



DEPARTMENT OF PHILOSOPHY AND COMPARATIVE  
RELIGION

VIDYA-BHAVANA

NATIONAL EDUCATION POLICY  
UNDERGRADUATE SYLLABUS FOR PHILOSOPHY

MAJOR

2023

**VISVA-BHARATI**

SANTINIKETAN  
WEST BENGAL, INDIA

## GENERAL STRUCTURE OF THE SYLLABUS

Year	Semester	Paper Code	Paper Name
1 <sup>st</sup>	Semester-I	MJPL01	OUTLINES OF INDIAN PHILOSOPHY-I
		MJPL02	HISTORY OF WESTERN PHILOSOPHY-I
		SECPL01	STUDY SKILLS
	Semester-II	MJPL03	OUTLINES OF INDIAN PHILOSOPHY-II
		MJPL04	HISTORY OF WESTERN PHILOSOPHY-II
		SECPL02	WESTERN ETHICS
2 <sup>nd</sup>	Semester-III	MJPL05	INDIAN METAPHYSICS
		MJPL06	WESTERN LOGIC
		SECPL03	INDUCTION: A METHOD OF ACQUIRING KNOWLEDGE
	Semester-IV	MJPL07	WESTERN EPISTEMOLOGY
		MJPL08	INDIAN EPISTEMOLOGY
		MJPL09	PHILOSOPHY OF RELIGION
		MJPL10	FEMINIST PHILOSOPHY
3 <sup>rd</sup>	Semester-V	MJPL11	SOCIAL-POLITICAL PHILOSOPHY: WESTERN
		MJPL12	CONTEMPORARY INDIAN PHILOSOPHY
		MJPL13	INDIAN ETHICS
	Semester-VI	MJPL14	WESTERN METAPHYSICS
		MJPL15	SOCIAL POLITICAL PHILOSOPHY: INDIAN
		MJPL16	APPLIED ETHICS
4 <sup>th</sup>	Semester-VII	MJPL17	PHENOMENOLOGY AND EXISTENTIALISM
		MJPL18	INDIAN PHILOSOPHY OF LANGUAGE
		MJPL19	WESTERN ANALYTIC PHILOSOPHY-I
		RDPL01	RESEARCH METHODOLOGY
		MJPL-O1A	TEXTUAL STUDY: BHĀSA PARICHEDAWITH SIDDHANTAMUKTABALI
		MJPL-O1B	TEXTUAL STUDY: DHARMATATTVA
		MJPL-O1C	TEXTUAL STUDY: KATHAPANISADA
		MJPL-O1D	TEXTUAL STUDY: GITA
		MJPL-O1E	TEXTUAL STUDY: MANAMEYODAYA
		MJPL-O1F	TEXTUAL STUDY: BUDDHA AND HIS DHAMMA
		MJPL-O1G	TEXTUAL STUDY: INDIAN ATHEISM
		MJPL-O1H	TEXTUAL STUDY: DRIG DRISHYA VIVEKA
		MJPL-O1I	TEXTUAL STUDY: PHILOSOPHICAL ANTHROPOLOGY IN SAIVA SIDDHANTA
		MJPL-O1J	TEXTUAL STUDY: ALL LIFE IS PROBLEM SOLVING
		MJPL-O1K	TEXTUAL STUDY: PERIYAR: A STUDY IN POLITICAL ATHEISM
		MJPL-O1L	TEXTUAL STUDY: AGAINST THE MADNESS OF MANU
	Semester-VIII	MJPL20	WESTERN ANALYTIC PHILOSOPHY-II
		MJPL21	HERMENEUTICS AND POST-MODERNISM
		RDPL02	REVIEW OF LITERATURE
		RDPL03	DISSERTATION
		MJPL-O2A	TEXTUAL STUDY: GROUNDWORKS OF METAPHYSIC OF MORALS
		MJPL-O2B	TEXTUAL STUDY: THE SUBJECTION OF WOMEN
		MJPL-O2C	TEXTUAL STUDY: PROBLEMS OF PHILOSOPHY
		MJPL-O2D	TEXTUAL STUDY: COMMUNIST MANIFESTO
		MJPL-O2E	TEXTUAL STUDY: ORIENTALISM
		MJPL-O2G	TEXTUAL STUDY: RELIGIOUS PLURALISM AND TRUTH: ESSAYS ON CROSS-CULTURAL PHILOSOPHY OF RELIGION
		MJPL-O2F	TEXTUAL STUDY: KASHF-AL-MAHJUB
		MJPL-O3A	TEXTUAL STUDY: THE SECOND SEX
		MJPL-O3B	TEXTUAL STUDY: MINGLING OF THE TWO OCEANS
		MJPL-O3C	TEXTUAL STUDY: ENVIRONMENTAL ETHICS: DUTIES TO AND VALUES IN THE NATURAL WORLD
		MJPL-O3D	TEXTUAL STUDY: BLACK SKIN WHITE MASK
		MJPL-O3E	TEXTUAL STUDY: PEDAGOGY OF THE OPPRESSED
		MJPL-O3F	TEXTUAL STUDY: UTILITARIANISM
		MJPL-O3G	TEXTUAL STUDY: IN SEARCH OF A BETTER WORLD

Abbreviations: MJ-Major, PL-Philosophy, SEC- Skills Enhancement Course

## OBJECTIVES AND OUTCOMES OF THE UG PROGRAMME IN PHILOSOPHY

### Programme Objectives

Philosophy is concerned with the general understanding of the world and its subject matter is very comprehensive. It has certain core or basic issues (epistemological, metaphysical, ethical, logical, etc.) and ultimately relates itself to various peripheral issues involving natural sciences, economics, religion, politics, and so on. In the syllabus, emphasis has been given on the core issues to make the students familiar with those and the peripheral issues have been introduced considering the specializations of the teachers of the Department. Certain classic texts have been introduced to make the students familiar with those. Teaching, learning and pedagogy strive to uphold the values enshrined in the Constitution of India.

### Programme Outcomes

The students will get an idea of the core issues in philosophy, will be equipped with the tools or conceptual framework necessary for involvement in Philosophical debates and will be self sufficient in respect of participating in Philosophical controversies. They will learn how to relate the core issues of philosophy with the peripheral issues and will be able to contribute something for the total development of the society. They will also develop the habit of reading classic texts in philosophy besides text books as well as the competence of grasping the ideas belonging to the classic texts. It is hope that students will be able to uphold the enshrined values in the Constitution of India.

**FOUR YEAR BA IN PHILOSOPHY 1<sup>ST</sup> YEAR**  
**SEMESTER-I**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL01</b>	COURSE TITLE: <b>Outlines of Indian Philosophy-I</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint and introduce the students to the philosophy of Veda and Upanishads.
2. To present the heterodox schools of Indian philosophy
3. To introduce the basic tenets/concepts of these different heterodox systems.
4. To present overviews of these ancient Indian philosophical systems.

**COURSE OUTCOME:**

1. The students should be able to understand the Philosophy of the Veda and Upanishads.
2. The students should be able to understand the basic concepts of these different Heterodox systems.
3. The students should be able to understand present overviews of these Indian Philosophical Systems.

S. NO.	CONTENT OF COURSE	CONT. HRS.
1.	Nature of Indian Philosophy: plurality as well as common concerns.	
2.	Basic concepts of the Vedic and the Upanisadic world-views: <i>Ṛta</i> ; The Divine and the Human Realms; the Centrality of the Institution of <i>Yajña</i> ; <i>Ṛṇa</i> ; <i>Ātman</i> : <i>Jāgrata</i> , <i>Svapna</i> , <i>Suṣupti</i> , <i>Turīya</i> ; <i>Brahman</i> ; <i>Śreyas</i> ; <i>Preyas</i> ; <i>Karma</i> ; <i>Samsāra</i> ; <i>Mukti</i> .	
3.	Cārvāka School: Its Epistemology, Metaphysics and Ethics.	
4.	Buddhism: Theory of <i>Pramāṇas</i> ; Theory of Dependent Origination; the Four Noble Truths; Doctrine of Momentariness; Theory of No Soul. The Interpretation of these Theories in Schools of Buddhism: Vaibhaṣika, Sautāntika, Yogacāra, Mādhyamika.	
5.	Jainism: Concepts of <i>Sat</i> , <i>Dravya</i> , <i>Guṇa</i> , <i>Paryāya</i> , <i>Jīva</i> , <i>Ajīva</i> ; <i>Anekāntavāda</i> , <i>Syādvāda</i> ; <i>Nayavāda</i> ; <i>Pramāṇas</i> ; <i>Ahimsā</i> ; Bondage and Liberation.	
6.	Sangam philosophy: ettuthokai (eight anthologies) and pathupaattu (ten songs) – love and heroic, Poetry – bards and bardic traditions	

**SUGGESTED READINGS**

1.	Hiriyana, M. (2014). Outlines of Indian Philosophy. NewDelhi. India. Motilal Banarsidass
2.	Sharma, C.D. (2022) A Critical Survey of Indian Philosophy. NewDelhi. India. Motilal Banarsidass
3.	Dasgupta, S.N. (2015) A History of Indian Philosophy Vol.s I to V. NewDelhi. India. Motilal Banarsidass
4.	Sinha, J. (2016) History of Indian Philosophy Vols. I & II. Kolkata. India. Saha Publishing House
5.	Datta & Chatterjee, D.S. (2020) Introduction to Indian Philosophy. Kolkata. India. Rupa Publishing Co.
6.	Radhakrishnan.S. (2020) Indian Philosophy Vols. I & II. New Delhi. India. Oxford India Paperbacks.
7.	Puligandla. R. (2015) Fundamentals of Indian Philosophy. NewDelhi. India. Motilal Banarsidass
8.	Kailasapathy k. (2002). Tamil heroic poetry. Colombo and chennai: kumaran book house.

**FOUR YEAR BA IN PHILOSOPHY 1<sup>ST</sup> YEAR**  
**SEMESTER-I**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL02</b>	COURSE TITLE: <b>History of Western Philosophy-I</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

Usually, a text in general philosophy presents alternative stands on different philosophical issues and arguments in support of different stands without taking into account the historical aspects of origin of ideas which gives a more comprehensive understanding of an issue.

**COURSE OUTCOME:**

Being familiar with the historical origin of a philosophical stand or issue, students will get a more comprehensive understanding of Philosophical stands or issues.

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	Introduction: early Greek philosophy.	
2.	Plato: theory of knowledge; knowledge ( <i>episteme</i> ) and opinion ( <i>doxa</i> ); theory of Forms; soul; the Idea of Good.	
3.	Aristotle: critique of Plato's theory of Forms; theory of causation; form and matter; potentiality and actuality; soul; God.	
4.	St. Thomas Aquinas: faith and reason; essence and existence; proofs for the existence of God.	
5.	Descartes: method and the need for method in philosophy; method of doubt; <i>cogito ergo sum</i> ; criterion of truth types of ideas; mind and matter; mind-body interactionism; God: nature and proofs for His existence.	
6.	Spinoza: substance, attributes and modes; the concept of 'God or Nature'; pantheism; mind-body problem; three orders of knowing.	
7.	Leibniz: monadology; doctrine of pre-established harmony; truths of reason and truths of fact; innateness of all ideas; principles of non-contradiction, sufficient reason and identity of indiscernibles; God: nature and proofs for His existence.	

**SUGGESTED READINGS**

1.	F. Copleston: <i>A History of Philosophy</i> (Vols. I, II & IV)
2.	D. J. O'Connor: <i>A Critical History of Western Philosophy</i>
3.	W.T. Stace: <i>A Critical History of Greek Philosophy</i>
4.	B. Russell: <i>A History of Western Philosophy</i>
5.	Barlingay & Kulkarni: <i>A Critical History of Western Philosophy</i>
6.	John Cottingham: <i>The Rationalists</i>
7.	Jonathan Bennett: <i>Learning from Six Philosophers</i> , Vols. I & II
8.	W.K.C. Guthrie: <i>Greek Philosophers from Thales to Plato</i>

**FOUR YEAR BA IN PHILOSOPHY 1<sup>ST</sup> YEAR  
SEMESTER-I**

**(SKILL ENHANCEMENT COURSE)**

COURSE CODE: <b>SECPL01</b>	COURSE TITLE: <b>Study Skills</b>	
COURSE CREDIT: <b>3 (THREE)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>75</b>	INTERNAL MARKS: <b>15</b>	END SEMESTER MARKS: <b>60</b>

**COURSE OBJECTIVES:**

1. To prepare the students for the Undergraduate level of learning
2. To introduce the students a systematic method of learning
3. To help the students to develop their skills of learning
4. To inculcate the students to think critically and creatively
5. To build the personality development of the students

**COURSE OUTCOME:**

1. The students will be able to prepare themselves at the University level of learning
2. They will be able to feel a stress-free learning
3. They will be able to enhance their listening, reading, writing, memory, and communication skills
4. They will be able to think logically, critically, and creatively
5. They will be able to build their confidence of learning

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	Introduction – Definition and Importance; Basics of Study Method; Scope of Study Method	
2.	Listening Skill –Types of Listening; Active Listening; Physical and Psychological Barriers of Listening	
3.	Reading Skill –Components and Types of Reading; SQ3R Method of Reading; Barriers of Reading	
4.	Writing Skill – Types of Writing; Strategies to Improve Writing; Academic Writing Skill	
5.	Thinking Skill – Logical Thinking; Critical Thinking; Creative Thinking	
6.	Memory Skill – Types of Memory; Memory Techniques; Barriers of Memory	

**SUGGESTED READINGS**

1.	Atkinson, William Walker. (2019). Memory: How to Develop, Train and Use it. Fingerprint Publishing.
2.	Butler, David. (2014). Speed Reading with the Right Brain: Learn to Ideas instead of just Words.
3.	Fritz, Roger. (2019). The Power of a Positive Attitude: Your Road to Success. Fingerprint Publishing.
4.	Leonardo, Lcsw Nixaly. (2020). Active Listening Techniques. Rockridge Press.
5.	Mitra, Barun K. (2016). Personality Development and Soft Skills. Oxford University Press.
6.	Paul, D.S. (2022). Advanced Writing Skills. Goodwill Publishing House.
7.	Rhoder, Carol. (2016). Teaching Thinking Skills: Theory and Practice. Routledge.
8.	Rodrigues, A.L. (2015). Learning Style: A Narrative Approach. Lulu.com

FOUR YEAR BA IN PHILOSOPHY 1<sup>ST</sup> YEAR

## SEMESTER-II

## (MAJOR COURSE)

COURSE CODE: <b>MJPL03</b>	COURSE TITLE: <b>Outlines of Indian Philosophy-II</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint and introduce the students to the philosophy of Veda and Upanishads.
2. To present the orthodox schools of Indian philosophy
3. To introduce the basic tenets/concepts of these different orthodox systems.
4. To present overviews of these ancient Indian philosophical systems.

**COURSE OUTCOME:**

1. The students should be able to understand the Philosophy of the Veda and Upanishads.
2. The students should be able to understand the basic concepts of these different orthodox systems.
3. The students should be able to understand present overviews of these Indian Philosophical Systems.

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	Nyāya: theory of pramāṇas; the individual self and its liberation; the idea of God and proofs for His existence.	
2.	Vaiśeṣika: padārthas: dravya, guṇa, karma, sāmānya, viśeṣa, samavāya, abhāva; Causation: asatkāryavāda; kāraṇa: samavāyī, asamavāyī, nimitta; paramāṇuvāda; adṛṣṭa; nihśreyasam.	
3.	Sāṃkhya: causation: satkāryavāda; prakṛti: its constituents, evolutes and arguments for its existence; puruṣa: arguments for its existence; plurality of puruṣa; relationship between prakṛti and puruṣa; kaivalya; atheism.	
4.	Yoga: citta and citta-vṛtti; eightfold path; God.	
5.	Advaita: nirguṇa Brahman; adhyāsa; rejection of difference; vivartavāda; māyā; three grades of sattvā; pramāṇas; jīva; jīvanamukti.	
6.	Viśiṣṭādvaita: saguṇa Brahman; refutation of māyā; pariṇāmavāda; aprthaksiddhi; jīva; bhakti and prapatti; rejection of jīvanamukti.	
<b>SUGGESTED READINGS</b>		
1.	Hiriyana, M. (2014). Outlines of Indian Philosophy. NewDelhi. India. Motilal Banarsidass	
2.	Sharma, C.D. (2022) A Critical Survey of Indian Philosophy. NewDelhi. India. Motilal Banarsidass	
3.	Dasgupta, S.N. (2015) A History of Indian Philosophy Vols I to V. NewDelhi. India. Motilal Banarsidass	
4.	Sinha, J. (2016) History of Indian Philosophy Vols. I & II. Kolkata. India. Saha Publishing House	
5.	Datta & Chatterjee, D.S. (2020) Introduction to Indian Philosophy. Kolkata. India. Rupa Publishing Co.	
6.	Radhakrishnan.S. (2020) Indian Philosophy Vols. I & II. New Delhi. India. Oxford India Paperbacks.	
7.	Puligandla. R. (2015) Fundamentals of Indian Philosophy. NewDelhi. India. Motilal Banarsidass	

**FOUR YEAR BA IN PHILOSOPHY 1<sup>ST</sup> YEAR**  
**SEMESTER-II**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL04</b>	COURSE TITLE: <b>History of Western Philosophy-II</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

Usually a text in general philosophy presents alternative stands on different philosophical issues and arguments in support of different stands without taking into account the historical aspects of origin of ideas which gives a more comprehensive understanding of an issue.

**COURSE OUTCOME:**

Being familiar with the historical origin of a philosophical stand or issue, students will get a more comprehensive understanding of Philosophical stands or issues.

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	Locke: refutation of innate ideas; ideas and their classification; knowledge and its grades; substance; qualities: primary and secondary	
2.	Berkeley: rejection of abstract ideas; rejection of the distinction between primary and secondary qualities; immaterialism; <i>esse est percipi</i> ; the problem of solipsism	
3.	Hume: impression and ideas; judgments concerning relations of ideas and judgments concerning matters of fact; causality; external world; self and personal identity; rejection of metaphysics; skepticism	
4.	Kant: conception of critical philosophy; classification of judgments: analytic, synthetic, <i>a priori</i> , <i>a posteriori</i> ; possibility of synthetic <i>a priori</i> judgments; the pure forms of sensibility; intuition and concept, space and time as forms of sensible intuition	
<b>SUGGESTED READINGS</b>		
1.	F. Copleston: <i>A History of Philosophy</i>	
2.	D. J. O'Connor: <i>A Critical History of Western Philosophy</i>	
3.	C.R. Morris: <i>Locke, Berkeley and Hume</i>	
4.	Rasvihary Das: <i>A Handbook to Kant's Critique of Pure Reason</i>	
5.	B. Russell: <i>A History of Western Philosophy</i>	
6.	Barlingay & Kulkarni: <i>A Critical History of Western Philosophy</i>	
7.	R.S. Woolhouse: <i>The Empiricists</i>	
8.	Jonathan Bennett: <i>Learning from Six Philosophers</i> , Vols. I & II	



**FOUR YEAR BA IN PHILOSOPHY 1<sup>ST</sup> YEAR**  
**SEMESTER-II**

**(SKILL ENHANCEMENT COURSE)**

COURSE CODE: <b>SECPL02</b>	COURSE TITLE: <b>WESTERN ETHICS</b>	
COURSE CREDIT: <b>3 (THREE)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>75</b>	INTERNAL MARKS: <b>15</b>	END SEMESTER MARKS: <b>60</b>

**COURSE OBJECTIVES:**

1. To enable students to understand the importance, possibility and prerequisites of moral philosophy.
2. To give a simplified idea about the theories of ethics in Western context.
3. To illustrate the theories and branches of normative ethics and meta-ethics.

**COURSE OUTCOME:**

1. The students should be able to form an idea about the wide variety of ethical theories developed in the West.
2. The students should be able to gain clarity regarding the distinctions between normative and meta-ethics and throw light on their various sub-divisions
3. The students should be able to connect actual ethical issues with their theoretical understanding.

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	Introduction to Ethics and Branches of ethics, Moral Dilemma	
2.	Teleology: egoism, utilitarianism	
3.	Deontology: Kant	
4.	Virtue Ethics: Aristotle	
5.	Meta ethics: naturalism, intuitionism, emotivism	
6.	Contemporary issues	

**SUGGESTED READINGS**

1.	Frankena, William K. <i>Ethics</i> . 2nd ed. Englewood Cliffs, N.J., Prentice-Hall, 1973.
2.	Feldman, Fred. <i>Introductory Ethics</i> . Englewood Cliffs, N.J., Prentice-Hall, 1978.
3.	Singer, Peter, ed. <i>A companion to ethics</i> . Blackwell Reference Oxford, 1993.
4.	Shafer-Landau, Russ (ed.). <i>Ethical Theory: An Anthology</i> . Blackwell.

**FOUR YEAR BA IN PHILOSOPHY 2<sup>ND</sup> YEAR**  
**SEMESTER-III**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL05</b>	COURSE TITLE: <b>INDIAN METAPHYSICS</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint the students to the conceptual issues relating to Indian Metaphysics.
2. To present both heterodox and orthodox schools in the context of Metaphysics.
3. To introduce the basic tenets/concepts of Indian Metaphysics with a text-based approach.
4. To present and analyse the problems relating to Indian Metaphysics in a comparative mode.

**COURSE OUTCOME:**

1. The students should be able to understand the conceptual problems relating to Indian Metaphysics.
2. The students should be able to have a text-based approach while dealing with Indian Metaphysics.
3. The students should be able to understand and present the problems by comparing different schools.

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	<i>Satkāryavāda and asatkāryavāda: prakṛti-Kāraṇatāvāda; Paramāṇu-kāraṇatāvāda, Brahma-kāraṇatāvāda</i>	
2.	Adhyaropa-Apavada Nyaya, Pancikaranam	
3.	The concept of <i>kāla</i> (Buddhism, Nyāya)	
4.	Concept of Self: View of Cārvaka, Buddhism, Nyāya and Vedānta	
5.	<i>Paramāṇuvāda</i>	
6.	Four stages of self: <i>jāgrata, svapna, suṣupti and turīya</i>	
<b>SUGGESTED READINGS</b>		
1.	Swami Nikhilananda (Tr.): The Vedantasara (Selections)	
2.	Swami Gambhirananda (Tr.): <i>Brahmasūtra</i> (selections)	
3.	<i>Siddhāntaleśa</i> Saṁgraha (selections)	
4.	<i>Praśastapādabhāṣya</i>	
5.	<i>Vātsyāyanabhāṣya</i>	
6.	Śivāditya Miśra: <i>Saptapadārthī</i>	
7.	Sadananda Bhaduri: <i>Studies in Nyāya-Vaiśeṣika Metaphysics</i>	
8.	J.N. Mohanty: Classical Indian Philosophy	
9.	G. Bhattacharya: <i>Essays in Analytic Philosophy</i>	
10.	B.K. Matilal: <i>Logic language and Reality</i>	

**FOUR YEAR BA IN PHILOSOPHY 2<sup>ND</sup> YEAR**  
**SEMESTER-III**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL06</b>	COURSE TITLE: <b>WESTERN LOGIC</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

Logic is study of general principles involved in reasoning in different fields of knowledge. This course aims at providing knowledge of general principles of reasoning and argumentation.

**COURSE OUTCOME:**

Students will develop their skills in respect of reasoning and argumentation in different fields of knowledge.

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	The Notion of Logic, Concept of Validity, Truth and Validity, Laws of Thought	
2.	Categorical Proposition, Classification of Categorical Proposition, Traditional Square of Opposition, Boolean Interpretation of Categorical Proposition and Existential Import, Venn Diagram Technique of Testing Validity	
3.	Truth Functions: Negations, Conjunctions, Disjunction, Implication, Equivalence, Interdefinability of Truth Functions, Arguments And Argument Forms; Decision Procedure; Truth Tables; <i>Reductio Ad Absurdum</i>	
4.	Quantification Theory: Singular and Singly General Propositions; Rules of Quantification; Proofs of Validity and Invalidity	
5.	Set Theory: Sets, Operations on Sets	
6.	Elementary Probability Calculus	
<b>SUGGESTED READINGS</b>		
1.	I.M. Copi – <i>Introduction to Logic</i> (Chapters I, II, III, IV & VI)	
2.	P. Suppes – <i>Introduction to Logic</i> (Chapters IX and X)	

**FOUR YEAR BA IN PHILOSOPHY 2<sup>ND</sup> YEAR**  
**SEMESTER-III**

**(SKILL ENHANCEMENT COURSE)**

COURSE CODE: <b>SECPL03</b>	COURSE TITLE: <b>INDUCTION: A METHOD OF ACQUIRING KNOWLEDGE</b>	
COURSE CREDIT: <b>3 (THREE)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>75</b>	INTERNAL MARKS: <b>15</b>	END SEMESTER MARKS: <b>60</b>

**COURSE OBJECTIVES:**

TO INTRODUCE STUDENTS TO THE KEY ISSUES, CONCEPTS, PROBLEMS RELATED TO INDUCTION (AS A METHOD OF ACQUIRING KNOWLEDGE).

TO HELP STUDENTS LEARN HOW TO THINK CRITICALLY ABOUT PHILOSOPHICAL PROBLEMS AND EXPLAIN THEM CLEARLY, SUCCINCTLY IN WORDS.

TO DRAW THE ATTENTION OF THE STUDENTS TO THE LANGUAGE AND SUBTLETIES OF PHILOSOPHICAL REASONING.

**COURSE OUTCOME:**

Students who successfully complete the course will be able to:

respond clearly, logically and critically to examination-questions and discussion-questions about some important philosophical issues relevant to the course;

comprehend, explain and evaluate the views of different philosophers discussed in the course;

write short essays on philosophical themes with reasonable supporting arguments.

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	INTRODUCTION: DIFFERENT APPLICATIONS OF THE TERM INDUCTION; INDUCTION AS A METHOD IN NATURAL SCIENCE	
2.	BACON'S METHOD OF INDUCTION BY ELIMINATION	
3.	HUME'S ANALYSIS OF CAUSES AND ITS CONNECTION WITH INDUCTION	
4.	MILL'S EXPERIMENTAL METHODS	
5.	POPPER'S ALTERNATIVE TO INDUCTION	
<b>SUGGESTED READINGS</b>		
1.	Hume, D, 1911, <i>A Treatise of Human Nature</i> , London: J.M. Dent & Sons.	
2.	Katz, J. J, 1962, <i>The Problem of Induction and its Solution</i> , Chicago: The University of Chicago Press.	
3.	Kneale, W. 1952, <i>Probability and Induction</i> , Oxford: Clarendon Press.	
4.	Mill, J.S, 1843, <i>A System of Logic, Ratiocinative and Inductive</i> , Volume 1, London: John. W. Parker	
5.	Popper, K. R, 1959, <i>The Logic of Scientific Discovery</i> , London: Hutchinson.	
6.	Russell, B, 1912, <i>The Problems of Philosophy</i> , London: Home University Library.	
7.	Swineburne, R, (ed) 1974, <i>The Justification of Induction</i> , Oxford: Oxford University Press.	

**FOUR YEAR BA IN PHILOSOPHY 2<sup>ND</sup> YEAR**  
**SEMESTER-IV**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL07</b>	COURSE TITLE: <b>WESTERN EPISTEMOLOGY</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

This course has been designed to make the students aware of the very general accounts of how we acquire knowledge of the entities and processes / changes of the world including the knowledge of one's own self. The course is also concerned with truth, justification of knowledge, necessary or *a priori* knowledge and propositional knowledge.

**COURSE OUTCOME:**

The students will be able to understand different views on how we acquire knowledge of the entities and processes of the world and how our knowledge-claims are justified. They will also be able to understand different types of knowledge and problems associated with our understanding of propositional knowledge.

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	Philosophical skepticism and the possibility of knowledge claim.	
2.	Our knowledge of the entities of the external world: Realism, Idealism, Kant's view, phenomenism	
3.	Self-knowledge and our knowledge of other minds	
4.	Our knowledge of change / motion / evolution of the world: Our knowledge of causal relation and the principles governing the changes of the world; Mill's methods regarding our knowledge / discovery of causal relation; Popper's criticism of inductive method; Popper's view on growth and development of scientific knowledge	
5.	Theories of truth and justification	
6.	<i>A priori</i> knowledge: Views of Leibnitz, Hume and Kant; possibility of synthetic <i>a priori</i> knowledge; Ayer's attack against the idea of synthetic <i>a priori</i> knowledge	
7.	Propositional knowledge and the Gettier problem	
<b>SUGGESTED READINGS</b>		
1.	A J Ayer: <i>Problems of Knowledge</i>	
2.	Barry Stroud: <i>Philosophical Skepticism</i>	
3.	A.D. Woozley: <i>Theory of Knowledge</i> (Selections)	
4.	D.W. Hamlyn: <i>Theory of Knowledge</i> (Selections)	
5.	J. Hospers: <i>An Introduction to Philosophical Analysis</i> (Selections)	
6.	L. O'brien: <i>Self-Knowing Agents</i>	
7.	I.M. Copi: <i>Introduction to Logic</i>	
8.	P. Sengupta: <i>The Logical Structure of Science</i>	
9.	P. Sengupta: <i>Demonstration and Logical Truth</i>	
10.	P.K. Moser (Ed.): <i>The Oxford Handbook of Epistemology</i> (Selections)	
11.	Robert Audi: <i>Epistemology: A Contemporary Introduction</i>	
12.	J.L. Pollock: <i>Contemporary Theories of Knowledge</i>	
13.	R. Chisolm: <i>Theory of Knowledge</i> 3rd Edn	
14.	Wilkerson: <i>Kant's Critique of Pure Reason</i>	
15.	Rasvihary Das: <i>A Handbook to Kant's Critique of Pure Reason</i>	

**FOUR YEAR BA IN PHILOSOPHY 2<sup>ND</sup> YEAR**  
**SEMESTER-IV**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL08</b>	COURSE TITLE: <b>INDIAN EPISTEMOLOGY</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

The objective of this course is to present a comprehensive overview of epistemological issues of Indian philosophy such as nature of cognition, validity of knowledge, erroneous knowledge etc.

**COURSE OUTCOME:**

Student will be able to understand the difference between valid and invalid knowledge.  
They will be able to grasp the fundamentals of validity of knowledge

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	The Nature of Cognition; valid and invalid cognition	
2.	<i>Pramā</i> and <i>Pramāṇa</i> : definitions, varieties	
3.	<i>Pramāṇya</i> : origin and ascertainment	
4.	<i>Pramāṇasaṃplava</i> and <i>Pramāṇavyavasthā</i>	
5.	Theories concerning sense organs and their objects	
6.	Theories of perceptual error ( <i>Khyativāda</i> )	
7.	Concept of <i>thinai</i> : <i>akam</i> – <i>puram</i> – lands and patterns of life	
<b>SUGGESTED READINGS</b>		
1.	Annambhāṭṭa: <i>Tarkasaṃgraha</i>	
2.	D.M. Dutta: <i>The Six Ways of Knowing</i>	
3.	S. Chatterjee: <i>The Nyaya Theory of Knowledge</i>	
4.	Nyāyadarśana (Gautamsūtra) with Vātsyāyana Bhāṣya (Pañcam Khanda)	
5.	Sivathamby, Karthigesu (1998). <i>Studies in ancient Tamil society: economy, society and state formation</i> . Chennai: New Century Book House.	

**FOUR YEAR BA IN PHILOSOPHY 2<sup>ND</sup> YEAR**  
**SEMESTER-IV**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL09</b>	COURSE TITLE: <b>PHILOSOPHY OF RELIGION</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To help the students to know the importance of religion, theology, and divinity
2. To introduce the students the relationship between human, world and divine
3. To help the students to learn the mystical thought across the culture
4. To teach the students the philosophical schools of Saivism and Vaishnavism

**COURSE OUTCOME:**

1. The students will be able to learn systematically the major theories of existence of God
2. They will be able to critically analyse the merits and demerits of religious concepts
3. They will be able to respect and appreciate the core philosophical concepts of religion
4. They will be able to use as a tool to promote the spirit of tolerance, mutual appreciation, peace, and harmony in the society

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	<b>Introduction to Philosophy of Religion</b> – Definition & Importance; Theology; Comparative Religion	
2.	<b>Theories of Existence of God</b> – Ontological Argument (Anselm & Kant); Cosmological Argument (Aquinas & Leibniz); Teleological Argument (William Paley & Hume)	
3.	<b>Relationship between God &amp; World</b> – Theism; Deism; Pantheism; Atheism; Panentheism	
4.	<b>Philosophical Reflection</b> – Reason & Faith; Evil & Suffering; Religion & Ethics	
5.	<b>Mystical Thought across Cultures</b> – Greek; Judeo - Christianity; Sufism	
6.	<b>Philosophical Schools of Saivism &amp; Vaishnavism</b> – Saiva Siddhanta; Kashmir Saivism; Gaudiya Vaishnavism	

**SUGGESTED READINGS**

1.	Goetz, Steward. (Ed.). (2021). <i>The Encyclopedia of Philosophy of Religion</i> . John Wiley & Sons.
2.	Mukhopadhyaya, Durgadas. (1990). <i>Religion, Philosophy and Literature of Bengal Vaishnavism</i> . B.R. Publishing Corporation.
3.	Nigal, S.G. (2009). <i>An Introduction to Philosophy of Religion</i> . Vakratunda Art.
4.	Pandit, Motilal. (2017). <i>An Introduction to the Philosophy of Trika Saivism</i> . MunshiramManoharlal Publishers Pvt. Ltd.
5.	Schomerus, H.W. (2000). <i>Saiva Siddhanta: An Indian School of Mystical Thought</i> . Motilal Banarsidass Publishers.
6.	Smart, Ninian. (1970). <i>Philosophy of Religion</i> . Oxford University Press.
7.	Stace, Walter T. (1960). <i>Mysticism and Philosophy</i> . MacMillan.

**FOUR YEAR BA IN PHILOSOPHY 2<sup>ND</sup> YEAR**  
**SEMESTER-IV**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL10</b>	COURSE TITLE: <b>FEMINIST PHILOSOPHY</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint and introduce the students to the concept of Indian and western feminist philosophy
2. To have better understanding of the nature of gender disparities.
3. To introduce the basic tenets/concepts of the different theories of feminist philosophy.
4. To understand how institutions are gendered and how institutions gender individuals.

**COURSE OUTCOME:**

1. The students should be able to understand the Indian and Western concept of Feminist Philosophy
2. The students should be able to understand Women's social role and societal subjugation.
3. The students should be able to understand how biases against women are embodied in the past and present philosophy.

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	INTRODUCTION TO FEMINIST PHILOSOPHY (Western): Definition and Historical back ground of Western Feminist Philosophy; Sex and Gender distinction; feminism and post feminism	
2.	Feminist political position: Liberal Feminism; radical feminism; social feminism; blackfeminism	
3.	Essentialism: feminist debates about essentialism; problem with essentialism	
4.	INTRODUCTION OF FEMINIST PHILOSOPHY (Indian): The Vedic perspective on the status of women; the Rigvedic period; The middle and later Vedic period	
5.	Non-Vedic perspective: general feature; status of women; role of nuns	
6.	Perspectives according to: Gandhi, Vivekananda, Raja Ram Mohan Roy, R.N. Tagore	
<b>SUGGESTED READINGS</b>		
1.	Stone Alison an introduction to feminist philosophy polity press, 2007	
2.	Tong Rosemarie Feminist Thought, Unwin Hyman, London, 1984.	
3.	Elizabeth (eds.) <i>Feminist Epistemologies</i> , Routledge, New York.1993.	
4.	Richardson Dian and Robinson Victoria(eds.) <i>Introducing Women Studies</i> , MacMillan press, London,1993.	
5.	De Beauvoir Simone: <i>The second sex</i> , Penguin Books, Harmondsworth, 1981.	
6.	Altekar, A.S; <i>Position of Women in Hindu Civilization from Pre-historic Times to the Present Day</i> . Motilal Banarasisdass, 1962.	
7.	Sharma, Arvinda; <i>Religion and women</i> , Sri Sadguru publication, New Delhi, 1997.	
8.	N.Shanta; <i>Unknown Pilgrims</i> , Sri Garibdas, Oriental Series, No.219, Sadguru publication, New Delhi, 1997.	
9.	Jaini, P.I; <i>Gender and Salvation: Jaina Debates on Spiritual Liberation on Women</i> , Journal of Indian Philosophy. Vol.25, No.5,1997.	
10.	Desai Neera & Krishna Raj Maitreyi; <i>Women and society in India</i> , Ajanta Publications, New Delhi, 1987.	
11.	Patil S., <i>Dasa-Sutra Slavery</i> , Allied publisher, Mumbai, 1982.	
12.	Purohit Swami, <i>Indian Monk: His Life and Adventure</i> , Macmilan and Co.Ltd., London, 1932.	
13.	Mayavati Ashrama (Ed.), <i>Complete Work of Vivekananda</i> , Mayabati Memorial Edition,1-8 Volumes, Advaita Ashrama, Mayavati, Almora, Himalaya, 1948.	
14.	Dr. Vidyut Bhagwat; <i>Locating Early Feminist Thought: A Review of Women's situation from 17<sup>th</sup> century to the 20<sup>th</sup> century</i> , Stree Abhyas Kendra, Pune University.	
15.	Gross R.M.; <i>Buddhism After Patriarchy</i> , Sri Satguru Publication, New Delhi, 1993.	
16.	Carberon J.I.; <i>Buddhism, Sexuality and Gender</i> , Sri Satguru Publication, New Delhi, 1992.	



**FOUR YEAR BA IN PHILOSOPHY 3<sup>RD</sup> YEAR**  
**SEMESTER-V**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL11</b>	COURSE TITLE: <b>SOCIAL-POLITICAL PHILOSOPHY: WESTERN</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint and introduce the students with the issues related to State, Nation and Governance.
2. To acquaint with the social and political issues in the present times.
3. To introduce the basic theories and philosophical positions on social and political issues.
4. To understand how systems evolved in a particular society in history and to make them conscious of the constitutional democracy.

**COURSE OUTCOME:**

1. The students would be able to philosophize the social and political issues.
2. The students would be able to how to use empirical and historical facts in philosophising.
3. The students would be able to understand the present issues in its social setting and to find answers through philosophy and philosophical interventions within the constitutional background of India.

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	Plato: Philosopher-King – Allegory of Cave – Forms of State	
2.	Thomas Hobbes: Commonwealth – Types of Commonwealth	
3.	Jean-Jacques Rousseau: Sovereignty – General Will – Government	
4.	Karl Marx: State – Revolution – Communist Society	
5.	Benedict Anderson: Culture – National Consciousness – Memory	
6.	Sylvia Walby: Gender – Nation – Nationalism	
<b>SUGGESTED READINGS</b>		
1.	Plato (2008). <i>Republic</i> . R. Waterfield (Tr.) Oxford: Oxford University Press.	
2.	Hobbes, Thomas (1998). <i>Leviathan</i> . (J. C. A. Gaskin, Ed.) Oxford: Oxford University Press.	
3.	Rousseau, Jean-Jacques (2012). <i>Of the Social Contract and Other Political Writings</i> . London: Penguin.	
4.	McLellan, David (1986). <i>The Thought of Karl Marx</i> . London: Macmillan.	
5.	Anderson, Benedict (2006). <i>Imagine Communities: Reflections on the origin and Spread of Nationalism</i> . London: Verso.	
6.	Walby, Sylvia (1997). <i>Gender Transformations</i> . London: Routledge.	

**FOUR YEAR BA IN PHILOSOPHY 3<sup>RD</sup> YEAR**  
**SEMESTER-V**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL12</b>	COURSE TITLE: <b>CONTEMPORARY INDIAN PHILOSOPHY</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

The objective of this course is to make the students acquainted with the philosophical thoughts of the contemporary Indian thinkers

**COURSE OUTCOME:**

The students will come to know the philosophical thinking of the contemporary Indian thinkers.

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	Rabindranath Tagore- Text-The Religion of Man, Tagore Concept of Man and his religion, Finite and Infinite aspects of man, Jiban Devota.	
2.	Swami Vivekananda, Text-Lectures from Colombo to Almora, Practical Vedanta, Universal Religion, Yoga and Spirituality.	
3.	M.K. Gandhi- Text-Hind Swaraj, Concept of Truth and Ahimsa, Concept of Swaraj, Ideal State and Sarvodaya.	
4.	Aurobindo- Text- Life Divine Vol I and IV, Theory of two Negations, Concept of Supermind, Integral yoga.	
5.	M. Iqbal- Text- The Reconstruction of Religious Thoughts in Islam; Intuition, Concept of Self (Khudi), concept of God and the World.	
6.	M.N. Roy- Radical Humanism-	

**SUGGESTED READINGS**

1.	Tagore- Sadhana, Visva-Bharati Publication
2.	Tagore-Manuser Dharma(Bengali), Visva-Bharati.
3.	B.K. Lal- Contemporary Indian Philosophy, Motilal Barasidass Pub. Delhi
4.	M.M. Sharif- History of Muslim Philosophy, Wiesbaden.
5.	Iqbal-Asrar-e- khadi(the secret of Self), tr. by R.A. Nicholson, Macmillan.
6.	S.K. Moitra, The Philosophy of Sri Aurobindo;
7.	Swami Vivekananda, Complete works of Swami Vivekananda.
8.	N. K. Bose, studies in Gandhism, Calcutta.
9.	D.M. Datta, the Philosophy of Mahatma Gandhi, University of Calcutta, Calcutta.
10.	G.R Dhawan, The Political Philosophy of Mahatma Gandhi, Navjivan Pub., Ahmedabad

**FOUR YEAR BA IN PHILOSOPHY 3<sup>RD</sup> YEAR**  
**SEMESTER-V**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL13</b>	COURSE TITLE: <b>INDIAN ETHICS</b>	
COURSE CREDIT: <b>3 (THREE)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To enable students to understand the importance, possibility and prerequisites of moral philosophy.
2. To give a simplified idea about the theories of ethics in Indian context.
3. To illustrate the various ethical traditions of Indian Philosophy

**COURSE OUTCOME:**

1. The students should be able to form an idea about the wide variety of ethical theories developed in the East.
2. The students should be able to gain clarity regarding the distinctions between different schools of Indian Philosophy in terms of their ethical thinking
3. The students should be able to connect actual ethical issues with their theoretical understanding.

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	Introduction: Concerns and Presuppositions; Theory of <i>Karma</i>	
2.	<i>Dharma</i> : Meaning, Definition, Classification; <i>Vidhi</i> , <i>Niṣedha</i> , <i>Arthavāda</i>	
3.	<i>Purusārtha</i> -S and Their Inter-Relations; <i>PurusārthaSādhana</i>	
4.	Buddhist Ethics: <i>Āryasatya</i> and the <i>Aṣṭāṅgikamārga</i>	
5.	Jaina Ethics: <i>Anuvrata</i> -S and <i>Mahāvratā</i> -S	
6.	Moral Dilemma: Indian Epics	
<b>SUGGESTED READINGS</b>		
1.	I.C. Sharma : Ethical Philosophies in India	
2.	S.K.Maitra: The Ethics of the Hindus	
3.	Surama Dasgupta: Development of Indian Philosophy in India	
4.	M. Hiriyana: The Indian Conception of Values	
5.	Daya Krishna: The Myth of Purusartha	
6.	Bimal Krishna Matilal, Ethics and Epics: Philosophy, culture and Religion, ed. Jonardon Ganeri (new delhi: Oxford university press, 2002).	
7.	Ethics in the Mahabharata: a philosophical inquiry for today. Sitansu S. Chakravarti - 2006 - New Delhi: MunshiramManoharlal Publishers.	
8.	Matilal, Bimal Krishna (ed.) (1989). Moral dilemmas in the Mahābhārata. Shimla: Indian Institute of Advanced Study in association with Motilal Banarsidass, Delhi.	

**FOUR YEAR BA IN PHILOSOPHY 3<sup>RD</sup> YEAR**  
**SEMESTER-VI**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL14</b>	COURSE TITLE: <b>WESTERN METAPHYSICS</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

Our very general understanding of the consists of categories, such as particular, property, relation, space, time, causality, etc., and our understanding of these categories involves metaphysical speculations. The objective of this course is to enrich the students in respect of very general understanding of the world by giving and account of metaphysical speculations, ideas and issues.

**COURSE OUTCOME:**

This course will provide the students with a better general understanding of the categories constituting the world and, as these categories are presupposed by the other aspects of knowledge which they get from the study of natural and social sciences, they will get a better understanding of the other aspects of knowledge.

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	Origin, Nature and scope of metaphysics; physics and metaphysics; origin of the metaphysical ideas of soul / self / mind / and God; different types of metaphysics: traditional metaphysics, metaphysics of knowledge, Kantian metaphysics, descriptive metaphysics, revisionary metaphysics, analytic metaphysics; appearance and reality	
2.	Metaphysical issues and speculations relating to understanding of entities / beings constituting the world: material bodies and persons Understanding of material bodies as Concrete particulars (substances): properties and parts a) Analysis of concrete particulars in terms of properties: the idea of substratum; substratum theory and bundle theory b) Analysis of concrete particulars in terms of parts: change of parts and persistence of concrete particulars through time, endurantism and perdurantism, endurantism and the presentist view of time, perdurantism and the eternalist view of time c) Particulars and universals: the philosophical problems regarding universals; realist theories; different versions of nominalism: austere nominalism, metalinguistic nominalism, trope theory or resemblance nominalism Understanding of persons: a) Identification of a person with an embodied soul / self / mind b) Identification of a person with a particular human body Primitiveness of the concept of a person (Strawson's view)	
3.	Metaphysical issues and speculations relating to understanding of change / motion / evolution of the world and the behaviour of entities constituting the world a) Causality: Philosophical problems regarding causality; mechanism and	

	<p>teleology; Aristotle's view; entailment theory; Causation and conditionals, relata of causation, event causation, Humean idea of event causation, counterfactual analysis of event causation, probabilistic approach to event causation, fact causation</p> <p>b) Mind-body relation: Distinction between mind and body / mental events and physical events; philosophical problems regarding mind-body relation; Dualist theories: interactionism (substance dualism), parallelism; Physicalism and Materialism: epiphenomenalism, identity theory, anomalous monism</p> <p>Free will: the philosophical problem; determinism and indeterminism; compatibilism and incompatibilism; agent causation and free will, analysis of agent causation, mental causation</p>	
4.	Space & Time: Dimensionality and the structure of space, Newtonian notion of absolute space and Mach's objection to it, Relationalist notion of space, Kant's view of space. Time and change, the idea of passage of time, McTaggart's argument for the unreality of time, causation and the direction of time	
5.	Attack against metaphysics: Logical positivism; downfall of logical positivism	
<b>SUGGESTED READINGS</b>		
1.	M.J. Loux: <i>Metaphysics: A Contemporary Introduction</i> (Selections)	
2.	E.J. Lowe: <i>A Survey of Metaphysics</i> (Selections)	
3.	B. Russell: <i>The Problems of Philosophy</i>	
4.	A.J. Ayer: <i>The concept of a person and Other Essays</i> (Selections)	
5.	P.F. Strawson: <i>Individuals: An Essay in Descriptive Metaphysics</i> (Selections)	
6.	Loux and Zimmerman (eds.): <i>The Oxford Handbook of Metaphysics</i> (Selections)	
7.	Crane and Farkas (eds.): <i>Metaphysics: A Guide and Anthology</i>	
8.	A.C. Ewing: <i>The Fundamental Questions of Philosophy</i> (Selections)	
9.	A.J. Ayer: <i>Central Questions of Philosophy</i> (Selections)	
10.	A.J. Ayer: <i>Language, Truth and Logic</i> (Selections)	
11.	J. Hospers: <i>An Introduction to Philosophical Analysis</i> (Selections)	

**FOUR YEAR BA IN PHILOSOPHY 3<sup>RD</sup> YEAR**  
**SEMESTER-VI**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL15</b>	COURSE TITLE: <b>SOCIAL POLITICAL PHILOSOPHY - INDIAN</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint and introduce the students to the origins of caste, class and race and the issues involved in them.
2. To present philosophical insights into the problems of caste, class and race
3. To introduce the basic concepts and the forms of manifestation of caste, class and race.
4. To present overviews about the social structures.

**COURSE OUTCOME:**

1. The students would be able to identify and understand the present forms of issues.
2. The students would be able to philosophise the issues from the empirical evidences and experiences.
3. The students would be able to address the issues philosophically with the aid of constitutional democracy.

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	Concepts of Dharma and <i>Rājdharma</i> , <i>Nītisāstra</i> and <i>Dandanīti</i>	
2.	Theories of State ( <i>Rāstra</i> ), Theories of Kingship According to Kautilya	
3.	Status of women in Manu and Kautilya	
4.	Tagore on Nationalism	
5.	Pandit Iyothee Thassar's <i>Sudhesi Reform</i> – K. C. Bhattacharya's <i>Svaraj in Ideas</i>	
6.	B. R. Ambedkar: Enclosed Class – Debate with Gandhi on <i>Annihilation of Caste</i> – Free Social Order	
7.	Constitution of India: Introduction of Draft Constitution – Preamble – Fundamental Rights and Duties	
<b>SUGGESTED READINGS</b>		
1.	Kautilya: <i>The Arthaśāstra</i> , Penguin Classics(1992)	
2.	P V Kane, <i>History of Dharmasāstra</i>	
3.	Varma, Vishwanath Prasad. <i>Studies in Hindu Political Thought and Its Metaphysical Foundations</i> . Motilal Banarsidass, 1974	
4.	<i>Manu Samhitā</i>	
5.	<i>Śāntiparva</i> of <i>Mahābhārata</i>	
6.	Tagore, Rabindranath (2009). <i>Nationalism</i> . New Delhi: Penguin Books.	
7.	Thassar, Iyothee (2018). <i>Sudhesi Reform</i> . (G. Aloysius, Tr.) New Delhi: Critical Quest.	
8.	Bhattacharya K. C. “Svaraj in Ideas”. <i>Indian Philosophical Quarterly</i> , Vol. XI, No.4, October 1984, pp. 383 – 393.	
9.	Ambedkar, B. R. (2014). <i>Dr. Babasaheb Ambedkar Writings and Speeches</i> (Vol. I, XIII). (V. Moon, Ed.) New Delhi: Dr. Ambedkar Foundation, Ministry of Social Justice and Empowerment.	
10.	Ambedkar, B. R. (2014). <i>Dr. Babasaheb Ambedkar Writings and Speeches</i> (Vol. III). (V. Moon, Ed.) New Delhi: Dr. Ambedkar Foundation, Ministry of Social Justice and Empowerment, pp. 95 – 129.	
11.	<i>Constitution of India</i> (2022). New Delhi: Ministry of Law and Justice, Government of India.	

**FOUR YEAR BA IN PHILOSOPHY 3<sup>RD</sup> YEAR**  
**SEMESTER-V**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL16</b>	COURSE TITLE: <b>APPLIED ETHICS</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint the students with basic ideas of applied ethics concerning the value of life and environmental ethics.
2. To enable students to apply theoretical ethical understanding to real-life dilemmas and issues.
3. To enable students to understand the basic concepts of moral dilemmas and ethical rights.
4. To focus on relevant areas of application like business ethics, bioethics, and environmental ethics.

**COURSE OUTCOME:**

1. The students should be able to Connect ethical arguments with real-life moral dilemmas and open the room for logical debates regarding possible courses of action.
2. The students should be able to gain clarity regarding issues of moral rights, claims, duties, etc., and to be better able to address ethical problems in particular spheres.
3. The students should be able to enhance their understanding of ethical applications and relevant behavior in particular domains of life, business and environment.

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	An Introduction to Moral Philosophy and Applied Ethics	
2.	Rights: interest theory vs. will theory	
3.	Media Ethics and Legal Ethics	
4.	Bio-ethics: Euthanasia; Abortion	
5.	Business Ethics: Corporate Moral Agency; Popular Frameworks for Business Ethics; Whistle Blower	
6.	Environmental Ethics: Anthropocentrism, Biocentrism, Ecocentrism; Deep ecology and Shallow ecology; Sustainable Development	
<b>SUGGESTED READINGS</b>		
1.	Singer, Peter. 1986. <i>Applied Ethics</i> . Oxford University Press.	
2.	Singer, Peter. 2011. <i>Practical Ethics</i> . Cambridge University Press.	
3.	Piet, John H. & Prasad Ayodhya (ed.). 2000. <i>An Introduction to Applied Ethics</i> . Cosmo Publications.	
4.	Lafollette, Hugh. (ed.). 2014. <i>Ethics in Practice: An Anthology</i> . Wiley Blackwell.	
5.	May, Larry. 2010. <i>Applied Ethics: A Multicultural Approach</i> . Pearson	
6.	Beauchamp, T.L. & Walters (ed.). 1999. <i>Contemporary Issues in Bioethics</i> . Wadsworth Pub.	
7.	Cottingham, J. 2008. <i>Western Philosophy: An Anthology</i> . Blackwell Publishing.	
8.	Rolston, Holmes & Andrew Light (ed.). 2007. <i>Environmental Ethics: An Anthology</i> . Blackwell.	
9.	Kvalnes, Øyvind. 2015. <i>Moral Reasoning at Work: Rethinking Ethics in Organizations</i> . Palgrave Macmillan	



**FOUR YEAR BA IN PHILOSOPHY 4<sup>TH</sup> YEAR**  
**SEMESTER-VII**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL17</b>	COURSE TITLE: <b>PHENOMENOLOGY AND EXISTENTIALISM</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To introduce students to the central themes and arguments of the 20<sup>th</sup>-century (European philosophical) traditions of phenomenology and existentialism.
2. To develop an understanding of the key discussions in these philosophical traditions.
3. To acquire skills for interpretation and evaluation of the main lines of thought studied during the course.

**COURSE OUTCOME:**

By the end of the course, students are expected to:

1. understand the fundamental issues and arguments of the phenomenological and existentialist traditions;
2. be able to explain and evaluate these philosophical issues both orally and in writing;
3. be able to appreciate the distinctive method and content of these 20<sup>th</sup>-century European philosophical traditions.

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	Phenomenology as a radical method of investigation, a presuppositionless philosophy, and a descriptive science of essences.	
2.	Husserl's critique of psychologism and pure logic.	
3.	Husserl's theory of consciousness and intentionality.	
4.	Existentialism: its distinctive characteristics.	
5.	TheisticExistentialism – Kierkegaard: notion of existence, three phases/levels of human existence; revolt against rationalism and the notion of objective truth; notion of truth as subjectivity.	
6.	AtheisticExistentialism – Sartre: distinction between being-for-itself and being-in-itself; consciousness as nothingness; freedom; bad faith, Critique of Dialectical Reason	

**SUGGESTED READINGS**

1.	Copleston, F. 1965. <i>Contemporary Philosophy: Studies of Logical Positivism and Existentialism</i> , London, Burns & Oates.
2.	Zahavi, D. 2018. <i>Phenomenology: The Basics</i> , Routledge.
3.	Cooper, D. 1990. <i>Existentialism: A Reconstruction</i> . Basil Blackwell.
4.	DREYFUS, H.L.& WRATHALL, M.A. (EDS.) 2006. <i>A Companion to Phenomenology and Existentialism</i> .BlackwellPublishing.
5.	Mohanty, J.N. 2008. <i>The Philosophy of Edmund Husserl</i> .Yale University Press.
6.	Smith, B. (Ed.) 1995. <i>The Cambridge Companion to Husserl</i> .Cambridge University Press.
7.	Hannay, A. (Ed.) 1997. <i>The Cambridge Companion to Kierkegaard</i> .Cambridge University Press.
8.	Crowell, S. (Ed.) 2012. <i>The Cambridge Companion to Existentialism</i> .CambridgeUniversity Press.



**FOUR YEAR BA IN PHILOSOPHY 4<sup>TH</sup> YEAR**  
**SEMESTER-VII**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL18</b>	COURSE TITLE: <b>INDIAN PHILOSOPHY OF LANGUAGE</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To help the students to know the importance of word and meaning in the language
2. To introduce the students the relationship between letter, word, and sentence in the language
3. To help the students to learn the major theories in the Indian Philosophy of language
4. To teach the students the important text of Indian Philosophy of language

**COURSE OUTCOME:**

1. The students will be able to learn systematically the semantics of Indian philosophy of language
2. They will be able to critically analyse the merits and demerits of theories of Indian philosophy of language
3. They will be able to learn the metaphysical and epistemological basis of language
4. They will be able to prepare themselves as a scholar of Indian philosophy of language

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	The Problem of Meaning - <i>Abhidhā, Akṛtivāda, Vyaktivāda, Jātivāda, Jatyākṛtivyaktivāda, Jātiviśiṣṭavyaktivāda, Apohavāda, śābdabodha</i>	
2.	<i>Sphota</i> Theory - Patanjali; Bhartṛhari	
3.	Conditions of Knowing Sentence Meaning - <i>ākankṣa, yogyatā, Sannidhi, tātparyajñāna</i>	
4.	<i>Lakṣaṇā, Vyañjanā, Dhvani</i> Theory	
5.	Mīmāṃsa Theory of <i>Bhāvanā</i> and the metaphysical basis of Language: Bhartṛhari's theory of <i>śābdabrahman</i>	
6.	Diction and Syntax in <i>Tholkappiyam</i> – Four Classes of Words – <i>Iyarcol, Thirisol, Thisaiccol, Vadaso</i> ; Four Kinds of Syntax – <i>Nirai Nirai, Sunnam, Adimari, Molimarru</i>	

**SUGGESTED READINGS**

1.	B.S., Gaurinath. (1983). <i>The Philosophy of Word and Meaning</i> . Sanskrit College.
2.	Chatterjee, N. (1980). <i>Word and Its Meaning- A New Perspective</i> . Chaukhabmha.
3.	Devy, G. N. (2002). <i>Indian Literary Criticism – Theory and Interpretation</i> .
4.	Graheli, Alesandro. (2020). <i>The Bloomsbury Research Handbook of Indian Philosophy of Language</i> . Bloomsbury Academic.
5.	Iyer, Subramaniya. (1969). <i>Bhartrhari</i> . Deccan College of Postgraduate and Research Institute.
6.	Kunjanni, Raja. (1963). <i>Indian Theories of Meaning</i> . Adyar Library and Research Centre.
7.	Mazumdar, P. K. (1977). <i>The Philosophy of Language: An Indian Approach</i> . Sanskrit Pustak Bhandar.
8.	Patnaik, Tandra. (1994). <i>Sabda: A Study of Bhartrhari's Philosophy of Language</i> . D.K. Print World.

**FOUR YEAR BA IN PHILOSOPHY 4<sup>TH</sup> YEAR**  
**SEMESTER-VII**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL19</b>	COURSE TITLE: <b>WESTERN ANALYTIC PHILOSOPHY-I</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

We use language to talk about the world or reality. Hence, there is a relation between the structure and/or use of language. This course aims at providing understanding of reality through the understanding of language as well as of general features of language.

**COURSE OUTCOME:**

Students will learn to approach the reality through the study of language and will get an understanding of general features of language.

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	The Linguistic Turn in Philosophy	
2.	Moore's defence of common sense	
3.	Frege on Sense, Reference, Object, and Thought	
4.	Russell's theory of Description and Strawson's argument against the theory	
5.	Russell's Philosophy of Logical Atomism	
6.	Meaning and Verification	

**SUGGESTED READINGS**

1.	Moore, G.E. "A Defence of Common Sense." In R. Ammerman (ed.), <i>Classics of Analytic Philosophy</i> . Bombay/Delhi: Tata McGraw-Hill, 1965.
2.	<i>Philosophical Writings of Gottlob Frege</i> , 3rd ed. Trans. by Geach and Black, Basil Blackwell, Oxford, 1980
3.	Frege, G. "On Sense and Reference." In <i>Philosophical Writings of Gottlob Frege</i> . Trans. and edit. P. Geach and M. Black. Oxford: Blackwell, 1980 (3rd edition).
4.	"The Thought: A Logical Inquiry" – Gottlob Frege, <i>Mind</i> – Vol. 65, No. 259 (Jul. 1956), Oxford University Press, pages 289-311
5.	Russell, B. "On Denoting." Reprinted in his <i>Logic and Knowledge</i> . London: Allen and Unwin, 1905.
6.	Russell, B. <i>The Philosophy of Logical Atomism and Other Essays: 1914–1919</i> . Edit. J.G. Slater. London: Allen and Unwin, 1986.
7.	P. F. Strawson. "On Referring". <i>Mind</i> . Vol. 59, No. 235 (Jul., 1950), pp. 320-344 (25 pages). Published By: Oxford University Press
8.	Miller, A. <i>Philosophy of Language</i> . London: UCL Press, 2000.
9.	Martinich, Aloysius P. (ed.). <i>The Philosophy of Language</i> . Oxford: OUP, 2006.

**FOUR YEAR BA IN PHILOSOPHY 4<sup>TH</sup> YEAR  
SEMESTER-VII**

**(RESEARCH DISSERTATION COURSE)**

COURSE CODE: <b>RDPL01</b>	COURSE TITLE: <b>RESEARCH METHODOLOGY</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To make the students to be aware of the importance of research
2. To help the students to be familiar with the basics of research methodology
3. To introduce the students a systematic method of data collection, analysis and Interpretation
4. To familiarize the students with the process of report writings
5. To teach the students citations, references and use of MS Word in research

**COURSE OUTCOME:**

1. The students will be able to identify thrust area of research
2. They will be able to generate their interest towards research
3. They will be able to enrich their knowledge of empirical research
4. They will be able to do qualitative and quantitative research at their under graduate level
5. They will be able to acknowledge the citations and use the MS Word in their research

SL. No.	CONTENT OF COURSE
1.	<b>Introduction</b> – Definition and Importance of Research; Types of Research; Methods of Research Formulating Objectives and Hypothesis of Research
2.	<b>Process of Research</b> - Review of Literature; Identification of Research Problem; Formulating Objectives and Hypothesis of Research
3.	<b>Data Collection</b> – Definition and Importance; Types of Data Collection; Sampling Methods in Data Collection; Tools of Data Collection
4.	<b>Methods of Data Analysis and Interpretation</b> – Definition and Importance; Types and Methods of Data Analysis; Stages of Report Writing; Methods of Report Writing (Clear, Concise, Complete & Accurate); Process of Report Writing
5.	<b>Citations and References</b> - Chicago Style of Foot Note and End Note Citations; In-text Citation; Chicago and APA Styles of Bibliography; Webliography
6.	<b>Research and Use of Computer</b> – Basic Use of Computer; Use of MS Word; Features of MS Word and Research

**SUGGESTED READINGS**

1.	Bhakar, Sher Singh. (Ed.). (2015). <i>A Hand Book on Writing Research Paper in Social Sciences</i> . Bharti Publications.
2.	Billups, Felice D. (2019). <i>Qualitative Data Collection Tools: Design, Development, and Applications</i> . Sage Publications, Inc.
3.	Bora, Pranjal. (2023). <i>A Concise Book on Research Methodology and Research and Publication Ethics</i> . Notion Press.
4.	Henn, M Mark. (2006). <i>A Short Introduction to Social Research</i> . Vistaar Publications.
5.	Jones, Herbert. (2020). <i>Data Analytics: An Essential Beginner's Guide to Data Mining, Data Collection, Big Data Analytics for Business, and Business Intelligence Concepts</i> . Bravex Publications.
6.	Kothari, C. R. (2014). <i>Research Methodology – Methods and Techniques</i> . New Age Publications.
7.	Krishnaswami, O. R. (2001). <i>Methodology of Research in Social Sciences</i> . Himalaya Publishing House.
8.	Kumar, Renjith. (2009). <i>Research Methodology: A Step-by-Step Guide for Research</i> . Pearson Education.
9.	Kundan, K. (2012). <i>Data Interpretation</i> . BSC Publishing Co. Pvt. Ltd.
10.	OO, Mayo M. (2020), <i>A Beginner Guide to Research Data Collection</i> . Self-Publication.

**FOUR YEAR BA IN PHILOSOPHY 4<sup>TH</sup> YEAR  
SEMESTER-VII**

**(OPTIONAL COURSE)**

COURSE CODE: <b>MJPL-O1A</b>	COURSE TITLE: <b>TEXTUAL STUDY: BHĀSA PARICHEDA</b>
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: 72
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>
	END SEMESTER MARKS: <b>80</b>

**CONTENT OF COURSE**

TEXTUAL STUDY: BHĀSA PARICHEDA WITH SIDDHANTA MUKTAVALI (PRAKTYAKSA AND ANUMANA)

**(OPTIONAL COURSE)**

COURSE CODE: <b>MJPL-O1B</b>	COURSE TITLE: <b>TEXTUAL STUDY: DHARMATATTVA</b>
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: 72
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>
	END SEMESTER MARKS: <b>80</b>

SL. No.	CONTENT OF COURSE
1.	Concept of Suffering and Happiness
2.	Concept of Dharma and Humanity
3.	Doctrine of Culture ( <i>Anusheelanatattva</i> )
4.	Idea of Devotion
5.	Love: Self-Love, Love for Family, Motherland Living Creatures
<b>TEXT</b>	
Chattopadhyay, B. (1361). <i>Dharmmatattva</i> . In J. C. Bagal (Ed.), <i>Bankim Rachanavali</i> (Vol. 2). Sahitya Sangsad. (Originally Published in 1888)	
Chattopadhyay, B. (2003). <i>Dharmatattva</i> (A. Ray, Trans.). Oxford University Press.	

**(OPTIONAL COURSE)**

COURSE CODE: <b>MJPL-O1C</b>	COURSE TITLE: <b>TEXTUAL STUDY: KATHAPANISADA</b>
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: 72
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>
	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint and introduce the students to the philosophy of Vedanta and Sruti.
2. To present the concept of "Atman" of Hinduism.
3. To introduce the basic tenets/concepts of nature of man, knowledge and Moksha.
4. To present overviews of these ancient Indian philosophical systems.

**COURSE OUTCOME:**

1. The students should be able to understand the Philosophy of the Vedanta and Sruti.
2. The students should be able to understand the basic concepts of these concepts.
3. The students should be able to understand present overviews related to the Upanisada.

SL. No.	CONTENT OF COURSE
1.	Katha Upanishads (Selections)
<b>SUGGESTED READINGS</b>	
1.	Ghose, A. 1919. <i>The Katha Upanishad, Sanskrit text with English Translations</i> . Ashtekar & Co. Poona City.
2.	Vasu, s. C. 1905. <i>Kathopanishad</i> . Panini office. Allahabad.
3.	Rawson, J. N. 1934. <i>The Katha Upanisad, An Introductory Study in the Hindu Doctrine of God and of Human Destiny</i> . Oxford university Press. London.

## (OPTIONAL COURSE)

COURSE CODE: <b>MJPL-O1D</b>	COURSE TITLE: <b>TEXTUAL STUDY: GITA</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint and introduce the students to the philosophy of Sankhya Yoga of the Bhagavadgita.
2. To present the philosophy of Karma and Bhakti yoga of the Bhagavadgita.
3. To introduce the concepts of the Fourteenth, Sixteenth and Eighteenth Chapter of the Gita.
4. To present an overview of the whole Philosophy of the Bhagavadgita.

**COURSE OUTCOME:**

1. The students should be able to understand the relation of the Gita and the Upanishads.
2. The students should be able to understand the basic concepts of Karma, Sankhya and Bhakti Yoga.
3. The students should be able to understand present overviews of the whole philosophy of the Gita.

SL. No.	CONTENT OF COURSE
1.	The Bhagavad Gita, Chapter: 2(Sankhya Yoga)
2.	The Bhagavad Gita, Chapter: 3(Karma Yoga)
3.	The Bhagavad Gita, Chapter: 12(Bhakti Yoga)
4.	The Bhagavad Gita, Chapter: 14(Gunatrayavibhaga Yoga)
5.	The Bhagavad Gita, Chapter: 16(Devasurasampadavibhaga Yoga)
6.	The Bhagavad Gita, Chapter: 18(Mokshasannyasayoga Yoga)
SUGGESTED READINGS	
1.	The Bhagavad Gita Bhasya of sankaracharya: a.g.k. warrier, r.k. math chennai, 2000
2.	Ramanuja Gita Bhashya: Swami adidevananda, R. K. Math
3.	The Gita Rahasya: B.G. Tilak, Dimond pockets limited, 2008
4.	The Bhagavad Gita: S Radhakrishnan
5.	Essays on the gita : Sri Aurobindo
6.	gitaprasanga: swami Vivekananda
7.	universal message of the bhagavadgita: swami ranganathananda

## (OPTIONAL COURSE)

COURSE CODE: <b>MJPL-O1E</b>	COURSE TITLE: <b>TEXTUAL STUDY: MANAMEYODAYA</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**CONTENT OF COURSE**

TEXTUAL STUDY: MANAMEYODAYA (PRAMANA BHAGA EXCEPT HETVABHASA)

## (OPTIONAL COURSE)

COURSE CODE: <b>MJPL-O1F</b>	COURSE TITLE: <b>TEXTUAL STUDY: BUDDHA AND HIS DHAMMA</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint and introduce the students to the philosophy to Buddhism.
2. To reread Buddhism in the context of modernity.
3. To introduce the basic tenets/concepts of Buddhism with reference to Enlightenment Ideals.
4. To present overviews of the concepts of Buddha from the social emancipatory standpoint.

**COURSE OUTCOME:**

1. The students would be able to understand the hermeneutical approaches to the reading of the texts.
2. The students would be able to understand the basic concepts of Buddhism in the light of modern democracy.
3. The students would be able to understand the social inequalities and to address in the light of constitutional provisions.

SL. No.	CONTENT OF COURSE
1.	Rereading Buddhism
2.	Buddha's Parivraja
3.	Four Noble Truths
4.	Soul, Karma and Rebirth
5.	Bhikku
6.	Buddha and the Notions of Equality, Freedom and Fraternity
SUGGESTED TEXT	
1.	Ambedkar, B. R. (2014). <i>Dr. Babasaheb Ambedkar Writings and Speeches</i> (Vol. XI). (V. Moon, Ed.) New Delhi: Dr. Ambedkar Foundation, Ministry of Social Justice and Empowerment.

## (OPTIONAL COURSE)

COURSE CODE: <b>MJPL-O1G</b>	COURSE TITLE: <b>TEXTUAL STUDY: INDIAN ATHEISM</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint and introduce the students to the philosophical traditions of India.
2. To present the Indian philosophical schools and their contributions to materialism.
3. To introduce the basic tenets/concepts and materialistic overviews of these different systems.
4. To study Indian philosophical schools with critical perspectives.

**COURSE OUTCOME:**

1. The students should be able to understand the Philosophy of the Veda and Upanishads.
2. The students should be able to understand the basic concepts of these different Heterodox systems.
3. The students should be able to understand present overviews of these Indian Philosophical Systems.

SL. No.	CONTENT OF COURSE
1.	Indian Spiritualism
2.	Sāmkhya and Atheism
3.	Buddhist Atheism
4.	Jaina Atheism
5.	Mīmāṃsā Atheism
6.	Nyāya-Vaiśeṣika Atheism
SUGGESTED READINGS	
1.	Chattopadhyaya, Debiprasad (2008). <i>Indian Atheism</i> . New Delhi: People's Publishing House.



## (OPTIONAL COURSE)

COURSE CODE: <b>MJPL-O1H</b>	COURSE TITLE: <b>TEXTUAL STUDY: DRIG DRISHYA VIVEKA</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint and introduce the students to the philosophy of Advaita Vedānta.
2. To present the internal subtle differences of orthodox schools of Indian philosophy.
3. To introduce the basic tenets/concepts relating to *prasthāna* texts.
4. To present overviews of an ancient Indian philosophical systems through textual reading.

**COURSE OUTCOME:**

1. The students should be able to understand the Philosophy of the Advaita Vedanta.
2. The students should be able to understand the basic concepts Advaita Vedanta through Textual reading.
3. The students should be able to understand the form of a prakaraṇa text of Advaita System.

SL. No.	CONTENT OF COURSE
<b>1.</b>	DRG-DRŚYA-VIVEKA (SELECTIONS)
<b>SUGGESTED READINGS</b>	
<b>1.</b>	DRG-DRŚYA-VIVEKA (TEXT WITH ENGLISH TRANSLATION AND NOTES BY SWAMI NIKHILANANDA)
<b>2.</b>	DRG-DRŚYA-VIVEKA (WITH THE COMMENTARY OF SWAMI TEJOMAYANANDA)

## (OPTIONAL COURSE)

COURSE CODE: <b>MJPL-O1I</b>	COURSE TITLE: <b>TEXTUAL STUDY: PHILOSOPHICAL ANTHROPOLOGY IN SAIVA SIDDHANTA</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

6. To help the students to know the importance of Philosophical Anthropology in Indian Thought
7. To introduce the students Saiva Siddhanta Philosophical Anthropology
8. To help the students to learn metaphysical nature of human being in Saiva Siddhanta
9. To teach the students the phenomenology of Saiva Siddhanta

**COURSE OUTCOME:**

6. The students will be able to learn systematically the Philosophical Anthropology in general
7. They will be able to deal with the Indian Philosophical Anthropology of Saiva Siddhanta
8. They will be familiar with the metaphysical and phenomenological nature of human in Saiva Siddhanta
9. They will be able to critically analyse the merits and demerits of the text

SL. No.	CONTENT OF COURSE
<b>7.</b>	Basic Questions in Philosophical Anthropology
<b>8.</b>	Philosophical Anthropology in Indian Thought
<b>9.</b>	Saiva Siddhanta Philosophical Anthropology – Ontological and Cosmological Categories
<b>10.</b>	Man as a Cognitive Being – <i>Cit-Sakti</i>
<b>11.</b>	Man and the Discipline – Gnosis; Non-contract with <i>Malam</i>
<b>12.</b>	Critical Evaluation of the Text
<b>SUGGESTED READINGS</b>	
<b>11.</b>	Soni, Jayandra. (2018). <i>Philosophical Anthropology in Saiva Siddhanta</i> . Motilal Banarsidass Publishers Pvt. Ltd.

## (OPTIONAL COURSE)

COURSE CODE: <b>MJPL-O1J</b>	COURSE TITLE: <b>TEXTUAL STUDY: ALL LIFE IS PROBLEM SOLVING</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. TO INTRODUCE STUDENTS TO A CRITICAL DISCUSSION OF SOME OF THE MAIN (ONTOLOGICAL, METAPHYSICAL AND EPISTEMOLOGICAL) PROBLEMS OF WESTERN PHILOSOPHY
2. TO ENCOURAGE STUDENTS TO ACQUIRE A DEEPER AND CRITICAL UNDERSTANDING OF THE CORE PHILOSOPHICAL ISSUES THROUGH INTERACTIVE PRESENTATIONS.
3. TO AROUSE THE INTEREST OF THE STUDENTS IN READING ORIGINAL PHILOSOPHICAL WORKS.

**COURSE OUTCOME:**

Students who successfully complete the course will be able to:

- respond clearly, logically and critically to examination-questions and discussion-questions about important (ontological, metaphysical and epistemological) issues relevant to the course;
- comprehend, explain and evaluate Popper's evolutionary epistemology;
- present orally or write short essays on the philosophical themes related to the Popperian evolutionary epistemology with reasonable arguments.

**CONTENT OF COURSE**

1. Chapter 2 – Notes for a realist on the body-mind problem
2. Chapter 4 – The epistemological position of evolutionary epistemology
3. Chapter 5 – Towards an evolutionary theory of knowledge
4. Chapter 9 – All life is problem solving

**TEXT**

**TEXT: KARL POPPER (1994/1999): *ALL LIFE IS PROBLEM SOLVING*, LONDON: ROUTLEDGE**

## (OPTIONAL COURSE)

COURSE CODE: <b>MJPL-O1K</b>	COURSE TITLE: <b>TEXTUAL STUDY: PERIYAR: A STUDY IN POLITICAL ATHEISM</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint and introduce the students to the works of social reform movements and their implications.
2. To present philosophy of religion within the social settings of India.
3. To introduce the students how the state, religion, caste and gender intersect.
4. To acquaint students with critical interpretative traditions.

**COURSE OUTCOME:**

1. The students should be able to differentiate political theology and political atheism.
2. The students should be able to understand the interpretative traditions in the light of modernity, rationalism and Constitution of India.
3. The students would be able for a critical understanding of politics and religion.

SL. No.	CONTENT OF COURSE
1.	INTRODUCING PERIYAR
2.	POLITICAL ATHEISM
3.	MARXISM AND ANARCHISM
4.	ANTI-PHILOSOPHICAL PHILOSOPHY
5.	RELIGIOUS CONVERSION
6.	POST-SECULARISM AND NEW ATHEISM
SUGGESTED TEXT	
2.	Manoharan, Karthick Ram (2022). <i>Periyar: A Study in Political Atheism</i> . Hyderabad: Orient BlackSwan.



## (OPTIONAL COURSE)

COURSE CODE: <b>MJPL-O1L</b>	COURSE TITLE: <b>TEXTUAL STUDY: AGAINST THE MADNESS OF MANU</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint and introduce the students to the philosophical study of religion.
2. To introduce the students how religion, caste and patriarchy intersect.
3. To introduce the works of Ambedkar's critique of caste and patriarchy.
4. To present overviews of the overlaps and contradictions between traditions and constitutional modernity.

**COURSE OUTCOME:**

1. The students would be able to understand the hermeneutical approaches to the reading of the texts.
2. The students would be able to understand the basic notions associated with caste and patriarchy and their relations to religion.
3. The students would be able to understand the social inequalities and to address in the light of constitutional provisions.

SL. No.	CONTENT OF COURSE
1.	FEMINIST RECLAMATION OF AMBEDKAR
2.	CASTES IN INDIA
3.	RISE AND FALL OF WOMEN
4.	MIXED CASTES AND PATERNITY TO MATERNITY
5.	RAMA AND KRISHNA
6.	HINDU CODE BILL DEBATE
SUGGESTED TEXT	
1.	Ambedkar, B. R. (2013). <i>Against the Madness of Manu: B.R. Ambedkar's Writings on Brahminical Patriarchy</i> . (S. Rege, Ed.) New Delhi: Navayana.

**FOUR YEAR BA IN PHILOSOPHY 4<sup>TH</sup> YEAR**  
**SEMESTER-VIII**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL20</b>	COURSE TITLE: <b>WESTERN ANALYTIC PHILOSOPHY-II</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

We use language to talk about the world or reality. Hence, there is a relation between the structure and/or use of language. This course aims at providing understanding of reality through the understanding of language as well as of general features of language.

**COURSE OUTCOME:**

Students will learn to approach the reality through the study of language and will get an understanding of general features of language.

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	Wittgenstein: Critique of Augustinian Theory of language, Language-games, the uses of sentences [Sections 1 – 27(a) of <i>PI</i> ]	
2.	Wittgenstein: the sources of Philosophical Problems, the nature of Philosophical Problems, Prospect analytic philosophy [ Sections 89 – 133 of <i>PI</i> ]	
3.	Speech Act Theory	
4.	Quine on Two Dogmas of Empiricism	
5.	Quine on Indeterminacy of Translation	
6.	Hilary Putnam's Response to Quine's Attack on Analyticity	
<b>SUGGESTED READINGS</b>		
1.	Wittgenstein: <i>Philosophical Investigations</i>	
2.	Searle, J. "What is a Speech Act?" In his <i>Philosophy of Language</i> . Oxford: Oxford University Press, 1971.	
3.	Austin, J.L. <i>How to do Things with Words</i> . Oxford: Clarendon Press, 1962.	
4.	Quine, W.V.O. "On the Reasons for the Indeterminacy of Translation." <i>Journal of Philosophy</i> 67, 1970.	
5.	W. V. Quine. "Ontological Relativity". <i>The Journal of Philosophy</i> . <a href="#">Vol. 65, No. 7 (Apr. 4, 1968)</a> , pp. 185-212 (28 pages)	
6.	Putnam, <i>Realism and Reason: Philosophical Papers</i> , Vol 3, CUP, 1983, pp 87 – 97.	
7.	Milton Munitz: <i>Contemporary Analytic Philosophy</i>	
8.	Miller, A. <i>Philosophy of Language</i> . London: UCL Press, 2000.	

**FOUR YEAR BA IN PHILOSOPHY 4<sup>TH</sup> YEAR**  
**SEMESTER-VIII**  
**(MAJOR COURSE)**

COURSE CODE: <b>MJPL21</b>	COURSE TITLE: <b>HERMENEUTICS AND POST-MODERNISM</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To introduce students to the central themes and basic arguments of Hermeneutics and Postmodernism.
2. To develop an understanding of the key discussions in these philosophical traditions.
3. To acquire skills for interpretation and evaluation of the main lines of thought studied during the course.

**COURSE OUTCOME:**

By the end of the course students are expected to:

1. understand the fundamental issues and arguments of the hermeneutic and postmodern traditions;
2. be able to explain and evaluate these philosophical issues both orally and in writing;
3. be able to appreciate the distinctive method and content of these European philosophical traditions.

SL. NO.	CONTENT OF COURSE	CONT. HRS.
1.	The Origin and History of Hermeneutics	
2.	Hermeneutics And the Human Sciences: F. Schleiermacher and W. Dilthey	
3.	Modern Hermeneutics: M. Heidegger	
4.	The Postmodern Condition: Lyotard	
5.	Genealogy And Subjectivity: Foucault	
6.	Deconstruction: Derrida	
<b>SUGGESTED READINGS</b>		
1.	Forster, M.N. (Ed.) 2019. <i>The Cambridge companion to hermeneutics</i> . Cambridge university press.	
2.	Guignon, C, B. (Ed.) 2006. <i>The Cambridge Companion to Heidegger</i> . Cambridge University Press.	
3.	Connor, S. (Ed.) 2004. <i>The Cambridge Companion to Postmodernism</i> . Cambridge University Press.	
4.	Lyotard, J. 1984. <i>The Postmodern Condition – A Report on Knowledge</i> . Manchester University Press.	
5.	Foucault, M. (Ed.). 1980. <i>Power/Knowledge – Selected Interviews and Other Writings (1972 – 1977)</i> , Vintage Books.	
6.	Derrida, J. 1978. <i>Writing And Difference</i> . University Of Chicago Press.	
7.	Derrida, J. 1976. <i>Of Grammatology</i> . Johns Hopkins University Press.	

**FOUR YEAR BA IN PHILOSOPHY 4<sup>TH</sup> YEAR  
SEMESTER-VIII**

**(RESEARCH DISSERTATION COURSE)**

COURSE CODE: <b>RDPL02</b>	COURSE TITLE: <b>REVIEW OF LITERATURE</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To make the students to identify the thrust area of their research
2. To equip the students to make a survey of literature available in the field of their research interest
3. To make the students to identify the gaps in the already available sources of literature for further research
4. To help the students to understand the preliminary stages of research and to identify the research problems

**COURSE OUTCOME:**

1. The students will be able to identify the thrust areas of their intended research
2. The students will be equipped to identify the research gaps in the available sources of literature
3. The students will be able to understand the preliminary stages of research work
4. The students will be able to identify the research problems for their intended research work

**COURSE DESCRIPTION:**

1. The students should consult various available sources of data in consultation with the allotted supervisor for their research work
2. The research work can be based either on textual study or on field based work
3. The students should make an evaluation of the data available in the sources relevant to their research work and identify the research gaps and new research problems for their intended research
4. It is advisable that the students would identify at least 25 (approximately 10 books + 15 journal publications)
5. They should make a typed copy of written report in the prescribed format of about 25 pages of their evaluations and findings of their review of literature within the first half of their VIII Semester and will be evaluated by the supervisor concerned.

**(RESEARCH DISSERTATION COURSE)**

COURSE CODE: <b>RDPL03</b>	COURSE TITLE: <b>DISSERTATION</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To help the students to prepare for their higher education research career.
2. To help the students to equip themselves about the whole process of research from the survey of sources to the submission of dissertation.
3. To prepare the students about the nuances of systematic writing of a research report.
4. To help the students to make oral presentation of their research and to defend their findings in the presence of subject experts.

**COURSE OUTCOME:**

1. The students will be able to equip themselves for further higher research
2. The students will be able to grasp the significance of research in terms of contemporary issues
3. The students will be able to present their research findings systematically either in written or in oral form.

**COURSE DESCRIPTION:**

1. The students should identify the research gap as well as the research problem based on the Review of Literature, in consultation with the supervisor allotted to them.
2. They should submit their typed research findings in the prescribed format of dissertation.
3. They should make a written report with a minimum of 50 pages of their research findings which will be evaluated by an external expert and the supervisor concerned, or as per the rules in force.
4. The students should be able to defend their findings orally in their public *viva-voce* examination, or as per the rules in force.
5. The internal marks will be assessed by the respective supervisor/s

**FOUR YEAR BA IN PHILOSOPHY 4<sup>TH</sup> YEAR**  
**SEMESTER-VIII**

**(OPTIONAL COURSE)**

COURSE CODE: <b>MJPL-O2A</b>	COURSE TITLE: <b>TEXTUAL STUDY: GROUNDWORKS OF METAPHYSIC OF MORALS</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint students with the ethical thinking of Immanuel Kant.
2. To focus on enhancing the ability to read and understand complex philosophical text.
3. To enable students to understand and critically think about ethical problems addressed by Immanuel Kant.

**COURSE OUTCOME:**

1. The students should be able to understand the ethical issues like the importance of a metaphysic of morals.
2. The students should be able to gain clarity about complex ethical arguments of Immanuel Kant addressed in this book.
3. The students should be able to critically analyze the ethical understanding of Kant

SL. No.	CONTENT OF COURSE
1.	Preface
2.	Section I: Transition from common rational to philosophic moral cognition
3.	Section II: Transition from popular moral philosophy to metaphysics of morals
4.	Section III: Transition from metaphysics of morals to the critique of pure practical reason
<b>TEXT</b>	
1.	Kant, Immanuel, and H. J. Paton. 2009. <i>Groundwork of the Metaphysic of Morals</i> . HarperCollins.

**(OPTIONAL COURSE)**

COURSE CODE: <b>MJPL-O2B</b>	COURSE TITLE: <b>TEXTUAL STUDY: THE SUBJECTION OF WOMEN</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To introduce the students to the arguments in favour of legal and social equality between men and women.
2. To acquaint the students with the argument against the subordination of one sex to the other.
3. To introduce the basic concepts of equality of women.

**COURSE OUTCOME:**

1. The students should be able to understand the Philosophy of the gender equality.
2. The students should be able to understand the criticism of equality and freedom of opportunity for women.

SL. No.	CONTENT OF COURSE
1.	<i>The Subjection of Women</i> (Selections)
<b>SUGGESTED READINGS</b>	
1.	MILL, J. S. 1869. <i>THE SUBJECTION OF WOMEN</i> . LONGMANS, GREEN, READER AND DYER. LONDON.
2.	Szapsuová, M. 2006. Mill's Liberal Feminism: Its Legacy and Current Criticism. <i>Prolegomena</i> . 5(2). pp.179–191
3.	<a href="https://essaysdot.com/john-stuart-mill-on-the-subjection-of-women/">EssaysDot.comhttps://essaysdot.com/john-stuart-mill-on-the-subjection-of-women/</a>
4.	Mishra, D. 2020. John Stuart Mill's Views on Women and its Relevance for the Present Indian Women. <i>International Journal of Creative Research Thoughts (IJCRT)</i> . Volume 8, Issue 12. pp. 807-812.

## (OPTIONAL COURSE)

COURSE CODE: <b>MJPL-O2C</b>	COURSE TITLE: <b>TEXTUAL STUDY: PROBLEMS OF PHILOSOPHY</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: 72	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

SL. No.	CONTENT OF COURSE
1.	Appearance and Reality
2.	Existence and Nature of Matter
3.	Idealism
4.	Knowledge by Acquaintance and Knowledge by Description
5.	Induction
6.	Knowledge of General Principles
SUGGESTED TEXT	
1.	Marx, Karl and Engels, Frederick (2012). <i>The Communist Manifesto</i> . London and New York: Verso.

## (OPTIONAL COURSE)

COURSE CODE: <b>MJPL-O2D</b>	COURSE TITLE: <b>TEXTUAL STUDY: COMMUNIST MANIFESTO</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: 72	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint and introduce the students to different political philosophical systems of thought.
2. To present philosophical reading of political economy.
3. To introduce different political economical systems, such as capitalism, socialism and communism.
4. To acquaint students with critical reading of the text in relation to the Constitution of India.

**COURSE OUTCOME:**

1. The students should be able to differentiate political economical systems and their philosophical implications.
2. The students should be able to understand how economy, political systems and philosophy intersect.
3. The students would be able for a critical understanding of political economy.

SL. No.	CONTENT OF COURSE
1.	Engels' Preface to English Edition of <i>Communist Manifesto</i>
2.	Historical Mapping of Publication
3.	Capitalist Political Economy
4.	Bourgeois and Proletarians
5.	Types of Socialism
6.	Communism
SUGGESTED TEXT	
1.	Marx, Karl and Engels, Frederick (2012). <i>The Communist Manifesto</i> . London and New York: Verso.

**OPTIONAL COURSE)**

COURSE CODE: <b>MJPL-O2E</b>	COURSE TITLE: <b>TEXTUAL STUDY: ORIENTALISM</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint and introduce the students to the philosophical aspects of colonialism.
2. To present the students the epistemological issues related to the colonial knowledge production.
3. To introduce the philosophical issues related to the epistemological productions and ontological structures.

**COURSE OUTCOME:**

1. The students would be able to understand the colonial structures and its effects on culture and textual productions.
2. The students would be able to appreciate the relate the power structures and their influences on knowledge production.
3. The students would be better equipped to decipher and relate the colonial experiences in the textual productions and reproductions.

<b>C</b>	<b>CONTENT OF COURSE</b>
<b>1.</b>	Colonialism and Textual Productions
<b>2.</b>	Orientalism
<b>3.</b>	Geopolitics and its Relations to Epistemology
<b>4.</b>	Epistemological Productions and their Relations to Ontology
<b>5.</b>	Latent and Manifest Orientalism
<b>6.</b>	Worldliness of the Text
<b>SUGGESTED TEXT</b>	
<b>1.</b>	Said, Edward W. (1978). <i>Orientalism</i> . London: Routledge & Kegan Paul.

**(OPTIONAL COURSE)**

COURSE CODE: <b>MJPL-O2F</b>	COURSE TITLE: <b>TEXTUAL STUDY: RELIGIOUS PLURALISM AND TRUTH: ESSAYS ON CROSS-CULTURAL PHILOSOPHY OF RELIGION</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To help the students to know the importance of religious pluralism
2. To introduce the students cross-cultural philosophy of religion
3. To help the students to learn hermeneutics of comparative ontology and theology
4. To teach the students the dialogue between religions

**COURSE OUTCOME:**

1. The students will be able to learn and realize the importance and challenge of religious pluralism
2. They will be able to prepare a platform for inter-religious dialogue
3. They will be able to promote the spirit of tolerance, mutual appreciation, peace and harmony in the society
4. They will be able to critically analyse the merits and demerits of the text

<b>SL. No.</b>	<b>CONTENT OF COURSE</b>
<b>1.</b>	Cross Cultural Philosophy of Religion
<b>2.</b>	Philosophical Pluralism and the Plurality of Religions
<b>3.</b>	Truth, Criteria and Dialogue between Religions
<b>4.</b>	The Logic of Oppositions of Religious Doctrines
<b>5.</b>	The Hermeneutics of Comparative Ontology and Comparative Theology
<b>6.</b>	Critical Evaluation of the Text
<b>SUGGESTED READINGS</b>	
<b>1.</b>	Dean, Thomas. (Ed). (1997). <i>Religious Pluralism and Truth: Essays on Cross-Cultural Philosophy of Religion</i> . Sri Satguru Publications.

## (OPTIONAL COURSE)

COURSE CODE: <b>MJPL-O2G</b>	COURSE TITLE: <b>TEXTUAL STUDY: KASHF -AL-MAHJUB</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: 72	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

SL. No.	CONTENT OF COURSE
	Text-Kashf -al-Mahjub(The Unveiling Veil) CHAPTERS-3,9,15-25.
SUGGESTED READINGS	
1.	Text-Kashf -al-Mahjub(The Unveiling Veil),Author-Ali bin Uthman -Al- Hujwiri,translated byReynold A Nicholson ,Taj Company,Delhi 1991



## (OPTIONAL COURSE)

COURSE CODE: <b>MJPL-O3A</b>	COURSE TITLE: <b>TEXTUAL STUDY: THE SECOND SEX</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: 72	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

2. To introduce the students with the evolution of the women's condition.
3. Understanding women's subordination in terms of reproduction, physiology, and other factors.
4. To acquaint the students with the various elements relating to women in the light of the author's viewpoint.

**COURSE OUTCOME:**

1. The students should be able to understand the basics of feminist Philosophy.
2. The students should be able to understand the starting inspiration point of second wave feminism.

SL. No.	CONTENT OF COURSE
1.	<i>THE SECOND SEX</i> (SELECTIONS)
<b>SUGGESTED READINGS</b>	
1.	Beauvoir, S. D. 2011. <i>The Second Sex</i> (Contance. B & Shela. M Trans.). Vintage Books. New York.
2.	Otoom, M. W. 2016. The Second Sex: an Analytical Study of Simone De Beauvoir's Influence on Arab Feminism. <i>European Journal of Social Sciences</i> . Vol. 52 No 1. pp.127-141.
3.	<a href="https://feminisminindia.com/2018/01/09/review-second-sex-simone-de-beauvoir/">https://feminisminindia.com/2018/01/09/review-second-sex-simone-de-beauvoir/</a>
4.	<a href="https://www.theguardian.com/childrens-books-site/2015/jun/05/review-simone-de-beauvoir-the-second-sex">https://www.theguardian.com/childrens-books-site/2015/jun/05/review-simone-de-beauvoir-the-second-sex</a>

## (OPTIONAL COURSE)

COURSE CODE: <b>MJPL-O3B</b>	COURSE TITLE: <b>TEXTUAL STUDY: MINGLING OF THE TWO OCEANS</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: 72	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

SL. No.	CONTENT OF COURSE
1.	Discourse on the Elements
2.	Discourse on the Senses
3.	Devotional Exercises, Attributes and Vision of God, Soul, Four Worlds
4.	Concept of Light, Apostleship and Saintship Salvation
<b>SUGGESTED READINGS</b>	
1.	Dara, Shukoh, (Author) M. Mahafuz-ul-Haq (Tr.), <i>Majma-Ul-Bahrain</i> (The Mingling of the Two Oceans), (1929) The Asiatic Society of Bengal, Kolkata, India.

**(OPTIONAL COURSE)**

COURSE CODE: <b>MJPL-O3C</b>	COURSE TITLE: <b>TEXTUAL STUDY: ENVIRONMENTAL ETHICS: DUTIES TO AND VALUES IN THE NATURAL WORLD</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint students with the problems of environmental ethics
2. To focus on enhancing the understanding of values in and duties towards various life forms
3. To enable students to understand and critically think about the theory of environmental ethics as propounded by Holmes Rolston

**COURSE OUTCOME:**

1. The students should be able to understand the theoretical and practical importance of environmental ethics
2. The students should be able to gain clarity about practical ethics of Holmes Rolston
3. The students should be able to critically analyze the possibility and need of extending ethics beyond the sphere of human beings.

SL. No.	CONTENT OF COURSE
1.	Humans Valuing Natural World
2.	Duties to Sentient Life
3.	Duties to Organic Life
4.	Duties to Endangered Species
5.	Duties to Ecosystems
6.	Concept of Natural Value
<b>TEXT</b>	
1.	Rolston, Holmes III. 1988. <i>Environmental Ethics: Duties to and Values in the Natural World</i> . Temple University Press

**(OPTIONAL COURSE)**

COURSE CODE: <b>MJPL-O3D</b>	COURSE TITLE: <b>TEXTUAL STUDY: BLACK SKIN WHITE MASK</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint and introduce the students to Black philosophy.
2. To present the students the phenomenological approach to colonialism and racism.
3. To introduce the philosophical issues related to the cultural and psychological aspects of colonialism.

**COURSE OUTCOME:**

1. The students should be able to understand the colonial structures and its effects on culture and psychology of the coloniser and the colonised.
2. The students should be able to approach the colonial experiences philosophically.
3. The students would be better equipped to decipher and relate the experiences of unequal social structures.

SL. No.	CONTENT OF COURSE
1.	Ziauddin Sardar's Analysis of Epidemiology of Oppression
2.	Homi Bhabha's Analysis of Self and Psyche in Colonial Condition
3.	Relation between White and the Coloured People
4.	Fact of Blackness
5.	Epidermalisation
6.	Disalienation
<b>SUGGESTED TEXT</b>	
1.	Fanon, Frantz (1986). <i>Black Skin White Mask</i> . (C.L. Markmann Tr.) London: Pluto Press.

## (OPTIONAL COURSE)

COURSE CODE: <b>MJPL-O3E</b>	COURSE TITLE: <b>TEXTUAL STUDY: PEDAGOGY OF THE OPPRESSED</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: 72	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

1. To acquaint and introduce the students to the philosophy of education.
2. To present the students the relation between pedagogy, class and culture.
3. To introduce the philosophical issues related to the transformative effects of pedagogy.

**COURSE OUTCOME:**

1. The students should be able to understand the pedagogical structures and its effects on culture and the self.
2. The students should be able to philosophically approach the pedagogical experiences.
3. The students would be better equipped to decipher and relate the experiences and to be able to philosophise them.

SL. No.	CONTENT OF COURSE
1.	Introducing the <i>Pedagogy of the Oppressed</i>
2.	Justifications for a Pedagogy of the Oppressed
3.	Banking Concept of Education
4.	Supercedence of Teacher-Student Contradiction
5.	Education as Practice of Freedom
6.	Pedagogy and Cultural Hegemony
SUGGESTED TEXT	
1.	Freire, Paulo (2000). <i>Pedagogy of the Oppressed</i> . (M. B. Ramos Tr.) London: Continuum.

## (OPTIONAL COURSE)

COURSE CODE: <b>MJPL-O3F</b>	COURSE TITLE: <b>TEXTUAL STUDY: UTILITARIANISM</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: 72	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

SL. No.	CONTENT OF COURSE
1.	Introduction and Background of the Text
2.	What is Utilitarianism
3.	Ultimate Sanction of the Principle of Utility
4.	Proof for the Principle of Utility
5.	Justice and Utility
SUGGESTED TEXT	
1.	Mill, John Stuart 1969 [1861]. Utilitarianism, in J. M. Robson (ed.), <i>Essays on Ethics, Religion and Society</i> . Vol. 10 of Collected Works of John Stuart Mill. Toronto: University of Toronto Press

## (OPTIONAL COURSE)

COURSE CODE: <b>MJPL-O3G</b>	COURSE TITLE: <b>TEXTUAL STUDY: IN SEARCH OF A BETTER WORLD</b>	
COURSE CREDIT: <b>4 (FOUR)</b>	TOTAL CONTACT HOURS: <b>72</b>	TYPE OF COURSE: <b>THEORY</b>
TOTAL MARKS: <b>100</b>	INTERNAL MARKS: <b>20</b>	END SEMESTER MARKS: <b>80</b>

**COURSE OBJECTIVES:**

TO INTRODUCE STUDENTS TO A CRITICAL DISCUSSION OF SOME OF THE MAIN PROBLEMS OF WESTERN EPISTEMOLOGY.  
 TO ENCOURAGE STUDENTS TO ACQUIRE A DEEPER AND CRITICAL UNDERSTANDING OF THE CORE EPISTEMOLOGICAL ISSUES THROUGH INTERACTIVE PRESENTATIONS.  
 TO AROUSE THE INTEREST OF THE STUDENTS IN READING ORIGINAL PHILOSOPHICAL WORKS.

**COURSE OUTCOME:**

Students who successfully complete the course will be able to:

- respond clearly, logically and critically to examination-questions and discussion-questions about important epistemological issues relevant to the course;
- comprehend, explain and evaluate the views of Karl Popper on the sources and nature of knowledge in general, and scientific knowledge in particular;
- be able to present orally or write short essays on the philosophical themes discussed in the course with reasonable arguments.

SL. No.	CONTENT OF COURSE
1.	Chapter 1- Knowledge and The Shaping Of Reality
2.	Chapter 2 – On Knowledge And Ignorance
3.	Chapter 3 – On The Socalled Sources Of Knowledge
4.	Chapter 4 – Science And Criticism
SUGGESTED TEXT	
1.	karl popper (1995): <i>in search of a better world: Lectures and Essays from Thirty Years</i> , LONDON: ROUTLEDGE