (INDIAN)

Course Objective:

This course aims to acquaint the students with the various ethical concepts of the cosmic and community centricity and duty-bound ethical thinking as the logical corollary of the Indian tradition's philosophical speculations. An attempt is being made to introduce ethical issues in the context of Indian perspectives.

Course Learning Outcome:

In the case of Indian Ethics, the larger or the overall holistic cosmology of Indian philosophy will determine its possible actual Learning Outcome. Therefore, the concept of dharma and its derivative expressions like Niti Śāstra, Daṇḍa Niti, karvyatā (duty) and ethical agency (kartā) is the constitutive

ideas fit into the bigger picture of Indian world view, Indian social and political philosophy including economic system (Artha Śāstra).

- Cosmic centrality of Indian Ethics: Rta, Satya and dharma, Rna and Yajna.
- Pursarthas: Dharma, Artha, Kama and Moksa
- Dharma in Nastika, Eight-fold path of Buddhism, three Jewels of Jainism.
- Dharma in Purvamimamsa and Vedanta
- Yamas (five principles of morality) in Patanjali's Yogasutra and Nishkama Karma Yoga of Bhagavadgita.

Text Books:

Tiwari, KN, *Classical Indian Ethical Thought: A Philosophical Study of Hindu, Jaina and Bauddha Morals*. Motilal Banarsidass Publishers; 2nd edition (1 January 2017).

Sharma, IC, *Ethical Philosophies of India*. George Allen & Unwin, (1965). First Edition (January 1, 1965).

Reference Books:

Prasad, Rajendra (Ed), *A Historical Developmental Study of Classical Indian Philosophy of Morals*. Concept Publishing Co (1 December 2009), New Delhi.

Dasgupta, Surma, *Development of Moral Philosophy in India*. New York: F. Ungar Pub. Co. (1965).

Mitra, S. K., *Ethics of the Hindus*. Asian Publication Services, New Delhi, 1978.

Radhakrishnan, S. (Tr), *Bhagavadgita*. HarperCollins; new edition (2 February 2011).

Undergraduate Programme in Philosophy
SECOND-YEAR
Core Paper/CC6-PHIL-206
MORAL PHILOSOPHY (WESTERN)

Course Objective:

This course is meant to introduce the student to some of the important developments and debates that have shaped moral philosophy in the last sixty years or so. This course, therefore, presupposes an acquaintance with classical and modern Western ethics.

Course Learning Outcome:

Students will learn the latest developments in Meta-Ethics. This will sharpen his intellect for future engagement in discourses on Meta-Ethics. They will learn the latest development in Kantian Ethics, basic tenets of classical Utilitarianism and the contemporary debates centering around the ethical doctrine.

- Nature and Scope of Ethics; Relation of Ethics to Religion, Politics and Law; Normative Ethics and Metaethics.
- Moral and Non-moral Actions; The Nature of moral judgment; The Object of moral judgment; Moral obligations.
- Theories of Moral Standard: Naturalistic and Non-naturalistic ethics; Hedonism; Utilitarianism; Intuitionism.
- The Moral Law as a Law of Reason; Kant's ethical theory; The Standard as Perfection; My Station and its Duties
- Value of Life: Theories of Punishment: Capital Punishment; Expression of Dissent; Terrorism; Moral attitude to the environment and animals.

Text Books:

- Sinha, J. N., *A Manual of Ethics*. New Central Book Agency (NCBA); 4th edition (1 January 2017).
- Lillie, William, *An Introduction to Ethics*. SURJEET PUBLICATIONS (1 January 2007), New Delhi.
- Singer, Peter, *Practical Ethics*. Cambridge University Press; 3rd edition (21 February 2011).

Reference Books:

- Mackenzie, J. S., *A Manual of Ethics*. Sagwan Press (4 February 2018).
- Frankena, William, *Ethics*. Pearson Education India; 2nd edition (1 January 2015).

Undergraduate Programme in Philosophy
SECOND-YEAR
Core Paper/CC7-PHIL-207
APPLIED ETHICS

Course Objective:

This course aims to acquaint the student with the various concepts of ethics, ethical issues practices in biomedical, business, corporate and social responsibility, strengthening personal and organizational integrity, ethics and ecology. This course will help the students in understanding the ethical issues prevailing in contemporary lives.

Course Learning Outcome:

At the end of this course, the student will learn how moral principles apply to social life and man's positioning of himself in Nature. He will realize why researches on the virus for biological warfare is not only criminal but also immoral. He will know that encroachment of Big Business on Nature is unethical. He will be able to give a critique of Corporate violation of nature and human nature.

- Nature and scope of applied ethics: theoretical formulation of applied ethics; analysis of the concept of prima facie obligation.
- Fundamentals of Bio-medical ethics: Suicide and Euthanasia, abortion, organ transplantation, human cloning and animal rights.
- Corporate Ethics, Professional Ethics, Business Ethics, Media Ethics.

Text Books:

- Singer, Peter (Ed), *Applied Ethics*. Oxford University Press (1 January 2012).

Reference Books:

- Lamb, David, *Down the Slippery Slope: Arguing in Applied Ethics*, Routledge, 2013.
- Winkler, ER & Coombs, JR, (Eds.), *Applied Ethics: A Reader*, Wiley-Blackwell, 1993.
- Bhasin, Kamla, *Understanding Gender*, New Delhi: Women Unlimited, 2001.
- Almond, Brenda & Hill, Donald, *Applied Philosophy: Morals and Metaphysics in Contemporary Debates*, Routledge, 1991.
- Childress, JF & Beauchamp, TL, *Principle of Bio-medical Ethics*, USA: Oxford University Press, 2013.
- Frey, R. G., *A Companion to Applied Ethics*. Wiley-Blackwell; 1st edition (8 January 2005).
- Tony, Hope, *Medical Ethics: A Very Short Introduction*. OUP Oxford; 2nd edition (22 November 2018).

Undergraduate Programme in Philosophy
SECOND-YEAR
Core Paper/CC8-PHIL-208
INDIAN PHILOSOPHY I

Course Objective:

This course aims to bring out the traditional thought systems of classical Indian philosophy. The debates among the systems for dominance of each other grow different philosophical positions. The pre-eminent position of the overall methods of logic or/and epistemological inquiry (Pramāna-śāstra) as the pre-requisite condition of any other inquiry within Indian philosophy (Darśana-śāstra). This course allows the students to acquaint with the Indian thought system.

Course Learning Outcome:

Reorienting the teaching method of the basic issues of Indian metaphysics evolved through cross-Darśana dialogues between the schools belonging to the Āstika (Orthodox Schools) and Nāstika (Heterodox Schools) to the theoretical and practical requirements in moulding the learners' personality. This in its way may reveal those previously undiscovered facets of Indian metaphysical categories (padārthas) and how these were employed by the ancient Indian philosophers had sought to address the truth about reality and their relevance to life etc. the socio-theoretical implications of the traditional Indian vada-vadiDarshanīcSamvada (inter-Darśana dialogues).

- Meaning and Scope of Indian Philosophy; Heterodox and Orthodox Schools; The Common Characters of Indian Schools; Pessimism and Dogmatism in Indian Philosophy.
- Cārvāka: Theory of Knowledge, Materialism, Ethics.
- Jainism: Concept of Reality, Theory of judgment (Syādvāda), Ethics.
- Buddhism: The Four Noble Truths, The Eightfold Noble Path (astāngikamārga), The Theory of Conditional Existence of Things (Pratītyasamutpāda), The Theory of Non-existence of Soul (anātmavāda)
- Schools of Buddhism: Madhyamika: Sūnyavāda; Yogacara; Vijñānavāda; Sautrantika and Vaibhasika: The Process of Knowing the World (Bāhyānumeyavāda and Bāhyapratyaksavāda)

Text Books:

Chatterjee, S. C. and Dutta, D. M., *An Introduction to Indian Philosophy*. Rupa & Co (1 December 2012).

Hiriyanna, M., *Outlines of Indian Philosophy*. Motilal Banarsidass Publishers; Fifth Reprint edition (1 January 2014).

Reference Books:

Radhakrishnan, S., *Indian Philosophy, Vol. I & II*. Oxford; 2nd edition (24 September 2008).

Dasgupta, S. N., *History of Indian Philosophy*. Rupa Publications India (20 August 2018).

Sharma, C. D., *A Critical Survey of Indian Philosophy*. Motilal Banarsidass; 14th edition (1 January 2016).

Undergraduate Programme in Philosophy
SECOND-YEAR
Core Paper/CC9-PHIL-209
HISTORY OF WESTERN PHILOSOPHY I

Course Objective:

This course is designed to expose the students to the development of modern western philosophy starting from Descartes to Hume. The philosophical debates and the different approaches centering around the western rationalism and empiricism are the main thrust of this course.

Course Learning Outcome:

At the end of the course the student will surely have the aesthetic experience of looking at the elegance of philosophical systems – an experience intrinsically valuable in itself. His encounters will be the pre-modern scholastic philosophers and rationalist systems of Descartes, Spinoza and Leibniz. He will be thrilled on seeing the isomorphism between Logic and Aesthetics. He will realize how the roots, branches and fruits are related. All these he will have by way of unfolding his mind from a thoroughgoing study of the texts of the grandmasters.

- Scholasticism: Its characteristics and stages.
- St. Augustine: Theory of Knowledge and Theology.
- Thomas Aquinas: Philosophy and Theology; Theory of Knowledge.
- Descartes: Method and Criticism of Knowledge; The Principle – *cogito ergo sum*; Existence of the External World; Relation between Mind and Body; The Theory of Innate Ideas.
- Spinoza: Substance, Attributes and Modes; Theory of Knowledge.
- Leibnitz: The Doctrine of Monads; Theory of Knowledge; The Pre-established Harmony.

Text Books:

- Thilly, Frank, *A History of Philosophy*. Sbw Publishers (1 January 2018), New Delhi.
Masih, Y., *A Critical History of Western Philosophy*. Motilal Banarsidass; Seventh edition (1 January 2017).

Reference Books:

- Falckenberg, Richard, *History of Modern Philosophy*. Kessinger Publishing Co (17 June 2004).
Copleston, Frederick, *A History of Philosophy*. Rowman & Littlefield Publishers (31 March 1980).
Russell, Bertrand, *History of Western Philosophy*. Routledge Classics; Edition (1 January 2016).

Undergraduate Programme in Philosophy
SECOND-YEAR
Core Paper/CC10-PHIL-210
PHILOSOPHY OF RELIGION

Course Objective:

This course aims to acquaint the student with the various concepts of religion in theory and praxis and its relationship to human society. This course will help the students in understanding the philosophical underpinning ideas of religious tolerance and the coexistence of a multi-religious belief system.

Course Learning Outcome:

At the end of the course, the student will emerge a mature person with a robust feeling of necessity for the sense of transcendence, be he a believer or an atheist. His encounters with varieties of religious

culture and religious experience will transform him into a sober person who looks at contemporary religious conflict and terror with compassion, but deepest understanding ready to declare that ignorance is no reason. At the end of the course, he will realize how absurd it is to have plans for scienticising religion

- The Nature and Scope of the Philosophy of Religion; Distinction between Natural and Revealed Religion; Origin and Development of Religion: Anthropological, Psychological and Historical theories.
- Nature and Attributes of God; Personality of God; God and the Absolute; Proofs for the Existence of God – Ontological, Cosmological, Teleological and Moral.
- God and His relation to the World and Man – Deism, Pantheism and Theism.
- The Problem of Evil; Freedom and Immortality of the Self; Destiny of Man.
- Substitutes for Religion – Materialism, Marxism and Freudianism.

Text Books:

Edward, D.M., *Philosophy of Religion*. Progressive Publishers, Calcutta Indian Edition 1960.
Hick, John, *Philosophy of Religion*. Pearson Education India; 4th edition (1 January 2015).
Masih, Y., *Introduction to Religious Philosophy*. Motilal Banarsidass Publishers; 9th edition (1 January 2017).

Reference Books:

Caird, John, *An Introduction to the Philosophy of Religion*. Wentworth Press (13 March 2019).
James, William, *The Varieties of Religious Experience*. Cosimo Classics (1 September 2007).

Undergraduate Programme in Philosophy
THIRD-YEAR
Core Paper/CC11-PHIL-311
CONTEMPORARY INDIAN PHILOSOPHY

Course Objective:

This course aims to explore the living philosophical traditions of India which have been continued by the contemporary Indian philosophers. The Brahmanical tradition and idealist view of life and world are repositioning the Indian Philosophy in tune with western philosophical analysis.

Course Learning Outcome:

This course will strengthen the minds of young students in understanding the techniques, methods and nature adopted in Indian Philosophy through the writings of contemporary philosophers. To acquaint with the ideas of indigenous philosophical reasoning that continued in the problematization of philosophical issues by the contemporary thinkers will help in expanding the conceptualisation process and democratizing the very idea of philosophy.

Philosophical Ideas of any four of the following thinkers may be explored in respect of areas like Philosophy of Man, Metaphysics and Morals, Society and Culture (at least two such areas will be covered)

- Rabindranath Tagore: Religion of Man, Ideas on Education.
- Swami Vivekananda: Practical Vedanta, Universal Religion.
- M. K. Gandhi: Satyagraha, Non-violence, Truth.
- Sri Aurobindo: Evolution, Supermind, Integral Yoga.
- B. R. Ambedkar: Varna and the Caste System.
- S. Radhakrishnan: Intellect and Intuition, Idealist View of Life.

Text Books:

- Mahadevan, T.M.P. and Saroja G.V. (Eds), *Contemporary Indian Philosophy*. Sterling Publishers Pvt. Ltd (1 December 1981).
- Lal, Basanta Kumar, *Contemporary Indian Philosophy*. Motilal Banarsidass Publishing House; 12th Reprint edition (1 November 2020).

Reference Books:

- Radhakrishnan, S. and Murihead, J.H. (Eds), *Contemporary Indian Philosophy*. George Allen & Unwin; Revised Second and Enlarged Edition (January 1, 1952).
- Radhakrishnan, S., *The Philosophy of Rabindranath Tagore*. Kessinger Pub (31 October 2007).
- Vivekananda, Swami, *Practical Vedanta*. Advaita Ashrama, India; 20th Ed. edition (30 March 2010).
- Gandhi, M.K., *Hind Swaraj*. Orient Black Swan; First edition (1 January 2010).
- Aurobindo, Sri, *Integral Yoga*. Christian World Imprints; First edition (1 September 2014).
- Ambedkar, B.R., *Castes in India*. Samyak Prakashan (1 January 2016).
- Radhakrishnan, S., *Idealist View of Life*. HarperCollins; Latest Edition (17 September 2009).

Undergraduate Programme in Philosophy
THIRD-YEAR
Core Paper/CC12-PHIL-312
CONTEMPORARY WESTERN PHILOSOPHY

Course Objective:

The course aims at introducing the student to the techniques of philosophical analysis and analytical trends in western philosophy. It will help the students in understanding the paradigm shift in philosophical analysis and solving the problems. This paper highlights the importance of language and its meaning in understanding the relationship between thought and reality.

Course Learning Outcome:

At the end of the course, the student's desire to develop further the skill of philosophical analysis will be fully aroused. From the study of Russell, Moore and Wittgenstein, he will see that Philosophy is philosophizing activity itself. He will realize that the point of learning philosophy is to prepare oneself for engagement in philosophizing activity.

- Historical background and development of Philosophical Analysis.
- Linguistic turns: Ideal language and Ordinary language debate; Early realism; Logical atomism; Logical positivism; Ordinary language philosophy.
- Moore: Concept of language and philosophy; Analysis of language; Common sense approach. Russell: Concept of language and philosophy; Analysis of language; Application of logic in philosophy.
- Theories of Meaning: Frege's Reference theory of meaning; Russell's Denotative theory of meaning; Wittgenstein's Picture theory of meaning; Verification theory of meaning of Logical Positivists.
- Logical Positivism: Concept of philosophy; The task of philosophy; The Verification Principle; The Elimination of metaphysics.

Text Books:

- Gross, B. R., *Analytic Philosophy*, Pegasus Books (NY), (January 1, 1900).
- Ayer, A.J., et al., *Revolution in Philosophy*, London, 1956.

Grayling, A. C., *An Introduction to Philosophical Logic*, Oxford, 1997. (Chapter 7)

Reference Books:

Warnock, G. J., *English Philosophy since 1900*, OUP, London, 1958.

Critchley, Simon, *Continental Philosophy*, OUP, Delhi, 2001.

Urmson, J. O., *Philosophical Analysis*, Oxford, 1956.

Undergraduate Programme in Philosophy

THIRD-YEAR

Core Paper/CC13-PHIL-313

FEMINIST PHILOSOPHY

Course Objective:

The objective of this course is to acquaint the student with the various concepts of philosophy and its practical issues in understanding the reality from the perspectives of gender neutrality. The debates in the conceptualization of the ontological as well as epistemological spheres can be re-evaluated by arguing against the predominant concepts.

Course Learning Outcome:

At the end of the course, the student will realize that gender injustice is essentially political, that gender emancipation is part of the emancipation of mankind. His study of the classics of feminist thought will empower him to give a better critique of patriarchy—that citadel of male domination. His acquaintance with ethics of care, ethics of autonomy and gender justice will facilitate his transformation into a total man. He will be more sensitive to the imperatives of women empowerment.

- Feminist Movement – Feminist consciousness, Liberal feminism, Marxist feminism.
- Metaphysical and epistemic presuppositions of feminism, Gender dichotomy and Feminist epistemology, criticism of andro-centricism.
- Feminist theology and Feminist social and political philosophy.
- Patriarchy: Basic idea and thought.
- Gender justice: Rights, Liberty, Equality and Equity.

Text Books:

Wollstonecraft, Mary, *A Vindication of Rights of Women: With Strictures on Political and Moral Subjects*, Delhi: Sahitya Upkram, 2012.

Mill, John S., *On Liberty and the Subjection of Women*, London: Penguin Books, 2006.

Grosz, Elizabeth, “Philosophy” in Sneja Gunew (Ed.), *Feminist Knowledge Critique and Construct*, London: Routledge, 1990.

Reference Books:

Beavoir, Simon de, *The Second Sex*, (Tr.) and (Ed.), H.M. Parshley, New York: Vintage Books, 1952.

Engels, Frederick, *Origins of the Family, Private Property and the State*, New York: International Publishers, 1845.

Butler, Judith, *Gender Trouble*, NY and London: Routledge, 1990.

Fricker, Marinda and Hornsby, Jennifer (Eds.), *The Cambridge Companion to Feminism in Philosophy*, Cambridge: Cambridge University Press, 2000.

Undergraduate Programme in Philosophy
THIRD-YEAR
Core Paper/CC14-PHIL-314
CONTINENTALPHILOSOPHY

Course Objective:

The new trends of philosophical engagement in the continental philosophy have expanded in the area of consciousness study. The students are required to expose to the debates and issues emerging among the continental philosophers. This course aims at introducing the student to a new current of thought by Husserl, Heidegger and Existentialism.

Course Learning Outcome:

At the end of the course, the student will be familiar with Husserl's theory of consciousness, his radical method of investigation, his presentation of phenomenology as presuppositionless philosophy, a rigorous science. The student will also be acquainted with the global ramifications of phenomenological movement giving rise to Heideggerian Phenomenology as Hermeneutics with its engagement with the defining capacity of Dasein as the interpretative understanding of the world. He will also be aware of existentialist movement as the presentation of horizons of meaning, which had a profound impact on literary and aesthetic theories.

- Husserl: What is phenomenology? Presuppositionless Philosophical Method, Intentionality, epoche, Natural attitude, Phenomenological attitude.
- Heidegger: The Concept of Being, Dasein as the being-in-the-world, Ontical ontological, Ontico ontological.
- Sartre: Freedom and theory of Consciousness, existence precedes essence.

Text Books:

- Bhadra, Mrinal Kanti, *A Critical Survey of Phenomenology and Existentialism*, Indian Council of Philosophical Research, (ICPR), 2004.
Kaufman, Walter (Ed.), *Existentialism from Dostoevsky to Sartre*, New York, 1965.

Reference Books:

- Sepiegelber, Hebert, *The Phenomenological Movement, Vol. I & II*, Generic, 1965.
Kockelmans, Joseph J., *The First Introduction to Husserl's Phenomenology*, Duquesne University Press, 1967.
Farber, Marvin, *Aims of Phenomenology: The Motives, Methods, and Impact of Husserl's Thought*, Harper & Row, 1966.
Heidegger, Martin, *The Basic Problems of Phenomenology: (Studies in Phenomenology and Existential Philosophy)*, Indiana University Press, 1982.
Gadamer, Hans-Georg, *Truth and Method*, Continuum, 2004.
Blackham, H.J., *Six Existential Thinkers*, New York, 1956.

Undergraduate Programme in Philosophy
FOURTH-YEAR
Core Paper/CC15-PHIL-415
INDIAN PHILOSOPHY – II

Course Objective:

This paper deals with Pramāna-Śāstra (Logic and Epistemological inquiry) within the broader frameworks of Classical Indian Philosophy. This course allows the students to acquaint with the Indian approaches to the epistemological problems.

Course Learning Outcome:

The theories of truth, error and testing of validity and invalidity of Indian tradition will give the skill of comparative study and potentialities of theorization. Gadādhara Bhaṭṭācārya's *Theory of Objectivity* (Viśayatā-vāda) and Nyāya's the Theory of Extrinsic validity and invalidity Parataḥ (Pramāṇyavāda) and also its opposite Theory of Intrinsic Validity (Svataḥ Pramāṇya-vāda) is the foundational epistemic theory. Similar is the case when it comes to Pūrva Mīmāṃsā's theory of knowledge its hermeneutics in their possible interpretative values in the light of epistemic oriented western hermeneutics etc.

- Nyāya: Nature of knowledge (Pramā), Sources of valid knowledge (Pramānas) – Perception (Pratyakṣa), Inference (Anumāna), Comparison (Upamāna), and Testimony (Śabda).
- Vaiśeṣika: Categories (Padārthas), Theory of the Creation and Destruction of the World.
- Sāṅkhya-Yoga: The Sāṅkhya Theory of Causation, Evolution, Puruṣa and Prakṛti; The Yoga Psychology and Eightfold Means of Yoga.
- Mīmāṃsā: Theory of Knowledge and The Philosophy of Ritualistic Actions; The Conception of Duty (Dharma).
- Vedānta: Brahman, Īsvara, Ātman, Jīva, Jagat, Māyā, Avidyā, Adhyāsa and Mokṣa with special reference to the Monism of Śaṅkara (Advaita) and the Qualified Monism of Rāmānuja (Viśiṣṭādvaita).

Text Books:

Chatterjee, S. C. and Dutta, D. M., *An Introduction to Indian Philosophy*. Rupa & Co (1 December 2012).

Reference Books:

Chatterjee, S. C., *Nyāya Theory of Knowledge*. Rupa Publications India; First edition (29 April 2015).

Dutta, D. M., *Six Ways of Knowing*. Motilal Banarsidass International (1 January 2021).

Cowell (English Translation), *Udayana's Kusumāñjali*. Wentworth Press (27 August 2016).

Dasgupta, S. N., *History of Indian Philosophy*. Rupa Publications India (20 August 2018).

Keith, A. B., *Karma Mīmāṃsā*. Palala Press (8 May 2016).

Radhakrishnan, S., *Indian Philosophy, Vol. I & II*. Oxford; 2nd edition (24 September 2008).

Undergraduate Programme in Philosophy
FOURTH-YEAR
Core Paper/CC16-PHIL-416
HISTORY WESTERN PHILOSOPHY - II

Course Objective:

This course is designed to expose the students to the development of British empiricism developed by Locke, Berkeley and Hume and the German Idealism with special reference to the contributions of Immanuel Kant and G.W.F. Hegel. The philosophical debates and the different approaches to the study are the main thrust of this course.

Course Learning Outcome:

The student will be mastering the empiricist systems of Locke, Berkeley and Hume which is foundational change in philosophical tradition and growth of Kant's *critical philosophy* and Hegel's *dialectical interpretation of being*. This will be based on the creative and critical study of the texts, which is an intellectual training in itself.

- Locke: Criticism of Innate Ideas, Origin of Knowledge, Nature and Validity of Knowledge, The Limits of Knowledge.
- Berkeley: Rejection of Abstract Ideas, Theory of Knowledge, The Doctrine of *esse est percipi*.
- Hume: Origin of Knowledge; Relation of Ideas and Matters of Facts; Relation of Cause and Effect; Knowledge of the External World.
- Kant: The Problem of Knowledge, The Distinction between Analytic and Synthetic Judgements, The Distinction between *a priori* and empirical knowledge; A priori synthetic judgements; The Theory of Sense Perception; The Theory of the Understanding; Phenomena and Noumena.
- Hegel: The Problem of Philosophy, The Dialectical Method.

Text Books:

Thilly, Frank, *A History of Philosophy*. Sbw Publishers (1 January 2018), New Delhi.
 Masih, Y., *A Critical History of Western Philosophy*. Motilal Banarsidass; Seventh edition (1 January 2017).

Reference Books:

Falckenberg, Richard, *History of Modern Philosophy*. Kessinger Publishing Co (17 June 2004).
 Copleston, Frederick, *A History of Philosophy*. Rowman & Littlefield Publishers (31 March 1980).
 Russell, Bertrand, *History of Western Philosophy*. Routledge Classics; Edition (1 January 2016).

Undergraduate Programme in Philosophy FOURTH-YEAR **Core Paper/CC17-PHIL-417** **RESEARCH METHODOLOGY**

The students are expected to know the approach, skill and techniques of in-depth learning of the field to enable them to engage in a higher-level philosophical debates and issues and formulate their own problems for finding a new solution.

- Logical reasoning: application of traditional and modern formal logic in philosophical research.
- Conceptual and linguistic analysis: Method of linguistic analysis in contemporary research in philosophy.
- Dialectical reasoning: Application of dialectical reasoning in contemporary philosophical research.
- Phenomenological approach, Hermeneutical approach, in contemporary research.
- Method in Indian Philosophy: *Samvad: Purvapaksa* (prior view), *Khandana* (criticism) and *Sidhanta* (conclusion).

Suggested Texts for the Course:

Ayer, A. J. (1957). *The Problem of Knowledge*. (New York: Penguin Books).
 Johnson, Ellen (1951). *The Research Report: A Guide for the Beginner*. (New York: Ronald Press Company).
 Northrop, F.S.C. (1972). *Logic of the Sciences and Humanities*. (New York: Oxbow Books).
 Feyerabend, Paul (1993). *Against Method*. (London: Verso Books).
 Feibleman, J. K. (1972). *Scientific Method*, (New Delhi: Springer India Pvt. Ltd.).
 Passmore, John (1978). *A Hundred Years of Philosophy*, (New York: Penguin Books).

- Anderson, Jonathan, et. al. (2011). *Thesis and Assignment Writing*, (New Delhi: Willey India).
- Habermas, Juergen (1985). *The Theory of Communicative Action, Vol. I.* (UK: Beacon Press).
- Popper, Karl (2002). *The Logic of Scientific Discoveries*, (London: Routledge).
- Kuhn, T.S. (1962). *The Structure of Scientific Revolutions*. (Chicago: Chicago University Press).
- Ramachandran, T. P. (2017). *The Methodology of Research in Philosophy*, Madras.
- Young, Pauline V. (1977). *Scientific Social Surveys and Research*. (New Delhi: Prentice Hall of India).

Undergraduate Programme in Philosophy
FOURTH-YEAR
Core Paper/CC18-PHIL-418
DISSERTATION

Students have to write and submit a dissertation on any topic based on their understanding of philosophical issues and/or exploring a new thought under the supervision of a course in charge. This paper is mandatory to all students to complete the course.

Discipline Specific Elective

Undergraduate Programme in Philosophy
THIRD-YEAR
DSE-1/DSE-101

DSE-1: PHILOSOPHY OF HUMAN RIGHTS

- Theoretical Foundations of Human Rights: The Doctrine of Logical Correlativity of Rights and Duties – Rights and distinctive from liberties, powers, claims and immunities – Natural Law – Natural Rights – Human Rights.
- The Universality of Human Rights: Are Human Rights universal? – The United Nations and Internationalization of Human Rights Standards – Individual Rights and Social Rights – What Human Rights do we have? Do Groups have Human Rights? – Groups Rights of Indigenous People – Rights of Minorities – The Right of self-determination.
- Cultural Perspectives of Human Rights: The Challenges of Moral and Cultural Relativism – International, National and Regional Human Rights – Asian Human Rights Commission – The Issue of Economics, Social and Cultural Rights – the Relationship of Political and Civil Rights to Survival, Subsistence and Poverty.
- Human Rights Violation: Just War Doctrine: Is it possible to wage war without violating human rights? – Ethnic cleansing – Terrorism: Is terrorism ever justifiable? – The Good, the Bad and the intolerable – State sovereignty and Human Rights violation.
- Rights and Responsibilities: Economic Repression: Poverty, hunger and underdevelopment – political Repression: torture, killings and detention – racism, sexism and homophobia – Nation-State System - Victimizer or Guardian?

BOOKS FOR STUDY:

- Patrick Hayden (ed) 2001, *The Philosophy of Human Rights*, St. Paul, MN, Paragon House
- Rorty, *Human Right, Rationality and Sentimentality*.
- Harman, *Moral Relativism as a Foundation for Natural Rights*.
- Locke, *Second Treatise on Government* – Chapter – II.

Louis Pojman, *Are Human Rights based on Equal Human Worth?*

J. Roland Pennock, *Rights, Natural Rights and Human Rights? A General View.*

Michael J. Perry, (August 1997): "Are Human Rights Universal? The Relativist Challenge and Related Matters," *Human Rights Quarterly*, Vol. 19.3.

Undergraduate Programme in Philosophy
THIRD-YEAR
DSE-1/DSE-102

DSE-1: PHILOSOPHY OF MIND

- The mind/body problem, and Descartes' dualism Text: Descartes, *Meditations II and VI* (Chalmers article #1)
- Behaviourism Text: Ryle, "Descartes' Myth," (Chalmers #5)
- Identity Theories Text: Smart, "Sensations and Brain Processes," (Chalmers #9)
- Functionalism Text: Putnam, "The Nature of Mental States," (Chalmers #11).
- Problems with Functionalism: The Knowledge Argument Text: "Epiphenomenal Qualia," (Chalmers #28)

BOOKS FOR STUDY:

Churchland, P.,(1988) *Matter and Consciousness: A Contemporary Introduction to the Philosophy of Mind*, USA, MIT Press.

Crane, T.(2003), *The Mechanical Mind: A Philosophical Introduction to Minds, Machines and Mental Representation*,(2nd edition), New York Routledge

David J. Chalmers(ed.) (2002), *Philosophy of Mind: Classical and Contemporary Readings*, Oxford, Oxford University Press.

Heil, J.(2012), *Philosophy of Mind: A Contemporary Introduction* (3rd edition), London,

Kim, J.(2010), *Philosophy of Mind*, (3rd edition), USA, Westview Press

Undergraduate Programme in Philosophy
THIRD-YEAR
DSE-1/DSE-103

DSE-1: PHILOSOPHY OF LAW

- Traditional Natural Law Theory: Law for the Common Good; Legal Positivism; Law as Command; Law as the Union of Primary and Secondary Rules; The obligation to obey the law.
- A Brief Introduction to the Indian Constitution and its History; The "Basic Structure" Doctrine; Rights: The Hohfeldian Framework; Positive and Negative Rights; Fundamental Rights.
- Theories of Punishment; The Death Penalty; Criminal Responsibility; Justifications and Excuses.
- The obligation to fulfil a contract; Contracts and Promises; Blackmail; Tort Law: Causation in the Law.

BOOKS FOR STUDY:

Feinberg, J., Coleman, J., and Kutz, C. (2013) *Philosophy of Law*, 9th ed. USA: Pearson.

Marmor, A. (2014) *Philosophy of Law*, Princeton University Press, Princeton.

Martin P. Golding and William A. Edmundson (ed.) (2004) *The Blackwell Guide to the Philosophy of Law and Legal Theory*, London: Blackwell.

Undergraduate Programme in Philosophy
THIRD-YEAR
DSE-2/DSE-201

DSE 2: PHILOSOPHY OF HISTORY

- Scope of the subject – differences between history of philosophy and philosophy of history.
- Hegel’s Philosophy of History - Dialectic method – application to the phases of human culture –Troletchcriticism of Hegel.
- Idealist interpretation history since Hegel, T. H. Green, Bosanquet - Croce’s neo-idealism and the historiography method.
- The Concepts of culture and civilization - modern sociological definition – Karl Manheim, McIver and Weber on Culture – the Concept of progress in relation to the philosophy of history, Toynbee on history.
- Review of the theories of time (Idealistic, Realistic and Pragmatic) in relation to history - Criticism of the notion of plan or design history and appraisal of it. R. G. Collingwood’s views on History.

BOOKS FOR STUDY: (RELEVANT CHAPTERS ONLY)

- A.J. Toynbee, *A Study of History* (Abridged Edition 3 Vols, by D.C. Somerwell)
G. W.F. Hegel, *Philosophy of History*.
J. A Froude, *The Science of History*.
A.J. Gunn, *The Problem of Time*.
J.B. Bury, *Inaugural Lectures on History*.

Undergraduate Programme in Philosophy
THIRD-YEAR
DSE-2/DSE-202

DSE-2: INDIAN MATERIALISM

- Ancient Indian Materialism and Its Sources -Pre-Carvaka (Sañjaya, AjitaKesakambali, MakkaalaGosala, Raikwa, SatyakamaJabali, Purana Kashyapa), Early Samkhya, Atomism of Viseshika and Carvaka
- Carvaka/ Lokayata
- Refutation of Idealism, Spiritualism and Religion
- Characteristic Features of Materialism –Epistemology and Ethics- Rational, Realistic, Naturalistic, Scientific, Humanistic, Anti-dogmatic and Anti-Ritualistic
- Influence of Indian Materialism: Contemporary Social movements – Marxist/Atheist/Rationalist/Self-Respect/Popular Science/Anti Caste Movements
- Contemporary Thinkers of Indian Materialism – (i) M.N. Roy, (ii) Rahul Sankrityayan, (iii) Periyar, Debiprasad, (iv) Chattopadhyaya, (v) D DKosambi, (vi) Gora (NastikaKendram), (vii) A T Kovoov (Rationalist movement), (viii) B. Ramakrishna (CarvakaAshramam), (ix) Narendra Dabholkar (AndhashraddhaNirmoolan Samiti)

BOOKS FOR STUDY:

- Bhattacharya, R , “Development of Materialism in India: the pre-Cārvākas and the Cārvākas”
EserciziFilosofici 8, 2013, pp. 1-12 <http://www2.units.it/eserfilo/art813/bhattacharya813.pdf>
Chattopadhyaya, D (1976) What is living and what is dead in Indian philosophy, Calcuta,
People’s Publishing House. pp1-19, 171-215
Dale M Riepe,(1961) Naturalistic Tradition in Indian Thought, Seattle: University of Washington
Press, pp.1-14

- Debiprasad Chattopadhyaya, selected excerpts from Lokāyata –Study in Ancient Indian Materialism, Bombay: Peoples Publishing House, 2008
- Gokhale, P P (1993) Cārvāka Theory of Pramāṇas: A restatement, Philosophy East and West, Vol 43. No.1, pp.675-682
- Jihannes Quack, “Global Expressions-India,” Stephen Bullivant, Michael Ruse (Eds.) The Oxford Hand Book of Atheism, Oxford: Oxford University Press, 2013, Pp.651-664
- Jihannes Quack.(2012) Disenchanted India –organized rationalism and criticism of Religion in India, Delhi: Oxford University Press, Pp.3-21
- M.N. Roy, selected excerpts from Materialism, Delhi: Ajanta Publications, 1987

Undergraduate Programme in Philosophy
THIRD-YEAR
DSE-2/DSE-203

DSE-2: AESTHETICS

- M. Hiriyanna: Indian Aesthetics (Ch.1) Art and Morality (Ch. 7) Rasa and Dhavani (Ch. 10)
- Ananda K . Coomaraswamy: The Theory of Art In Asia (Ch. I) in The Transformation of Nature in Art'
- Paul Valery: The Idea of Art.
- J. P. Sartre: The Work of Art.
- A. Saville: Intention in Art.

BOOKS FOR STUDY:

- Aldrich, V.C. (1963) *Philosophy of Art*, Prentice Hall
- Coomaraswamy, A. K (1995). *The Transformation of Nature in Art*, Sterling Publishers,
- Ghosh, R. *Great Indian Thinkers on Art: Creativity, Aesthetic Communication and Freedom*, Sandeep Prakashan (Black and White Delhi 2006)
- Gupta, S. (1999) *Art Beauty and Creativity*, Delhi: D.K Printers. (1993)
Saundarya Tatva Mīmāṃsā, Seema Sahitya Bhavan,
- Hiriyanna, M. (1997) *Art Experience*, Indira Gandhi National Centre for the Arts, Manohar.
- Osborne, H. (1972) *Aesthetics*, London: Oxford University Press.

Undergraduate Programme in Philosophy
FOURTH-YEAR
DSE-3/DSE-301

DSE 3: ECO-PHILOSOPHY

- The Evolution of Man: Anthropological development of man – Anthropological rationalism.
- Evolutionary Theories: Darwin – Lamarck – Bergson – Aurobindo – Teilhard de Chardin.
- Philosophical study of Man and Environment: Dialectic of Ecology – Epistemology – Towards a philosophical history science – science and philosophy.
- Man – Society in Interaction: Values – Human rights – justice – Technology and environment.
- Sociology and ideology of Rural India: Indian peasantry their development – Changing Society. Progress: Self Defeating perfectionism – Restriction as progress the unimaginable future of man.

BOOKS FOR STUDY:

- Chattopadhyaya, D.P., 1982, *Studies in man, society and science*, South Asian Publishers, New Delhi.

Caran, D.G., 1975, *The Key to the Sciences of Man*, Philosophical Library, New York.
Carrel, Alexis, 1959, *Man and Unknown*, Wiles Publishing House, Bombay.
Wendt, Herbert, 1959, *The Road to Man*, Pyramid Publications, New York.

Undergraduate Programme in Philosophy
FOURTH-YEAR
DSE-3/DSE-302

DSE 3: KNOWLEDGE & SCEPTICISM

- Scepticism
- Knowledge: Gettier's Problem and Responses
- Nozick's Conditional Theory of Knowledge
- Foundationalism and Its Problems

BOOKS FOR STUDY:

Dancy, J (1985) *An Introduction to Contemporary Epistemology*, Cambridge, Mass, Harvard University Press
Chisholm, R.M. (1966) *Theory of Knowledge*, U.S .Prentice Hall
Hamlyn, D (1970) *Theory of Knowledge*, London, Macmillan
John Greco and Ernest Sosa(eds.)(1999) *The Blackwell Guide to Epistemology USA*, Blackwell,
Lehrer, K (1974) *Knowledge*.Oxford, Clarendon Press.
Pollock, J.L, Rowman and Littlefield,(eds.) (1986) *Contemporary Theories of Knowledge –*
Totowa, NJ.

Undergraduate Programme in Philosophy
FOURTH-YEAR
DSE-3/DSE-303

DSE 3: BIO ETHICS

- Introduction to Bio-ethics; Understanding ethics and bioethics; Human dignity and human rights; Principles of benefit and harm
- Autonomy, Consent and Privacy; Autonomy and individual responsibility; Persons without the capacity to consent; Respect for human vulnerability and personal integrity; Privacy and confidentiality
- Justice, Diversity and Co-operation; Equality, justice and equity; Non-discrimination and non-stigmatization; Respect for cultural diversity and pluralism; Solidarity and cooperation
- Health, and Responsibility; Social responsibility and health; Sharing of benefits; Protecting future generations; Protection of the environment, the biosphere and biodiversity

BOOKS FOR STUDY:

URL <http://unesdoc.unesco.org/images/0016/001636/163613e.pdf>
Barilan, Yechiel M. (2014) *Human Dignity, Human Rights, and Responsibility - The New Language of Global Bioethics and Biolaw*, U.S.A.: MIT.
Kuhse, H. and Singer, P. (2008) *Bioethics: An Anthology*, 2nd Ed. Blackwell.
Singer, Peter A. and Viens, A. M. (2008) *The Cambridge Textbook of Bioethics*, Cambridge: Cambridge University Press.
Vaughn, L. (2012) *Bioethics: Principles, Issues and Cases*, Oxford: Oxford University Press

Undergraduate Programme in Philosophy
FOURTH-YEAR
DSE-4/DSE-401

DSE-4: PHILOSOPHY OF SCIENCE

- Perspectives in Philosophy of Science: Historical (Toulmin and Kuhn) and Logical Empiricist Perspectives. Hempell, Rudolf Carnap.
- Philosophical aspects of Biology: Organismic Biology - Reductionism. The relation of physical science to Biology.
- Space and Time: Idealistic (Kant), Realistic (Samuel Alexander), Relativistic (Einstein) and Anti-intellectualistic (Henri Bergson) theories.
- Methodological Problems of Social Sciences.
- Cosmologies (Steady state and Big Bang Theories).

BOOKS FOR STUDY:

- Peter Caws, *Philosophy of Science: A Systematic Account*. D. Van Nostrand Co.; Second Printing edition (January 1, 1966).
- Ernest Nagel, *Structure of Science: Problems in the Logic of Scientific Explanation*. Hackett Publishing Co, Inc; 2nd edition (1 June 1979).
- Bernard Baurmrin (ed), *Philosophy of Science*. Wiley-Interscience Publication, Hoboken, NJ, USA (Jan. 1 1963).
- Paul R Durbin , *Philosophy of Science: An Introduction*. McGraw-Hill; n edition (January 1, 1968).
- R. Harre, *Philosophy of Science: An Introductory Survey*. Oxford University Press; 2nd edition (December 5, 1985).
- R. Harre, *An Introduction to the Logic of the Sciences*. Macmillan and Co.; First Edition (January 1, 1960).
- Stephen Toulmin, *The Philosophy of Science: An Introduction*. Hutchinson London (January 1, 1967).
- Thomas Kuhn, *The Structure of Scientific Revolution*. University of Chicago Press; 4th edition (11 May 2012).

Undergraduate Programme in Philosophy
FOURTH-YEAR
DSE-4/DSE-402

DSE-4: PHILOSOPHY OF LOGIC

- Logical Appraisal: Inconsistency; Reasoning; Logician's Second Order Vocabulary
- Formal Logic: Generality; Form; System
- Truth-Function: Truth tables; Truth functional constants and ordinary language; Truth functional constants and logical relations
- Deductive System of Truth Functions

BOOKS FOR STUDY:

- Strawson, P. F. (1976), *Introduction to Logical Theory*, Bombay B. I. Publications.
- Dale Jacquette, (ed) (2002), *Philosophy of Logic: An Anthology*, Wiley–Blackwell.
- Haack, Susan. (1978). *Philosophy of Logics*. Cambridge University Press.
- Quine, W. V. O. (2004). *Philosophy of Logic*. 2nd ed. Harvard University Press.
- Grayling, A. C., (1997). *An Introduction to Philosophical Logic*. 3rd ed. Oxford: Blackwell.

Undergraduate Programme in Philosophy
FOURTH-YEAR
DSE-4/DSE-403

DSE-4: INDIAN THEORIES OF CONSCIOUSNESS

- Kaṭhōpaniṣad: Chapter. 1 Valli I, II & III; Kaṭhōpaniṣad in "Ekadasepansodan". Ed. by V. S. Sastri, Motilal Banarsidas, Delhi, 1966.
- Bhagavadgītā: Chapter II, Verses 11-30; The Bhagavadgītā (Text and Translation) by R. C. Zachner, Oxford University Press, New York, 1973.
- The Questions of King Milinda, Book II Translated from Pali by T. W. Rhys David, Motilal Banarsidas, Delhi 1965, pp 40-99.
- UmāsvātīTattvārthaSūtra: Chapter II, The Institute of Jainology, Harper Collins Publishers, USA, 1994, pp 33-63.
- Jayanta Bhaṭṭa, Nyāyamañjarī, Dehātmaṣāda (Śārīrātmaṣādaī-cāarvāka-mata) (Indian Council of Philosophical Research, New Delhi, 1990, pp 109-128

BOOKS FOR STUDY:

Hume, R.E. (1921). Thirteen Principal Upaniṣads, Oxford, Oxford University Press.

Radhakrishnan, S. (1974). The Principal Upaniṣads: Edited with Introduction, Text, Translation and Notes, London: George Allen & Unwin.

Brahmasūtra-śāṃkara-bhāṣya, (tr.) By Gambhirananda, Advaita Ashram, Calcutta.

Undergraduate Programme in Philosophy

(Skill Enhancement Course)

<p>Undergraduate Course Philosophy FIRST YEAR (Semester I) SEC-1 Value Based Education (Four Credits)</p>	
Unit I:	Value – An Introduction
	1. Meaning and Importance of value
	2. Classification of value – Indian and Western
	3. Religion, Philosophy and Literature.
Unit II:	Values – Traditional and Contemporary
	1. Traditional values – Purushartha, Satyam, Shivam, Sundaram, Ahimsha Premandkarma, Tyaga and Lokasangraha
	2. Contemporary values – Democracy, Socialism, Secularism, Freedom, Discipline, Responsibility, Human rights.
	3. Value crises in social life, economic life and political life.

Suggested Readings:

Allport, G.W., Vernon, P.E., and Lindzey, G. (1970), *Study of Values*, Boston: Houghton Mifflin.

Delors, J. (1996), *Learning: The Treasure within- Report of the International Commission on Education for the Twenty-First Century*, Paris: UNESCO.

Morris, Charles W. (1956). *Varieties of Human Values*. Chicago: University of Chicago Press.

Shukla, R.P.(2005). *Value Education and Human Rights*. Sarup & Sons, New Delhi

Undergraduate Programme in Philosophy

(Skill Enhancement Course)

<p>Undergraduate Course Philosophy FIRST YEAR (Semester II) SEC-2 CRITICAL THINKING AND DECISION MAKING (Four Credits)</p>	
Unit I:	Critical Thinking and its Components
	1. Critical Thinking: A Second-Order Activity
	2. Identification and Analysis of the Problem.
	3. Organizing the Data and Identifying the Errors.
Unit II:	Problem Analysis, Decision Making and Wrapping up for Solution
	1. Evaluating the Argument: Validity, Soundness and Strength; Reflecting upon the issue with Sensitivity and Fairness.
	2. Evaluating Decision Options from Multiple Perspectives.
	3. Identifying Inconsistencies, Understanding Dilemma and Looking for Appropriate Solution within Limitations.

Suggested Readings:

Hurley, Patrick J. (2019) *A Concise Introduction to Logic*, Wadsworth, Cengage Learning India Pvt Ltd.

Dewey, John. (1933) *How to Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. revised edition. Boston: Heath

Noisich, Gerald M. (2002), *Learning to Think things through: A Guide to Critical Thinking*, Prentice Hall.

Richard Pirozzi, Gretchen Starks-martin, Julie Bonadonna Dziewisz, (2011) *Critical*

Reading, Critical Thinking: Focusing on Contemporary Issues, Longman Pub Group.